



# Parent Workshop: Supporting Your Child in Year 7 Mathematics

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# Agenda

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Purpose/Aim

Teaching Tips

Year 7 Mathematics → Year 8 Mathematics

Scenario 1

Scenario 2

Scenario 3

Scenario 4

Q&A and Workshop Survey



# Purpose/Aim

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## AIM 1

Build your confidence to support your son(s) at home learning.

## AIM 2

Integrate resources used within the classroom to aid in home learning.

## AIM 3

Strengthen home-school partnership, particularly between you and the teacher.

## AIM 4

Assist you in developing independence and autonomy in your son's home learning.

# Teaching Tips

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| TIP 1                                                                                                                                                                | TIP 2                                                                               | TIP 3                                                                                                                         | TIP 4                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Accessing primary resources including the journal and OneNote before relying on secondary resources such as Mathspace and YouTube.</p> <p><i>(Scenario 1)</i></p> | <p>Always encourage an attempt and a growth mindset.</p> <p><i>(Scenario 2)</i></p> | <p>Always encourage active revision – it can be as simple as reattempting classwork questions.</p> <p><i>(Scenario 3)</i></p> | <p>Guide your son to draw on prior mathematical understanding and reinforce how new concepts build on concepts from previous years.</p> <p><i>(Scenario 4)</i></p> |

# Year 7 Mathematics → Year 8 Mathematics

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| Year 7 Mathematics                                                                | Year 8 Mathematics                                                    |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Application of <u>concrete concepts</u>                                           | Introduction to <u>abstract concepts</u>                              |
| Consolidation of foundational number skills                                       | Extension of algebraic and symbolic reasoning                         |
| Introduction to scientific calculator and digital tools                           | Confident use of calculator for multi-step problem solving            |
| Guided exploration of mathematical relationships using visual or practical models | Independent manipulation of algebraic and graphical representations   |
| Strong focus on fluency, accuracy and method                                      | Emphasis on reasoning, generalisation and application across contexts |

# Scenario 1

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| Scenario                                                                                                                                                                                                                                      | What to do                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Your son does not remember which <u>textbook</u> questions have been assigned for homework.</p> <p>He also does not know how to answer the questions as he struggles to remember the skills that were covered in the past few lessons.</p> | <ul style="list-style-type: none"><li>• Check SEQTA or OneNote for assigned homework.</li><li>• Ensure that the notes covered in class are also in their journal. <b>The journal is an essential tool in Mathematics!</b></li><li>• Primary resource: OneNote &amp; Journal</li><li>• Secondary resource: Mathspace online text and YouTube</li><li>• Check the answers and try and work backwards using your journal notes to guide you.</li><li>• Create a list of questions to clarify with your classroom teacher next lesson.</li></ul> |



# SEQTA Dashboard





WELCOME


ASSESSMENTS


COURSES


DASHBOARD


DIREQT MESSAGES


DOCUMENTS


NOTICES

Dashboard

No options selected ▾

HOMEWORK

7MA Mathematics

DUE WEDNESDAY 2/9/26  
T3W7 Home Studies Task (on MathSpace)  
→ Add to my to-do list

7 Italian 2026

EDUCATION PERFECT  
Week 1  
L1 Family vocab  
Week 2  
L2 Possessive adjectives  
Week 3  
L3 Introducing My Family  
Week 4  
L4 Describing Family Members  
Week 5  
L5 Verbs: giocare and suonare  
entries and Nationalities  
→ Add to my to-do list

# Scenario 2

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| Scenario                                                                                                                                                                                                                                           | What to do                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Your son is working on his <u>Mathspace</u> homework on his laptop. He is getting frustrated that he keeps incorrectly answering a particular question.</p>  | <ul style="list-style-type: none"><li>• Encourage them to attempt the question by themselves first by revisiting their journal.</li><li>• Mathspace has an AI 'Help' button which gives them an example which relates closely to the question.</li><li>• Encourage your son to reattempt the question until the question is marked as green.</li><li>• Clicking on the hyperlink attached onto the Year 7 Mathematics Program will direct you to the aligned skills.</li></ul> |

# Mathspace



I'm still learning how to help with this question. We won't be able to chat, but I can still give hints!

Can I get a video, please?



Can I get a hint, please?



Can I get an example, please?



Help

Yr 7 Order of Operations Task

3. Consider the expression  $20 \div 4 \times 5$ .

3a Which operation should we perform first?

☐ Multiply 4 by 5. A

✓ The correct option was B

☐ Multiply 4 by 5. A ☒ Divide 20 by 4. B

3b Now, evaluate  $20 \div 4 \times 5$ .

☐  $20 \div 4 \times 5 = 20$

✓  $20 \div 4 \times 5 = 25$

Question 3 completed  
Just 2 questions to go!

[How was this question?](#)

[Try Again](#) [Continue](#)

# Document: Year 7 Mathematics Program

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                           |                                                         |                                                     |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------|
| 3.4<br>(4 lessons) | <b>Topic 8: Probability</b><br>Experimental probability: conduct experiments (rolling a die, two dice, a coin etc.) to determine likely hood of outcomes.<br>Explore simple complementary events.<br><br><i>NOTE: This would be started mid week - NOT 2 full weeks</i>                                                                                                                                                                                                                                                                                                             | WA7MPSP1 Construct sample spaces for single-stage chance experiments, assign probabilities to the outcomes and predict frequencies for different numbers of trials                                                                                                                                                                        | CEM Ch 8H, 8I<br><a href="#">Topic 9: Probability</a>   |                                                     |
| 3.5<br>(4 lessons) | <b>Topic 9: Probability</b><br>Experimental probability: conduct experiments (rolling a die, two dice, a coin etc.) to determine likely hood of outcomes.<br>Explore simple complementary events.                                                                                                                                                                                                                                                                                                                                                                                   | WA7MPSP2 Conduct repeated single-stage chance experiments and simulations to produce datasets, including through the use of digital tools, for an increasingly large number of trials. Discuss and describe variation and estimated probabilities for outcomes, and compare to predictions and theoretical probability, where appropriate | CEM Ch 8J<br>Investigation page 602                     | <b>Test 4:</b><br>Number properties and Probability |
| 3.6<br>(4 lessons) | <b>Topic 10: Geometry</b><br>Basic geometric objects<br>Measuring angles<br>Finding angles at a point<br>Measuring, estimating and drawing angles: draw and measure all types of angles to an accuracy of 1° using a protractor.                                                                                                                                                                                                                                                                                                                                                    | WA7MMGTW4 Explore, identify, define, name, label and apply the language, notation and conventions of geometry for points, lines, angles and polygons                                                                                                                                                                                      | CEM Ch 7A, 7B<br><br><a href="#">Topic 10: Geometry</a> |                                                     |
| 3.7<br>(4 lessons) | <b>Topic 10: : Geometry</b><br>Transversal lines and parallel lines.<br><i>Problems with parallel lines</i><br><br>Classifying and naming angles: classify angles with a description and correctly name angles i.e. angle ABC<br>Calculating angles: use angle relationships to calculate missing angles in corners, straight lines and points. Also use the property that opposite angles are equal.<br><br>Circles - know the meaning of the terms centre, radius, chord, diameter, arc and bisect, understand that all points on a circle are an equal distance from the centre. | WA7MMGTW5 Investigate, identify and describe corresponding, alternate and co-interior angles formed when two parallel lines are crossed by a transversal. Use relationships to determine unknown angles and explain reasoning                                                                                                             | CEM Ch 7C, 7D                                           |                                                     |

Mathspace  
links to content

# Scenario 3

| Scenario                                                                                                                                                                                                                                       | What to do                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p data-bbox="244 536 1207 694">Your son is revising for his upcoming test and appears to be needing guidance on how to best prepare for a maths test.</p>  | <ul style="list-style-type: none"><li>• Check program and SEQTA for outline of assessment dates and prepare in advanced.<ul style="list-style-type: none"><li>• Have a home calendar</li></ul></li><li>• Get your son to practice <b><u>spaced learning</u></b> prior to starting their assigned homework: 1 question from last lesson, 1 question from last week, 1 question from last term.</li><li>• Encourage daily revision if there is no homework assigned.</li><li>• Test Preparation Resources:<ol style="list-style-type: none"><li>1) Student sharepoint (on SEQTA) will give access to past tests.</li><li>2) Ask teachers to assign a revision Mathspace.</li></ol></li></ul> |

# Student Sharepoint

 **tes** Seqta Learn

WELCOME

ASSESSMENTS >

COURSES >

DASHBOARD

DIRECT MESSAGES

DOCUMENTS

NOTICES

PORTAL >

REPORTS

SETTINGS

TIMETABLE

Welcome



# Practise Compassion

Show Kindness | Show Compassion | Show Empathy



Category



Outlook



Student Sharepoint



Clipboard



Sport Training



Sport Fixtures



2026 Athletics Season



Sport Exemption Application



Library



Clickview



Study Skills

# Student Sharepoint

📁 > Course 1 > Tests > 2025 ▾

🔗 Share

🔗 Copy link

🔗 Add shortcut to OneDrive ▾

⬇ Download

⋮

☰ All Documents

+ Add view

☰



📄 Name ▾

Modified ⓘ ▾

Modified By ▾



2025 End of Semester 1 Test 3 - Calc Free - Solutions.pdf

December 8, 20...

Galvin Francisco



2025 YEAR 7 End of Sem 1 Test 3 - Calc Allowed SOLNS.pdf

December 8, 20...

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2025 YEAR 7 End of Sem 1 Test 3 - Calc Allowed.pdf

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2025 YEAR 7 End of Sem 1 Test 3 - Calculator Free.pdf

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2025 Year 7 Test 5 Geometry and Symmetry SOLUTION.pdf

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2025 Year 7 Test 5 Geometry and Symmetry.pdf

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2025 Yr 7 Test 1 Number and Measurement - Solutions.pdf

December 8, 20...

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2025 Yr 7 Test 1 Number and Measurement.pdf

December 8, 20...

Galvin Francisco



2025 Yr 7 Test 2 Volume and Algebra SOLNS.pdf

December 8, 20...

Galvin Francisco



2025 Yr 7 Test 2 Volume and Algebra.pdf

December 8, 20...

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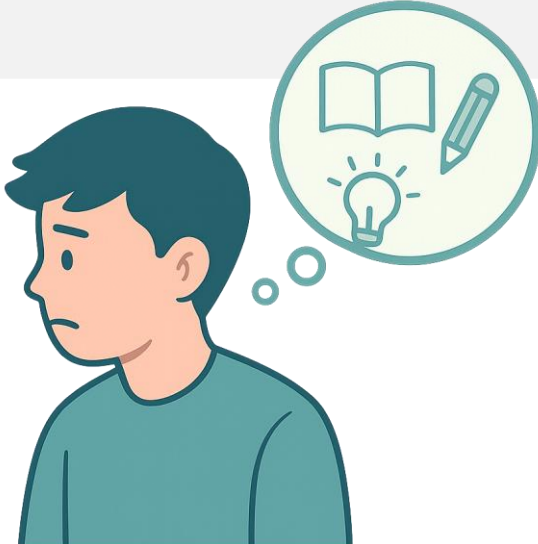
2025 Yr 7 Test 4 Statistics and Number Properties SOLUTIONS.pdf

December 8, 20...

Galvin Francisco

Each test is provided as a blank copy with separate solutions

# Scenario 4

| Scenario                                                                                                                                                                                                                                                                                   | What to do                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Your son is struggling with his homework or home revision, but his teacher mentioned that it's an extension of what was covered in Year 7. He can't remember what these particular skills were.</p>  | <ul style="list-style-type: none"><li>• Open last year's OneNote and refer to the lesson as a refresher. Most of our skills in Maths build on each other.</li><li>• Open the <i>Scope &amp; Sequence document</i> and locate the current skill they are covering. This should also be outlined in the Year 8 program. Find the Year 7 skill in question (this should be to the left of the current Year 8 skill).</li><li>• Talk to the teacher.</li></ul> |

# Document: Yr7-10 Scope & Sequence

## Contents

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## Sub-strand: Algebraic techniques

| Year 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Represent in expanded form, evaluate, and compare numbers expressed in index notation, including powers of 10</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Identifying that <math>7^3</math> has a base of 7 and an index or power of 3, can be written as <math>7 \times 7 \times 7</math> which can be evaluated as 343</li> <li>Recognising that <math>5^4 = 5 \times 5 \times 5 \times 5 = 625</math> and that 625 is 25 times greater than 25 and 125 is 5 times fewer than 625</li> <li>Identifying and recognising patterns within powers of 10, such as 1000 is the same as <math>10 \times 10 \times 10</math> which can be written as <math>10^3</math> which has a base of 10 and an index or power of 3</li> <li>Making connections between powers of 10 and place value, such as 4000 (<math>4 \times 10^3</math>) is 100</li> </ul> | <p>Develop and apply the index laws for numbers in index form with positive-integer and zero indices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Exploring expressions, such as <math>3^2 \times 3^4 = (3 \times 3) \times (3 \times 3 \times 3 \times 3) = 3^6</math> or <math>3^{2+4}</math> and <math>3^5 \div 3^2 = \frac{3 \times 3 \times 3 \times 3 \times 3}{3 \times 3} = 3^3</math> or <math>3^{5-2}</math> and <math>(3^3)^2 = 3^3 \times 3^3 = 3 \times 3 \times 3 \times 3 \times 3 \times 3 = 3^6</math> or <math>3^{3 \times 2}</math> and <math>(2 \times 3)^2 = (2 \times 3) \times (2 \times 3) = 2^2 \times 3^2</math> and</li> </ul> | <p>Extend and apply index laws with positive-integer indices and the zero index, to variable bases and simplify where appropriate</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Generalising numerical expressions, such as <math>2^2 \times 2^3 = 2^{2+3} = 2^5</math> to <math>a^m \times a^n = a^{m+n}</math> and hence simplifying <math>b^3 \times b^7 \times b</math> or <math>3e^2 \times 5e^4</math> <math>2^5 \div 2^3 = 2^{5-3} = 2^2</math> to <math>a^m \div a^n = a^{m-n}</math> and hence simplifying <math>\frac{h^8}{h^3}</math> or <math>3ay^5 \div 6ay^3</math> <math>(2^2)^3 = 2^{2 \times 3} = 2^6</math> to <math>(a^m)^n = a^{mn}</math> and hence simplifying <math>(7e^2)^3</math> or <math>(2cd^2)^4</math> <math>\left(\frac{2}{3}\right)^2 = \left(\frac{2^{1 \times 2}}{3^{1 \times 2}}\right) = \frac{2^2}{3^2}</math> to <math>\left(\frac{a}{b}\right)^n = \frac{a^n}{b^n}</math></li> </ul> | <p>Extend and apply index laws with positive-integer indices and variable bases, to include negative-integer indices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Applying patterns, index notation and laws to establish <math>a^{-1} = \frac{1}{a}</math>, <math>a^{-2} = \frac{1}{a^2}</math>, <math>a^{-3} = \frac{1}{a^3}</math> and <math>a^{-n} = \frac{1}{a^n}</math></li> <li>Representing expressions involving negative-integer indices as expressions involving positive-integer indices and vice versa <math>x^{-3} = \frac{1}{x^3}</math>, <math>2x^{-1} = \frac{2}{x^1} = \frac{2}{x}</math>, <math>\frac{4}{x} = \frac{4}{x^1} = 4x^{-1}</math>, <math>\frac{1}{x^2} = x^{-2}</math></li> <li>Justifying why these statements are true <math>\frac{9x^5}{3x^{-5}} = 3x^{10}</math> <math>9x^{-7} \div 3x^5 \neq 3x^2</math> <math>(3a^2)^2 \times a^3 \neq 6a^7</math> <math>a^5 \times a^{-7} = \frac{1}{a^2}</math></li> </ul> |

Link to document:

[Year 7 to 10 Scope and Sequence](#)

# Q&A with 2026 Academic Prefects

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Bowie McCabe & Luca Misiun

# Feedback

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Your feedback  
is appreciated