Pupils should be taught to:	As outcomes, Year 7 pupils should, for example:
Know and use the order of operations, including brackets	Use, read and write, spelling correctly: order of operations, brackets… Know the conventions that apply when evaluating expressions: • Contents of brackets are evaluated first. • In the absence of brackets, multiplication and division take precedence over subtraction and addition. • A horizontal line acts as a bracket in expressions such as $\frac{5+6}{2}$ or $\frac{a+b}{5}$. **brackets** ⇩ **powers or indices** ⇩ **multiplication (including 'of') and division** ⇩ **addition and subtraction** • With strings of multiplications and divisions, or strings of additions and subtractions, and no brackets, the convention is to work from left to right, e.g. $12 \div 4 \div 2 = 1.5$, not 6. Calculate with mixed operations. For example: • Find mentally or use jottings to find the value of: a. $16 \div 4 + 8$ $= 12$ b. $16 + 8 \div 4$ $= 18$ c. $14 \times 7 + 8 \times 11$ $= 186$ d. $\frac{100}{4 \times 5}$ $= 5$ e. $32 + 13 \times 5$ $= 97$ f. $(3^2 + 4^2)^2$ $= 625$ g. $(5^2 - 7) / (2^2 - 1)$ $= 6$ • Use a **calculator** to calculate with mixed operations, e.g. $(32 + 13) \times (36 - 5) = 1395$ • In algebra recognise that, for example, when $a = 4$, $3a^2 = 3 \times 4^2 = 3 \times 16 = 48$ **Link to calculator methods (pages 108–9), order of algebraic operations (pages 114–15), and substitution in expressions and formulae (pages 138–41).**