

Maths

Subject

Overview

ROUTE 1 – Maths

Year 7 & 8

Skills and Knowledge Progression

KNOWLEDGE

Pupils acquire knowledge in the following areas:

- Number
 - Place value
 - Addition and subtraction
 - Multiplication and division
 - Fractions
- Measurement
 - Time
 - Position and direction
 - Money
- Geometry
 - 2D and 3D shapes
- Statistics
 - Tally, bar charts and pictograms

SKILLS

- Patterns and connections
- Spatial reasoning
- Subitising
- Composition
- Sorting and matching
- Comparing and ordering

SPIRAL

- A spiralling curriculum ensures we can revisit key skills, address gaps in knowledge and explore via discovery-based learning.
- Create collaboratively
- sharing ideas, resources and skills
- Safely use equipment
- Share creations

**AUTUMN
HALF TERM 1**

**AUTUMN
HALF TERM 2**

**SPRING
HALF TERM 1**

**SPRING
HALF TERM 2**

**SUMMER
HALF TERM 1**

**SUMMER
HALF TERM 2**

Year 7
DAPA 4-8

<p>Number</p> <p><i>Place Value Counting, comparing number, reading, writing and estimating number and (where possible), problem solving</i></p>	<p>Number</p> <p><i>Addition & Subtraction Number bonds, mental calculation, written methods, inverse operations and (where possible), problem solving</i></p>	<p>Measurement</p> <p><i>Standard and nonstandard. Time. Comparative vocabulary: long/short, longer/shorter, tall/short, double/half Days of the week, months of the year, analogue and digital time.</i></p> <p><i>Time vocabulary [e.g. quicker, slower, earlier, later]</i></p>	<p>Number</p> <p><i>Place Value (revisited) Counting, comparing number, reading, writing and estimating number and problem solving.</i></p>	<p>Measurement</p> <p><i>Time, position and direction. Time: days of the week, months of the year, analogue and digital time.</i></p> <p><i>Position and direction: positional language and compass directions (half, quarter and three-quarter turns, where possible)</i></p>	<p>Geometry</p> <p><i>2D and 3D (revisited) Identifying shapes and their properties (2D and 3D), drawing and constructing, comparing and classifying and pattern.</i></p>
	<p>Geometry</p> <p><i>2D and 3D Identifying shapes and their properties (2D and 3D), drawing and constructing, comparing and classifying and pattern.</i></p>	<p>Statistics</p> <p><i>Tally, bar charts and pictograms (basic principles) Recording data, interpreting results and drawing data pictorially in a number of forms.</i></p>	<p>Number</p> <p><i>Multiplication & Division Multiplication and division facts, mental and written calculation, properties of numbers, order of operations, inverse operations, estimation and problem solving.</i></p>	<p>Measurement</p> <p><i>Money Identifying money (coin recognition and value, where possible)</i></p>	<p>Number</p> <p><i>Fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, 1</i></p>

Year 8
DAPA 9-12

Number	Number	Measurement	Number	Measurement	Geometry
<i>Place Value Counting, comparing number, reading, writing and estimating number and (where possible), problem solving.</i>	<i>Addition & Subtraction Number bonds, mental calculation, written methods, inverse operations and (where possible), problem solving.</i>	<i>Standard and nonstandard. Time. Comparative vocabulary: long/short, longer/shorter, tall/short, double/half Days of the week, months of the year, analogue and digital time. Time vocabulary [e.g. quicker, slower, earlier, later]</i>	<i>Place Value (revisited) Counting, comparing number, reading, writing and estimating number and problem solving.</i>	<i>Time Position and direction. Time: days of the week, months of the year, analogue and digital time. Position and direction: positional language and compass directions (half, quarter and three-quarter turns, where possible)</i>	<i>2D and 3D (revisited) Identifying shapes and their properties (2D and 3D), drawing and constructing, comparing and classifying and pattern.</i>
	Geometry	Statistics	Number	Measurement	Number
	<i>2D and 3D Identifying shapes and their properties (2D and 3D), drawing and constructing, comparing and classifying and pattern.</i>	<i>Tally, bar charts and pictograms (basic principles) Recording data, interpreting results and drawing data pictorially in a number of forms.</i>	<i>Multiplication & Division Multiplication and division facts, mental and written calculation, properties of numbers, order of operations, inverse operations, estimation and problem solving.</i>	<i>Money Identifying money (coin recognition and value, where possible)</i>	<i>Fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, 1</i>

Y e a r 9, Y e a r 1 0 a n d Y e a r 1 1 S k i l l s a n d K n o w l e

Year 9	<p>Properties of number</p> <p><i>Number - One to twenty Touch counting, reading and writing numbers, comparing number, estimating, place value (part whole models) and problem solving.</i></p> <p>AQA Unit Award Scheme</p>	<p>The four operations</p> <p><i>The four operations (without a calculator)</i></p> <p><i>Addition and subtraction within 20, number bonds, inverse operations, problem solving.</i></p> <p>AQA Unit Award Scheme</p>	<p>Ratio Money</p> <p><i>Fractions- half of shape and amounts up to 20.</i></p> <p><i>Money- recognition of coins and notes, calculations with money up to 20p.</i></p> <p>AQA Unit Award Scheme</p>	<p>The calendar and time</p> <p><i>Days of the Week the calendar and time (on the hour, half past) Practical Maths.</i></p> <p>AQA Unit Award Scheme</p>	<p>Measures Geometry</p> <p><i>Measure- Length, weight and volume, Standard (cm) and non-standard, comparative language, using a ruler accurately, position and direction.</i></p> <p><i>Geometry- recognising, naming and sorting 2D and 3D shapes.</i></p> <p>AQA Unit Award Scheme</p>	<p>Statistics</p> <p><i>Tally, pictogram and simple bar charts- recording, drawing and interpreting data.</i></p> <p>AQA Unit Award Scheme</p>
Year 10	<p>Properties of number</p> <p><i>Number- One to thirty Touch counting, reading and writing numbers, comparing number, estimating, place value and problem solving.</i></p> <p>AQA Unit Award Scheme</p>	<p>The four operations</p> <p><i>The four operations (without a calculator)</i></p> <p><i>Addition and subtraction within 30, number bonds, inverse operations, skip counting (10s, 2s, 5s), sharing equally, problem solving.</i></p> <p>AQA Unit Award Scheme</p>	<p>Ratio Money</p> <p><i>Fractions- half and quarter of shapes and amounts up to 30.</i></p> <p><i>Money- recognition of coins and notes, calculations with money up to 30p.</i></p> <p>AQA Unit Award Scheme</p>	<p>The calendar and time</p> <p><i>Days of the Week the calendar and time (on the hour, half past, quarter to/past). Practical Maths.</i></p> <p>AQA Unit Award Scheme</p>	<p>Measures Geometry</p> <p><i>Measure- Length, weight and volume, Standard (cm and m) and non-standard, comparative language, using a ruler accurately, position and direction.</i></p> <p><i>Geometry- recognising, naming, sorting and comparing 2D and 3D shapes, including properties of shapes.</i></p> <p>AQA Unit Award Scheme</p>	<p>Statistics</p> <p><i>Tally, pictogram and simple bar charts- recording, drawing, interpreting and problem-solving using data.</i></p> <p>AQA Unit Award Scheme</p>

Curriculum Overview

- Route 1 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE opportunities within the context of the topics.
- Pupils work to a carefully crafted curriculum targeting DAPA S Levels. Skills and Knowledge are taught and tracked from National Curriculum levels to ensure progression is evident. We work from the pupil's individual starting point and content will differ per class to meet the individual need of the pupil, working towards security in knowledge with incremental steps.
- All Year 7 content is taught against DAPA levels 4-8.
- All Year 8 content is taught against DAPA levels 9-12.
- White Rose Maths schemes are also taught alongside where appropriate.
- A spiralling curriculum ensures we can revisit key skills, address gaps in knowledge and explore via discovery-based learning.
- Additional resources used include: Times Tables Rock Stars, Maths Whizz, Education City, My Maths.
- There are five Maths lessons per week in every class.
- Pupils will work towards gaining a Unit Award recognition following the AQA Unit Award Scheme.

Destinations

- The curriculum presents opportunities to meet pupils' potential throughout a three-year period; pupils work towards AQA Unit Award Scheme certification.

Cross-Curricular Links

- Route 1 English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension.
- Route 1 Science opportunities to address; Work Scientifically. Experimental Skills and Investigations. Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature.
- Route 1 E-safety opportunities to address; Health, Well-being and Lifestyle. Privacy and Security.

ROUTE 2 – Maths

Year 7 & 8

Skills and Knowledge Progression

KNOWLEDGE

Pupils acquire knowledge in the following areas:

- Number
 - Place value
 - Addition and subtraction
 - Multiplication and division
 - Fractions
- Measurement
 - Time
 - Mass, capacity and temperature
 - Length and height
 - Money
 - Position and direction
- Geometry
 - 2D and 3D shapes
 - Position and direction
- Statistics
 - Tally charts, bar charts, pictograms and two-way tables

SKILLS

- The principal focus ensures that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].
- Conceptual understanding
- Procedural fluency
- Problem solving
- Reasoning

SPIRAL

- A spiralling curriculum ensures we can revisit key skills, address gaps in knowledge and explore via discovery-based learning.
- Create collaboratively
- sharing ideas, resources and skills
- Safely use equipment
- Share creations

**AUTUMN
HALF TERM 1**

**AUTUMN
HALF TERM 2**

**SPRING
HALF TERM 1**

**SPRING
HALF TERM 2**

**SUMMER
HALF TERM 1**

**SUMMER
HALF TERM 2**

Year 7	Number Place Value <i>(within 100, including comparison)</i>	Geometry Properties of Shape <i>(2D and 3D – recognise, name and sort)</i>	Measurement Time <i>(days, months, units of time, telling time to hour, half hour, quarter past / to and 5 minute intervals, where appropriate)</i>	Number Fractions <i>(finding $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$ of an object, shape or quantity. Unit and non-unit fractions)</i>	Geometry Position & Direction <i>(positional language and direction)</i>	Measurement Mass, Capacity and Temperature <i>(measure and compare in mm/l/g/kg with four operations)</i>
	Addition & Subtraction <i>(within 20, with missing number problems)</i>	Measurement Money <i>(unitising, recognition and counting)</i>	Statistics <i>Tally charts, bar / block charts and pictograms (basic principles)</i>	Multiplication and Division <i>(count in 2s/5s/10s, times tables/division by 2/5/10)</i>	Measurement Length & Height <i>(compare, measure and order length and height in cm and m)</i>	
Year 8	Number Place Value <i>(within 100, estimation and comparison)</i>	Geometry Properties of Shape <i>(2D and 3D – recognise, name, sort, patterns and symmetry)</i>	Measurement Time <i>(days, months, units of time, telling time, as in prior learning, on analogue and digital and conversions, where appropriate)</i>	Number Fractions <i>(compare, order and understand unit and non-unit fractions, with addition and subtraction of fractions, where appropriate)</i>	Geometry Position & Direction <i>(positional language and direction using coordinates, translations and symmetry)</i>	Measurement Mass, Capacity and Temperature <i>(measure and compare in mm/l/g/kg with four operations and equivalents)</i>
	Addition & Subtraction <i>(within 100, up to 2 digit numbers)</i>	Measurement Money <i>(counting, comparing and calculating with conversions and estimation)</i>	Statistics <i>Bar charts, pictograms and two-way tables (collection and representation)</i>	Multiplication and Division <i>(multiples of 2s/5s/10s, multiplication and division of 3 / 4 / 8 and beyond, where appropriate)</i>	Measurement Length & Height <i>(compare, measure and order length and height in cm, m, mm and km, where appropriate; and perimeter)</i>	

Year 9	<p>Properties of number</p> <p><i>Enhancing working with numbers to 20 (EL1)</i></p>	<p>The four operations</p> <p><i>Enhance the use of + and – signs to solve simple number problems</i></p>	<p>Ratio</p> <p><i>Enhance understanding of equality</i></p> <p>Money</p> <p><i>Recognise coins and notes up to £20</i></p>	<p>The calendar and time</p> <p><i>Enhance the use of days of the week and ordering familiar events; time to the hour/half hour</i></p>	<p>Measures</p> <p><i>Enhance comparisons of length, height capacity and weight</i></p> <p>Geometry</p> <p><i>Enhance recognition of 2D and 3D shapes</i></p>	<p>Statistics</p> <p><i>Enhance by sorting and classifying objects using a single criterion</i></p>
Year 10	<p>Properties of number</p> <p><i>Deepen knowledge with numbers to 100 (EL2)</i></p>	<p>The four operations</p> <p><i>Deepen prior skills, adding and subtracting whole numbers with a total up to 100. Enhance multiplication and division skills (EL2)</i></p>	<p>Ratio</p> <p><i>Deepen ability to find a third or a quarter</i></p> <p>Money</p> <p><i>Deepen understanding by converting from pence to pounds (and vice versa) up to £100</i></p>	<p>The calendar and time</p> <p><i>Deepen understanding of seasons, months and time to the nearest five minutes</i></p>	<p>Measures</p> <p><i>Deepen with use of measure and estimation</i></p> <p>Geometry</p> <p><i>Deepen recognition and properties of 2D and 3D shapes with use of angles</i></p>	<p>Statistics</p> <p><i>Deepen by sorting and classifying objects using more than one criterion</i></p>

Year 11	Properties of number <i>Develop mastery with numbers to 1,000 (EL3)</i>	The four operations <i>Develop +, -, x and division at a mastery level. For example, using three/four digit numbers (EL3)</i>	Ratio <i>Develop understanding, working with unit fractions to one tenth of a number up to 100 (EL3)</i>	The calendar and time <i>Develop understanding by solving problems, Roman numerals and conversions</i>	Measures <i>Develop with addition of measures, conversions and use of perimeter</i>	Statistics <i>Develop by use of bar charts, pictograms, tally charts and frequency tables with comparative problem-solving.</i>
			Money <i>Develop understanding by solving real-life problems / investigations</i>		Geometry <i>Develop understanding with symmetry, angles and coordinates</i>	

Curriculum Overview

- Route 2 Pupils undertake tasks to ENHANCE, DEVELOP and DEEPEN opportunities within the context of the topics.
- The principal focus ensures that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects, manipulatives and measuring tools].
- Pupils are taught content (fluency) and skills in line with National Curriculum coverage at appropriate levels.
- There are five Maths lessons per week in every class.
- White Rose Maths schemes are utilised to support teaching.
- Additional resources used include: Times Tables Rock Stars, Maths Whizz, Education City, My Maths
- Lower ability pupils will have access to a carefully catered curriculum and will work towards DAPA S Levels, where appropriate.
- Each class is unique, and it is to be expected that the delivery of taught content will differ to meet the varied needs of pupils.
- Pupils will work towards gaining an Entry Level Certificate following the AQA Entry Level Certificate scheme.

Cross-Curricular Links

- Route 2 English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Transcription. Writing-Composition. Writing-VGP.
- Route 2 Science opportunities to address; Work Scientifically. Experimental Skills and Investigations. Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature.
- Route 2 E-safety opportunities to address; Privacy and Security.

Destinations

- The curriculum presents opportunities to meet pupils' potential throughout a three-year period; where appropriate, pupils may achieve an EL1/2/3 in AQA Maths Entry Level Certificate.

ROUTE 3 – Maths

Year 7 and 8

Skills and Knowledge Progression

KNOWLEDGE

Pupils acquire knowledge in the following areas:

- Number
 - Place value
 - Addition and subtraction
 - Multiplication and division
 - Fractions
- Measurement
 - Time
 - Mass, capacity and temperature
 - Length and height
 - Money
 - Position and direction
- Geometry
 - 2D and 3D shapes
 - Position and direction
- Statistics
 - Tally charts, bar charts, pictograms and two-way tables

SKILLS

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

SPIRAL

- A spiralling curriculum ensures we can revisit key skills, address gaps in knowledge and explore via discovery-based learning.
- Create collaboratively
- sharing ideas, resources and skills
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**AUTUMN
HALF TERM 1**

**AUTUMN
HALF TERM 2**

**SPRING
HALF TERM 1**

**SPRING
HALF TERM 2**

**SUMMER
HALF TERM 1**

**SUMMER
HALF TERM 2**

Year 7	Number Place Value <i>(within 100, including comparison)</i>	Geometry Properties of Shape <i>(2D and 3D – recognise, name and sort)</i>	Measurement Time <i>(days, months, units of time, telling time to hour, half hour, quarter past / to and 5 minute intervals, where appropriate)</i>	Number Fractions <i>(finding $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$ of an object, shape or quantity. Unit and non-unit fractions)</i>	Geometry Position & Direction <i>(positional language and direction)</i>	Measurement Mass, Capacity and Temperature <i>(measure and compare in mm/l/g/kg with four operations)</i>
	Addition & Subtraction <i>(within 20, with missing number problems)</i>	Measurement Money <i>(unitising, recognition and counting)</i>	Statistics <i>Tally charts, bar / block charts and pictograms (basic principles)</i>	Multiplication and Division <i>(count in 2s/5s/10s, times tables/division by 2/5/10)</i>	Measurement Length & Height <i>(compare, measure and order length and height in cm and m)</i>	
Year 8	Number Place Value <i>(within 100, estimation and comparison)</i>	Geometry Properties of Shape <i>(2D and 3D – recognise, name, sort, patterns and symmetry)</i>	Measurement Time <i>(days, months, units of time, telling time, as in prior learning, on analogue and digital and conversions, where appropriate)</i>	Number Fractions <i>(compare, order and understand unit and non-unit fractions, with addition and subtraction of fractions, where appropriate)</i>	Geometry Position & Direction <i>(positional language and direction using coordinates, translations and symmetry)</i>	Measurement Mass, Capacity and Temperature <i>(measure and compare in mm/l/g/kg with four operations and equivalents)</i>
	Addition & Subtraction <i>(within 100, up to 2 digit numbers)</i>	Measurement Money <i>(counting, comparing and calculating with conversions and estimation)</i>	Statistics <i>Bar charts, pictograms and two-way tables (collection and representation)</i>	Multiplication and Division <i>(multiples of 2s/5s/10s, multiplication and division of 3 / 4 / 8 and beyond, where appropriate)</i>	Measurement Length & Height <i>(compare, measure and order length and height in cm, m, mm and km, where appropriate; and perimeter)</i>	

Year 9	<p>Properties of number</p> <p><i>Embed an understanding of number up to a level adapted to the pupil.</i></p> <p>GCSE content: Fractions and percentages</p>	<p>The four operations</p> <p><i>Embed an understanding of the four operations up to a level adapted to the pupil.</i></p> <p>GCSE content: Algebra</p>	<p>Ratio Money</p> <p><i>Embed an understanding of ratio/money up to a level adapted to the pupil.</i></p> <p>GCSE content: Ratio and proportion</p>	<p>The calendar and time</p> <p><i>Embed an understanding of the calendar and time up to a level adapted to the pupil.</i></p> <p>GCSE content: Graphs, tables and charts</p>	<p>Measures Geometry</p> <p><i>Embed an understanding of measures/ geometry up to a level adapted to the pupil.</i></p> <p>GCSE content: Perimeter, area and volume 1</p> <p>Angles</p>	<p>Statistics</p> <p><i>Embed an understanding of statistics up to a level adapted to the pupil.</i></p> <p>GCSE content: Averages and range</p>
Year 10	<p>Properties of number</p> <p><i>Demonstrate an understanding of number up to a level adapted to the pupil.</i></p> <p>GCSE content: Fractions, indices and standard form.</p>	<p>The four operations</p> <p><i>Demonstrate an understanding of the four operations up to a level adapted to the pupil.</i></p> <p>GCSE content: Multiplicative reasoning</p>	<p>Ratio Money</p> <p><i>Demonstrate an understanding of ratio/money up to a level adapted to the pupil.</i></p> <p>GCSE content: Equations, inequalities and sequences</p>	<p>The calendar and time</p> <p><i>Demonstrate an understanding of the calendar and time up to a level adapted to the pupil.</i></p> <p>GCSE content: Graphs and transformations</p>	<p>Measures Geometry</p> <p><i>Demonstrate an understanding of measures/ geometry to a level adapted to the pupil.</i></p> <p>GCSE content: Constructions, loci, bearings, quadratic equations, graphs</p> <p>Perimeter, area and volume 2</p>	<p>Statistics</p> <p><i>Demonstrate an understanding of statistics up to a level adapted to the pupil.</i></p> <p>GCSE content: Probability</p>

Year 11	<p>Properties of number</p> <p><i>Apply an understanding of number up to a level adapted to the pupil.</i></p> <p><i>GCSE content: Congruence, similarity and vectors</i></p>	<p>The four operations</p> <p><i>Apply an understanding of the four operations up to a level adapted to the pupil.</i></p> <p><i>GCSE content: Algebra</i></p>	<p>Ratio Money</p> <p><i>Apply an understanding of ratio/money up to a level adapted to the pupil.</i></p> <p><i>GCSE content: Right angled triangles</i></p>	<p><i>Revision</i></p>	<p><i>Exams Level 1 Functional Skills / GCSE</i></p>	<p><i>Exams Level 1 Functional Skills / GCSE</i></p>
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Curriculum Overview

- Route 3 Pupils undertake tasks to EMBED, DEMONSTRATE, and APPLY opportunities within the context of the topics taught.
- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Skills and Knowledge are taught from National Curriculum levels to ensure progression is evident. We work from the pupil's individual starting point and look for progression through skills and additional knowledge.
- Real Life links - Select and apply mathematical methods in a range of contexts
- Conceptual understanding of topics taught
- Procedural fluency - Recall and embed knowledge of the prescribed content
- Problem solving and reasoning - Interpret and analyse problems and generate strategies to solve them
- A spiralling curriculum allows for key skills to be revisited, gaps in knowledge to be addressed and learning to be embedded via a mastery approach.
- Content will differ per class to meet the individual needs of the pupils.
- Pupils are entered for qualifications that concretise the embedding of ambitious opportunities across a three-year period. Within this route, pupils will aspire to achieve at least an AQA Entry Level Certificate 3, AQA Functional Skills Level 1 / 2 and / or an AQA GCSE in Year 11.
- Suitability of qualifications will be determined on a case-by-case basis, informed by progress made during the fluency, reasoning and problem-solving stages.

Cross-Curricular Links

- Route 3 English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Transcription. Writing-Composition. Writing-VGP.
- Route 3 Science opportunities to address; Work Scientifically. Experimental Skills and Investigations. Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature.
- Route 3 E-safety opportunities to address; Health, Well-being and Lifestyle.

Destinations

- Pupils are entered for qualifications that concretise the embedding of ambitious opportunities across a three-year period. Within this route, pupils will aspire to achieve at least an AQA Entry Level Certificate 3, AQA Functional Skills Level 1 / 2 and / or an AQA GCSE in Year 11.