Curriculum Offer



Curriculum Offer

SUBJECT: Mathematics	**YEAR:** 7 & 8	**PATHWAY:** 1
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE • Number - Place value – 1:1 correspondence - Addition and subtraction - Multiplication and division - Fractions • Measurement – Standard and nonstandard - Time - 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

Place Value

S2 - To explore and respond to counting rhymes and songs.
S3 - 1:1 Correspondence. To explore changing quantities.
S4 - Explore numbers 1 and 2. To subitise.
S5 - Explore numbers 1, 2 and 3. To subitise.
S6 - To demonstrate an understanding of numbers 1 to 5.
S7 - Ordering numbers to 5. Knowledge and understanding of 1 more, 1 less. Pupils will be able to use a number and number line.
S8 - To count and order numbers to 10.
S9 - To order non-consecutive numbers to 10. Exploration of more, less and the same.

Addition and Subtraction

S8 - Add and subtract from a group of objects, understand more and less, to jump forwards and backwards 3 jumps up to number 5. Find a total of objects up to 5.
S9 - Add and subtract quantities up to 5, understand the vocabulary add and subtract. To use a part, part, whole model.
S10 - To add and subtract numbers within 10. To recognise add, subtract and equals symbols.
S11 - To add two 1-digit numbers bridging 10. To recognise number bonds to 5 and 10. To understand inverse and commutative law.
S12 - To recall number bonds to 10. To add a 1-digit number to a 2-digit number- no grouping. To subtract a 1-digit number from a 2-digit number- no grouping.

Curriculum Offer

Multiplication and Division

S8 - Share a whole into two parts equally. Recognise a double up to 6.
S9 - Recognise equal and unequal parts and groups. Practically share a group of objects between up to five peers. Match four quarters to make a whole. To recognise that half means two equal pieces.
S10 - To demonstrate that the same quantity can be split into equal groups in different ways. To use arrays to solve two times table multiplications up to 10. To recognise and rote count in odds and evens up to 10.
S11 - To count in rote in 2's to 10. Use match three thirds to a whole. To know that one half is the same as two quarters. To recognise and find a half of a quantity to 10 or object. To halve and double numbers up to 10.
S12 - To count in 2's, 5's and 10's from 0. Use practical resources to solve simple multiplications in the 5 and 10 times table. To recognise and find a half of a quantity up to 100. To recognise a quarter as one of 4 equal parts in a quantity and object. To double and halve numbers to 20.

Shape, Space and Measure

S1 - To experience and respond to movement.
S2 - Interact with different objects of different shapes, size and weight. To explore weight and capacity in play.
S3 - To explore shapes of different sizes. To make a pile of objects.
S4 - To explore the position of objects. To stack or join objects. To match big objects and small objects. To handle 2D shapes and listen to their names. To empty and fill a container.
S5 - To associate a sequence of actions with daily routines. To match coins (e.g. coin to coin or coin to picture). To select, rotate and manipulate shapes for a purpose. To respond to the language up, down, now, next.
S6 - To manipulate 3D shapes in practical activities. To use positional language such as in, out, on and under. To identify big and small when shown two similar sized objects. To match a coin to a picture taking note of the number.
S7 - To sort objects according to a characteristic. To move forwards and backwards following a command. To understand the language of heavy, light, full, empty, more and less in practical activities. To recognise what occurs during the day compared to night. To weigh objects using non-standard measure.
S8 - To compare two objects using language of length and height. To order 3 events that happen during a day. To select and match 2D shapes. To know the value of different coins up to 10p. To understand the positional language of in front and behind. To recognise a curved and straight line. To measure length using non-standard units.
S9 - To recognise and name a circle, triangle and square. To use comparatives of height, length, capacity and mass. To make comparisons of time. To refer to the features of 2D and 3D shapes as straight or curved. To respond a request to the language turn.

Curriculum Offer

YEAR/CYCLE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Number	**Geometry**	**Measurement & Statistics**	**Number**	**Number & Geometry**	**Measurement**
Year 7	Composition / Place Value 1:1 correspondence Addition & Subtraction	2D / 3D Geometry Repeated pattern Symmetry	<u>Measurement</u> Standard and nonstandard <u>Statistics</u> Tally, bar charts and pictograms	Composition / Place Value	<u>Number</u> Composition Fractions ½, ¼ Multiplication & Division <u>Geometry</u> 2D / 3D Geometry Repeated pattern Symmetry	<u>Time</u> Sequencing Days / months <u>Money</u> Transactional exchange
Year 8	Composition / Place Value 1:1 correspondence Addition & Subtraction	2D / 3D Geometry Repeated pattern Symmetry	<u>Measurement</u> Standard and nonstandard <u>Statistics</u> Tally, bar charts and pictograms	Composition / Place Value	<u>Number</u> Composition Fractions ½, ¼ Multiplication & Division <u>Geometry</u> 2D / 3D Geometry Repeated pattern Symmetry	<u>Time</u> Sequencing Days / months <u>Money</u> Transactional exchange
Each year group and class also have a timetabled number lesson each week, focusing on number fluency.						

Curriculum Offer

CURRICULUM OVERVIEW	CROSS CURRICULAR LINKS	DESTINATIONS
• Pathway 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, My Maths. • There are five Maths lessons per week in every class (including one number-based fluency lesson). • Pupils will work towards gaining a Unit Award recognition following the AQA Unit Award Scheme. • Some pupils will access AQA Entry Level Certificate Mathematics.	• Pathway 1 English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. • Pathway 1 Science opportunities to address; Work Scientifically. Experimental Skills and Investigations. Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature. • Pathway 1 E-safety opportunities to address; Health, Well-being and Lifestyle. Privacy and Security.	The curriculum presents opportunities to meet pupils' potential throughout a three-year period; pupils work towards AQA Unit Award Scheme certification. Some pupils will access AQA Entry Level Certificate Mathematics.

Curriculum Offer

SUBJECT: Mathematics	**YEAR:** 9, 10 & 11	**PATHWAY:** 1
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE Pupils continue to acquire knowledge in the following areas: • Number - Place value – 1:1 correspondence - Addition and subtraction - Multiplication and division - Fractions • Measurement – Standard and nonstandard - Time - Money • Geometry - 2D and 3D shapes • Statistics - Tally, bar charts and pictograms	**SKILLS** Pupils develop the following 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

Place Value

S2 - To explore and respond to counting rhymes and songs.
S3 - 1:1 Correspondence. To explore changing quantities.
S4 - Explore numbers 1 and 2. To subitise.
S5 - Explore numbers 1, 2 and 3. To subitise.
S6 - To demonstrate an understanding of numbers 1 to 5.
S7 - Ordering numbers to 5. Knowledge and understanding of 1 more, 1 less. Pupils will be able to use a number and number line.
S8 - To count and order numbers to 10.
S9 - To order non-consecutive numbers to 10. Exploration of more, less and the same.

Addition and Subtraction

S8 - Add and subtract from a group of objects, understand more and less, to jump forwards and backwards 3 jumps up to number 5. Find a total of objects up to 5.
S9 - Add and subtract quantities up to 5, understand the vocabulary add and subtract. To use a part, part, whole model.
S10 - To add and subtract numbers within 10. To recognise add, subtract and equals symbols.
S11 - To add two 1-digit numbers bridging 10. To recognise number bonds to 5 and 10. To understand inverse and commutative law.
S12 - To recall number bonds to 10. To add a 1-digit number to a 2-digit number- no grouping. To subtract a 1-digit number from a 2-digit number- no grouping.

Curriculum Offer

Multiplication and Division

S8 - Share a whole into two parts equally. Recognise a double up to 6.
S9 - Recognise equal and unequal parts and groups. Practically share a group of objects between up to five peers. Match four quarters to make a whole. To recognise that half means two equal pieces.
S10 - To demonstrate that the same quantity can be split into equal groups in different ways. To use arrays to solve two times table multiplications up to 10. To recognise and rote count in odds and evens up to 10.
S11 - To count in rote in 2's to 10. Use match three thirds to a whole. To know that one half is the same as two quarters. To recognise and find a half of a quantity to 10 or object. To halve and double numbers up to 10.
S12 - To count in 2's, 5's and 10's from 0. Use practical resources to solve simple multiplications in the 5 and 10 times table. To recognise and find a half of a quantity up to 100. To recognise a quarter as one of 4 equal parts in a quantity and object. To double and halve numbers to 20.

Shape, Space and Measure

S1 - To experience and respond to movement.
S2 - Interact with different objects of different shapes, size and weight. To explore weight and capacity in play.
S3 - To explore shapes of different sizes. To make a pile of objects.
S4 - To explore the position of objects. To stack or join objects. To match big objects and small objects. To handle 2D shapes and listen to their names. To empty and fill a container.
S5 - To associate a sequence of actions with daily routines. To match coins (e.g. coin to coin or coin to picture). To select, rotate and manipulate shapes for a purpose. To respond to the language up, down, now, next.
S6 - To manipulate 3D shapes in practical activities. To use positional language such as in, out, on and under. To identify big and small when shown two similar sized objects. To match a coin to a picture taking note of the number.
S7 - To sort objects according to a characteristic. To move forwards and backwards following a command. To understand the language of heavy, light, full, empty, more and less in practical activities. To recognise what occurs during the day compared to night. To weigh objects using non-standard measure.
S8 - To compare two objects using language of length and height. To order 3 events that happen during a day. To select and match 2D shapes. To know the value of different coins up to 10p. To understand the positional language of in front and behind. To recognise a curved and straight line. To measure length using non-standard units.
S9 - To recognise and name a circle, triangle and square. To use comparatives of height, length, capacity and mass. To make comparisons of time. To refer to the features of 2D and 3D shapes as straight or curved. To respond a request to the language turn.

Curriculum Offer

YEAR/CYCLE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
AQA Unit Award	**Number**	**Addition & Subtraction**	**Ratio & Geometry**	**Calendar & Time Number**	**Money & Measure**	**Statistics Multiplication & Division**
9H2 Sensory/ Engagement Needs	**98438** Early Numeracy Skills (Unit 1)	**98438** Early Numeracy Skills (Unit 1)	**77444** Recognising Simple Instructions Forwards and Backwards	**86766** Time Experiencing a Routine	**83145** Following Patterns and Sequencing in Everyday Life	**105613** Multi-Sensory Experiences in Maths
9H2 Set	**75695** Number (Unit 1): Ordering One to Twenty	**LE5401** Basic Addition & Subtraction Skills (Unit 2)	**92953** Number (unit 63) Halves **121123** Applying Geometry, Position and Direction in Functional Ways	**99851** Time (Unit 1): Days, Months and Seasons	**82474** Basic Money Skills: Recognising Coins with Assistance **85164** Measuring Length, Mass and Capacity	**125148** Statistics for a Purpose, With Support

Curriculum Offer

10H2 Set	**111434** Maths Place Value Or **EL Component 1:** Properties of number **Component 2:** The four operations	**116637** Addition and Subtraction up to 100 Or **EL Component 2:** The four operations	**111459** Maths: Fractions **113999** Maths: Properties of Shape Or **EL Component 3:** Ratio **Component 4:** Money	**77432** Telling the Time: Quarter to and Quarter Past the Hour Or **EL Component 5:** The calendar and time	**117494** Early Life Skills: Using Money **90146** Completing Simple Measurement Or **EL Component 8:** Statistics **Component 6:** Measures	**117137** Statistics Or **EL Component 6:** Measures **Component 7:** Geometry
Each year group and class also have a timetabled number lesson each week, focusing on number fluency.						

Curriculum Offer

CURRICULUM OVERVIEW	CROSS CURRICULAR LINKS	DESTINATIONS
• Pathway 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. • 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 (including one number-based fluency lesson). • Pupils will work towards gaining a Unit Award recognition following the AQA Unit Award Scheme. • Some pupils will access AQA Entry Level Certificate Mathematics.	• Pathway 1 English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. • Pathway 1 Science opportunities to address; Work Scientifically. Experimental Skills and Investigations. Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature. • Pathway 1 E-safety opportunities to address; Health, Well-being and Lifestyle. Privacy and Security.	The curriculum presents opportunities to meet pupils' potential throughout a three-year period; pupils work towards AQA Unit Award Scheme certification. Some pupils will access AQA Entry Level Certificate Mathematics.

Curriculum Offer

SUBJECT: Mathematics	**YEAR:** 7 & 8	**PATHWAY:** 2
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

Place Value

S10 - To recognise the place value of numbers to 20.
S11 - To recognise the place value of numbers to 30.
S12 - To recognise the place value of numbers to 50.
S13 - To recognise the place value of numbers to 100.
S14 - To recognise the place value and partition numbers to 100. Rounding to the nearest 10. To count in 2's and 5's.
S15 - To use column addition and subtraction up to 3-digit numbers.

Addition and Subtraction

S10 - To add and subtract numbers within 10. To recognise add, subtract and equals symbols.
S11 - To add two 1-digit numbers bridging 10. To recognise number bonds to 5 and 10. To understand inverse and commutative law.
S12 - To recall number bonds to 10. To add a 1-digit number to a 2-digit number- no grouping. To subtract a 1-digit number from a 2-digit number- no grouping.
S13 - Recognise doubles and number bonds to 20. To add and subtract a 2-digit number with no regrouping. To solve missing addition and subtraction calculations within 100.
S14 - To add and subtract a 2-digit number with regrouping within 100. To understand fact families up to 20.
S15 - To use column addition and subtraction up to 3-digit numbers.

Curriculum Offer

Multiplication and Division

S9 - Recognise equal and unequal parts and groups. Practically share a group of objects between up to five peers. Match four quarters to make a whole. To recognise that half means two equal pieces.

S10 - To demonstrate that the same quantity can be split into equal groups in different ways. To use arrays to solve two times table multiplications up to 10. To recognise and pathway count in odds and evens up to 10.

S11 - To count in rote in 2's to 10. Use match three thirds to a whole. To know that one half is the same as two quarters. To recognise and find a half of a quantity to 10 or object. To half and double numbers up to 10.

S12 - To count in 2's, 5's and 10's from 0. Use practical resources to solver simple multiplications in the 5 and 10 times table. To recognise and find a half of a quantity up to 100. To recognise a quarter as one of 4 equal parts in a quantity and object. To double and half numbers to 20.

S13 - To use known 2 x multiplication facts to calculate inverse division facts. To find a third of a quantity and object. To double and halve numbers to 100.

S14 - To recall multiplication and division facts for 2,5 and 10 times tables. To recognise ¼, 1/3, ½, 2/4, ¾ of a number or shape. To recognise odd and even numbers to 100. Recognise repeated additions to correspond to multiplications for 2, 5 and 10 times tables.

S15 - To recall the 3 x tables and divisions. To divide 100 into 2, 4, 5 and 10 equal parts and read scales/ number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. To multiply a 2-digit number by a 1-digit number. To write unit fractions to 1. To multiply a 3-digit number by 1. To add and subtract fractions with the same denominator. To recall 4 and 8 times tables and related division facts.

Shape, Space and Measure

S10 - To recognise some 2D shapes. To know the value of different coins up to £2. To identify circles, triangles and squares in a range of environments. To name and recognise shapes of 4 sides. To compare and order objects by mass and capacity. To refer to some features of shapes. To order the events in a day using first, next and then. To recognise basic directional symbols.

S11 - To name and recognise a pentagon and a hexagon. To differentiate between 2D and 3D shapes and recognise a 2D shape within 3D shapes. To make amounts up to 20p. To know and order the days of the week. To order numbers on a clock. To know that an analogue clock has a minute, hour and second hand. To sequence events of the day using morning, afternoon, evening, after and later.

S12 - To name and describe 2D shapes. To understand the value of different coins. To know the moths of the year. To read the time to o'clock. To describe sequence using today, yesterday and tomorrow. To describe movements using whole and half turn. Identify left and right hand. To measure length using cm and m.

S13 - To name and describe the properties of some 3D shapes. To read the time on an analogue clock to the nearest half hour. To link daily events to o'clock times. To describe movements using quarter and three-quarter turns. To identify the current day, date, month and year. To compare and order lengths, mass, volume, capacity using inequality symbols.

S14 - To name, compare and describe properties of 2D and 3D shapes. To recognise right angles. To use different combinations of coins to equal the same amount of money. To read time on a clock to the nearest 15 minutes using quarter past and quarter to. To read the time to the nearest 5 minutes. To know there are 60 seconds in a minute, 60 minutes in an hour and 24 hours in a day. To measure and record length, weight and capacity using correct units of measure.

Curriculum Offer

YEAR/CYCLE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Number & Geometry	**Geometry & Measurement**	**Number & Statistics**	**Measurement & Number**	**Number, Geometry & Measurement**	**Measurement**
Year 7	Number Place Value Addition & Subtraction Geometry Properties of Shape	Geometry Properties of Shape Measurement Money	Number Fractions Statistics Data	Measurement Time Number Multiplication & Division	Number Multiplication & Division Geometry Position & Direction Measurement Length & Height	Mass, Capacity & Temperature
Year 8	Number Place Value Addition & Subtraction Geometry Properties of Shape	Geometry Properties of Shape Measurement Money	Number Fractions Statistics Data	Measurement Time Number Multiplication & Division	Number Multiplication & Division Geometry Position & Direction Measurement Length & Heigh	Mass, Capacity & Temperature
Each year group and class also have a timetabled number lesson each week, focusing on number fluency.						

Curriculum Offer

CURRICULUM OVERVIEW	CROSS CURRICULAR LINKS	DESTINATIONS
• Pathway 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 (including one number-based fluency lesson). • 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.	• Pathway 2 English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Transcription. Writing-Composition. Writing-VGP. • Pathway 2 Science opportunities to address; Work Scientifically. Experimental Skills and Investigations. Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature. • Pathway 2 E-safety opportunities to address; Privacy and Security.	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.

Curriculum Offer

SUBJECT: Mathematics	**YEAR:** 9, 10 & 11	**PATHWAY:** 2
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE Pupils continue to acquire knowledge in the following areas: • Number - Place value - Addition and subtraction - Multiplication and division • Ratio - Fractions • Measurement - Time - Mass, capacity and temperature - Length and height - Money • Geometry - 2D and 3D shapes - Position and direction • Statistics - Tally charts, bar charts, pictograms and two-way tables	**SKILLS** Pupils develop the following 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

Place Value

S10 - To recognise the place value of numbers to 20.
S11 - To recognise the place value of numbers to 30.
S12 - To recognise the place value of numbers to 50.
S13 - To recognise the place value of numbers to 100.
S14 - To recognise the place value and partition numbers to 100. Rounding to the nearest 10. To count in 2's and 5's.
S15 - To use column addition and subtraction up to 3-digit numbers.

Addition and Subtraction

S10 - To add and subtract numbers within 10. To recognise add, subtract and equals symbols.
S11 - To add two 1-digit numbers bridging 10. To recognise number bonds to 5 and 10. To understand inverse and commutative law.
S12 - To recall number bonds to 10. To add a 1-digit number to a 2-digit number- no grouping. To subtract a 1-digit number from a 2-digit number- no grouping.
S13 - Recognise doubles and number bonds to 20. To add and subtract a 2-digit number with no regrouping. To solve missing addition and subtraction calculations within 100.
S14 - To add and subtract a 2-digit number with regrouping within 100. To understand fact families up to 20.
S15 - To use column addition and subtraction up to 3-digit numbers.

Curriculum Offer

Multiplication and Division

S9 - Recognise equal and unequal parts and groups. Practically share a group of objects between up to five peers. Match four quarters to make a whole. To recognise that half means two equal pieces.

S10 - To demonstrate that the same quantity can be split into equal groups in different ways. To use arrays to solve two times table multiplications up to 10. To recognise and pathway count in odds and evens up to 10.

S11 - To count in rote in 2's to 10. Use match three thirds to a whole. To know that one half is the same as two quarters. To recognise and find a half of a quantity to 10 or object. To half and double numbers up to 10.

S12 - To count in 2's, 5's and 10's from 0. Use practical resources to solver simple multiplications in the 5 and 10 times table. To recognise and find a half of a quantity up to 100. To recognise a quarter as one of 4 equal parts in a quantity and object. To double and half numbers to 20.

S13 - To use known 2 x multiplication facts to calculate inverse division facts. To find a third of a quantity and object. To double and halve numbers to 100.

S14 - To recall multiplication and division facts for 2,5 and 10 times tables. To recognise ¼, 1/3, ½, 2/4, ¾ of a number or shape. To recognise odd and even numbers to 100. Recognise repeated additions to correspond to multiplications for 2, 5 and 10 times tables.

S15 - To recall the 3 x tables and divisions. To divide 100 into 2, 4, 5 and 10 equal parts and read scales/ number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. To multiply a 2-digit number by a 1-digit number. To write unit fractions to 1. To multiply a 3-digit number by 1. To add and subtract fractions with the same denominator. To recall 4 and 8 times tables and related division facts.

Curriculum Offer

Shape, Space and Measure

S10 - To recognise some 2D shapes. To know the value of different coins up to £2. To identify circles, triangles and squares in a range of environments. To name and recognise shapes of 4 sides. To compare and order objects by mass and capacity. To refer to some features of shapes. To order the events in a day using first, next and then. To recognise basic directional symbols.

S11 - To name and recognise a pentagon and a hexagon. To differentiate between 2D and 3D shapes and recognise a 2D shape within 3D shapes. To make amounts up to 20p. To know and order the days of the week. To order numbers on a clock. To know that an analogue clock has a minute, hour and second hand. To sequence events of the day using morning, afternoon, evening, after and later.

S12 - To name and describe 2D shapes. To understand the value of different coins. To know the moths of the year. To read the time to o'clock. To describe sequence using today, yesterday and tomorrow. To describe movements using whole and half turn. Identify left and right hand. To measure length using cm and m.

S13 - To name and describe the properties of some 3D shapes. To read the time on an analogue clock to the nearest half hour. To link daily events to o'clock times. To describe movements using quarter and three-quarter turns. To identify the current day, date, month and year. To compare and order lengths, mass, volume, capacity using inequality symbols.

S14 - To name, compare and describe properties of 2D and 3D shapes. To recognise right angles. To use different combinations of coins to equal the same amount of money. To read time on a clock to the nearest 15 minutes using quarter past and quarter to. To read the time to the nearest 5 minutes. To know there are 60 seconds in a minute, 60 minutes in an hour and 24 hours in a day. To measure and record length, weight and capacity using correct units of measure.

Curriculum Offer

YEAR/CYCLE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
AQA Entry Level Certificate	**Number**	**Number**	**Ratio & Measurement**	**Measurement**	**Statistics & Measurement**	**Measurement & Geometry**
Year 9	**Component 1:** Properties of number **Component 2:** The four operations	**Component 2:** The four operations	**Component 3:** Ratio **Component 4:** Money	**Component 5:** The calendar and time	**Component 8:** Statistics **Component 6:** Measures	**Component 6:** Measures **Component 7:** Geometry
Year 10	**Component 1:** Properties of number **Component 2:** The four operations	**Component 2:** The four operations	**Component 3:** Ratio **Component 4:** Money	**Component 5:** The calendar and time	**Component 8:** Statistics **Component 6:** Measures	**Component 6:** Measures **Component 7:** Geometry
Year 11	**Component 1:** Properties of number **Component 2:** The four operations	**Component 2:** The four operations	**Component 3:** Ratio **Component 4:** Money	**Component 5:** The calendar and time	**Component 8:** Statistics **Component 6:** Measures	**Component 6:** Measures **Component 7:** Geometry
Each year group and class also have a timetabled number lesson each week, focusing on number fluency.						

Curriculum Offer

CURRICULUM OVERVIEW	CROSS CURRICULAR LINKS	DESTINATIONS
• Pathway 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 (including one number-based fluency lesson). • White Rose Maths schemes are utilised to support teaching. • Additional resources used include: Times Tables Rock Stars, Maths Whizz, 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. After acquiring knowledge and practising skills throughout year 9, they will sit external assessments in year 10 in the first instance and will then have a further opportunity to enhance their Entry Level; during year 11.	• Pathway 2 English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Transcription. Writing-Composition. Writing-VGP. • Pathway 2 Science opportunities to address; Work Scientifically. Experimental Skills and Investigations. Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature. • Pathway 2 E-safety opportunities to address; Privacy and Security.	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.

Curriculum Offer

SUBJECT: Mathematics	**YEAR:** 7 & 8	**PATHWAY:** 3
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE Pupils acquire knowledge in the following areas: • Number - Place value - Addition and subtraction - Multiplication and division • Ratio - 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 • Safely use equipment • Share creations

Curriculum Offer

Place Value

S14 - To recognise the place value and partition numbers to 100. Rounding to the nearest 10. To count in 2's and 5's.
S15 - To recognise the place value and partition numbers to 1000. 10 more, 100 more.
S16 - Flexible partitioning to 1000. Understanding place value of 4-digit numbers. 10 less, 100 less.
S17 - To recognise the place value of numbers to 1,000,000. Flexible partitioning with decimals.
S18 - To recognise numbers up to 10 million, including decimal fractions.

Addition and Subtraction

S12 - To recall number bonds to 10. To add a 1-digit number to a 2-digit number- no grouping. To subtract a 1-digit number from a 2-digit number- no grouping.
S13 - Recognise doubles and number bonds to 20. To add and subtract a 2-digit number with no regrouping. To solve missing addition and subtraction calculations within 100.
S14 - To add and subtract a 2-digit number with regrouping within 100. To understand fact families up to 20.
S15 - To use column addition and subtraction up to 3-digit numbers.
S16 - To use column addition and subtraction up to 4-digit numbers. To problem solve 2-step problems using addition and subtraction. To solve missing number addition and subtraction calculations within 1000.
S17 - To fluently calculate addition and subtraction calculations up to 4-digit numbers. To add and subtract decimals.

Curriculum Offer

Multiplication and Division

S13 - To use known 2 x multiplication facts to calculate inverse division facts. To find a third of a quantity and object. To double and halve numbers to 100.

S14 - To recall multiplication and division facts for 2,5 and 10 times tables. To recognise ¼, 1/3, ½, 2/4, ¾ of a number or shape. To recognise odd and even numbers to 100. Recognise repeated additions to correspond to multiplications for 2, 5 and 10 times tables.

S15 - To recall the 3 x tables and divisions. To divide 100 into 2, 4, 5 and 10 equal parts and read scales/ number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. To multiply a 2-digit number by a 1-digit number. To write unit fractions to 1. To multiply a 3-digit number by 1. To add and subtract fractions with the same denominator. To recall 4- and 8-times tables and related division facts.

S16 - To multiply and divide numbers by 10 and 100. To divide 1000 into 2, 4, 5 and 10 equal parts and read scales/ number lines marked in multiples of 1000 with 2, 4, 5 and 10 equal parts. To apply commutative law to multiplication and division calculations. To recall the 12 x multiplication table, and corresponding division facts. To convert mixed numbers to improper fractions. To add and subtract mixed numbers and fractions.

S17 - To multiply and divide numbers by 10 and 100. Relate to tenths and hundredths. To divide 1 into 2, 3, 4 and 5 parts. Relate to decimals. To find common factors and common multiples. To multiply a 4-digit number by a 1-digit number. To find non-unit fractions of a quantity. To find equivalent fractions. To recall decimal fraction equivalents for 1/2, 1/4, 1/5 and 1/10. To multiply and divide numbers by 1000-including decimal answers. To recognise and use square and cube numbers.

S18 - To understand that numbers can related by addition and multiplication. E.g. 20 + 40 = 60 or 20 x 3 = 60. To divide powers of 10 from 1 hundredth to 10 million into 2, 4, 5 and 10 equal parts and read scales/ number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. (Decimals and fractions) To use a given multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. To solve ratio with two unknowns. To solve problems involving ratio relationships. To use common factors to simplify fractions. To express fractions in common denominations. To compare fractions with different denominations including fractions greater than one. To use a given multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.

Curriculum Offer

Shape, Space and Measure

S13 - To name and describe the properties of some 3D shapes. To read the time on a n analogue clock to the nearest half hour. To link daily events to o'clock times. To describe movements using quarter and three-quarter turns. To identify the current day, date, month and year. To compare and order lengths, mass, volume, capacity using inequality symbols.

S14 - To name, compare and describe properties of 2D and 3D shapes. To recognise right angles. To use different combinations of coins to equal the same amount of money. To read time on a clock to the nearest 15 minutes using quarter past and quarter to. To read the time to the nearest 5 minutes. To know there are 60 seconds in a minute, 60 minutes in an hour and 24 hours in a day. To measure and record length, weight and capacity using correct units of measure.

S15 - To recognise right angles as a quarter turn. To identify right angles in 2D shapes. To draw polygons by joining marked points. To identify parallel and perpendicular lines. To identify horizontal and vertical lines. To use a range of vertical and horizontal measurement scales and read units accurately. To add and subtract amounts of money to give change. To describe the direction of a turn using clockwise and anticlockwise. To measure the perimeter of simple 2D shapes. To understand and read and understand roman numerals up to 12. To know the number of days in each month.

S16 - To read and plot coordinates in the first quadrant. To identify and find the perimeter of regular and irregular polygons including equilateral triangles and squares. To identify line symmetry in 2D shapes. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern. To identify pairs of perpendicular and parallel lines. To read, write and convert time between analogue and digital. To identify obtuse, acute and reflex angles. Convert between pounds and pence using decimals. To calculate the perimeter of a rectilinear. To know the amount of days in a year and in leap year.

Curriculum Offer

YEAR/CYCLE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Number & Geometry	**Geometry & Measurement**	**Number & Statistics**	**Measurement & Number**	**Number, Geometry & Measurement**	**Measurement**
Year 7	Number Place Value Addition & Subtraction Geometry Properties of Shape	Geometry Properties of Shape Measurement Money	Number Fractions Statistics Data	Measurement Time Number Multiplication & Division	Number Multiplication & Division Geometry Position & Direction Measurement Length & Height	Mass, Capacity & Temperature
Year 8	Number Place Value Addition & Subtraction Geometry Properties of Shape	Geometry Properties of Shape Measurement Money	Number Fractions Statistics Data	Measurement Time Number Multiplication & Division	Number Multiplication & Division Geometry Position & Direction Measurement Length & Height	Mass, Capacity & Temperature
Each year group and class also have a timetabled number lesson each week, focusing on number fluency.						

Curriculum Offer

CURRICULUM OVERVIEW	CROSS CURRICULAR LINKS	DESTINATIONS
• Pathway 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	• Pathway 3 English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Transcription. Writing-Composition. Writing-VGP. • Pathway 3 Science opportunities to address; Work Scientifically. Experimental Skills and Investigations. Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature. • Pathway 3 E-safety opportunities to address; Health, Well-being and Lifestyle.	Pupils are ultimately entered for qualifications that concretise the embedding of ambitious opportunities across a three-year period. Within this pathway, pupils will aspire to achieve at least an AQA Entry Level Certificate 3, Pearson Functional Skills Level 1 and / or an AQA GCSE in Year 11.

Curriculum Offer

• 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. • Capability and performance in years 7 and 8 will determine which qualifications pupils are entered for in years 9/10/11. • Within this pathway, pupils will aspire to achieve at least an AQA Entry Level Certificate 3, Pearson Functional Skills Level 1 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.		

Curriculum Offer

SUBJECT: Mathematics	**YEAR:** 9, 10 & 11	**PATHWAY:** 3
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE Pupils continue to acquire knowledge in the following areas: • Number - Place value - Addition and subtraction - Multiplication and division • Ratio - 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 **If working towards Functional Skills Level 1**, pupils will acquire additional knowledge of: area and perimeter, volume, BIDMAS, decimals and percentages. **If working towards Foundation GCSE**, pupils will acquire additional knowledge of:	**SKILLS** Pupils embed the following 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 • Safely use equipment • Share creations

Place Value

S14 - To recognise the place value and partition numbers to 100. Rounding to the nearest 10. To count in 2's and 5's.
S15 - To recognise the place value and partition numbers to 1000. 10 more, 100 more.
S16 - Flexible partitioning to 1000. Understanding place value of 4-digit numbers. 10 less, 100 less.
S17 - To recognise the place value of numbers to 1,000,000. Flexible partitioning with decimals.
S18 - To recognise numbers up to 10 million, including decimal fractions.

Curriculum Offer

Addition and Subtraction

S12 - To recall number bonds to 10. To add a 1-digit number to a 2-digit number- no grouping. To subtract a 1-digit number from a 2-digit number- no grouping.

S13 - Recognise doubles and number bonds to 20. To add and subtract a 2-digit number with no regrouping. To solve missing addition and subtraction calculations within 100.

S14 - To add and subtract a 2-digit number with regrouping within 100. To understand fact families up to 20.

S15 - To use column addition and subtraction up to 3-digit numbers.

S16 - To use column addition and subtraction up to 4-digit numbers. To problem solve 2-step problems using addition and subtraction. To solve missing number addition and subtraction calculations within 1000.

S17 - To fluently calculate addition and subtraction calculations up to 4-digit numbers. To add and subtract decimals.

Multiplication and Division

S13 - To use known 2 x multiplication facts to calculate inverse division facts. To find a third of a quantity and object. To double and halve numbers to 100.

S14 - To recall multiplication and division facts for 2,5 and 10 times tables. To recognise ¼, 1/3, ½, 2/4, ¾ of a number or shape. To recognise odd and even numbers to 100. Recognise repeated additions to correspond to multiplications for 2, 5 and 10 times tables.

S15 - To recall the 3 x tables and divisions. To divide 100 into 2, 4, 5 and 10 equal parts and read scales/ number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. To multiply a 2-digit number by a 1-digit number. To write unit fractions to 1. To multiply a 3-digit number by 1. To add and subtract fractions with the same denominator. To recall 4- and 8-times tables and related division facts.

S16 - To multiply and divide numbers by 10 and 100. To divide 1000 into 2, 4, 5 and 10 equal parts and read scales/ number lines marked in multiples of 1000 with 2, 4, 5 and 10 equal parts. To apply commutative law to multiplication and division calculations. To recall the 12 x multiplication table, and corresponding division facts. To convert mixed numbers to improper fractions. To add and subtract mixed numbers and fractions.

S17 - To multiply and divide numbers by 10 and 100. Relate to tenths and hundredths. To divide 1 into 2, 3, 4 and 5 parts. Relate to decimals. To find common factors and common multiples. To multiply a 4-digit number by a 1-digit number. To find non-unit fractions of a quantity. To find equivalent fractions. To recall decimal fraction equivalents for 1/2, 1/4, 1/5 and 1/10. To multiply and divide numbers by 1000-including decimal answers. To recognise and use square and cube numbers.

S18 - To understand that numbers can related by addition and multiplication. E.g. 20 + 40 = 60 or 20 x 3 = 60. To divide powers of 10 from 1 hundredth to 10 million into 2, 4, 5 and 10 equal parts and read scales/ number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts. (Decimals and fractions) To use a given multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. To solve ratio with two unknowns. To solve problems involving ratio relationships. To use common factors to simplify fractions. To express fractions in common denominations. To compare fractions with different denominations including fractions greater than one. To use a given multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.

Curriculum Offer

Shape, Space and Measure

S13 - To name and describe the properties of some 3D shapes. To read the time on a n analogue clock to the nearest half hour. To link daily events to o'clock times. To describe movements using quarter and three-quarter turns. To identify the current day, date, month and year. To compare and order lengths, mass, volume, capacity using inequality symbols.

S14 - To name, compare and describe properties of 2D and 3D shapes. To recognise right angles. To use different combinations of coins to equal the same amount of money. To read time on a clock to the nearest 15 minutes using quarter past and quarter to. To read the time to the nearest 5 minutes. To know there are 60 seconds in a minute, 60 minutes in an hour and 24 hours in a day. To measure and record length, weight and capacity using correct units of measure.

S15 - To recognise right angles as a quarter turn. To identify right angles in 2D shapes. To draw polygons by joining marked points. To identify parallel and perpendicular lines. To identify horizontal and vertical lines. To use a range of vertical and horizontal measurement scales and read units accurately. To add and subtract amounts of money to give change. To describe the direction of a turn using clockwise and anticlockwise. To measure the perimeter of simple 2D shapes. To understand and read and understand roman numerals up to 12. To know the number of days in each month.

S16 - To read and plot coordinates in the first quadrant. To identify and find the perimeter of regular and irregular polygons including equilateral triangles and squares. To identify line symmetry in 2D shapes. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern. To identify pairs of perpendicular and parallel lines. To read, write and convert time between analogue and digital. To identify obtuse, acute and reflex angles. Convert between pounds and pence using decimals. To calculate the perimeter of a rectilinear. To know the amount of days in a year and in leap year.

Curriculum Offer

YEAR/CYCLE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Number	**Number**	**Ratio & Measurement**	**Measurement**	**Statistics & Measurement**	**Measurement & Geometry**
Year 9 AQA Entry Level Certificate	**Component 1:** Properties of number **Component 2:** The four operations	**Component 2:** The four operations	**Component 3:** Ratio **Component 4:** Money	**Component 5:** The calendar and time	**Component 8:** Statistics **Component 6:** Measures	**Component 6:** Measures **Component 7:** Geometry
Year 10 / 11 Pearson Functional Skills Level 1	<u>Numbers and the Number System</u> Read, Write and compare numbers up to 1,000,000 Recognise and use positive and negative numbers Multiply and divide numbers and decimals by 10, 100, 1000 Use multiplication facts and make connections with division facts Use simple formulae expressed in words for one or two-step operations	<u>Numbers and the Number System</u> Find fractions of whole number quantities or measurements Read, write, order and compare decimals up to three decimal places Add, subtract, multiply and divide decimals up to two decimal places Approximate by rounding to a whole number or to one or two decimal places	<u>Using common measure, shape and space</u> Calculate simple interest in multiples of 5% on amounts of money Calculate discounts in multiples of 5% on amounts of money Convert between units of length, weight, capacity, money and time, in the same system Recognise and make use of simple scales on maps and drawings	<u>Using common measures, shape and space</u> Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles Interpret plans, elevations and nets of simple 3-D shapes Use angles when describing position and direction, and measure angles in degrees	<u>Handling information and data</u> Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs	<u>Handling information and data</u> Group discrete data and represent grouped data graphically Find the mean and range of a set of quantities Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events Use equally likely outcomes to find the probabilities of simple events and express them as fractions

Curriculum Offer

	Calculate the squares of one-digit and two-digit numbers Follow the order of precedence of operators Read, write, order and compare common fractions and mixed numbers	Read, write, order and compare percentages in whole numbers Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof Estimate answers to calculations using fractions and decimals Recognise and calculate equivalences between common fractions, percentages and decimals Work with simple ratio and direct proportions	Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles Calculate the volumes of cubes and cuboids			

Curriculum Offer

	<u>Number, ratio, geometry and measure</u> Fractions, decimals and percentages Ratio: estimation with rounding Conversions and exchange rates Negative numbers Nth term Prime factorisation Triangle rules Interior and exterior angles	<u>Geometry and measure, algebra and statistics</u> Polygons: 2D and 3D shapes Circles (parts) Symmetry Pythagoras' Theorem Area and volume; perimeter and scale Introduction to algebra Averages Charts & Graphs	<u>Geometry and measure</u> Trigonometry Bearings Area and circumference of a circle Inequalities and indices Similar and compound shapes Transformations Surface area / area of compound shapes	<u>Geometry and measure, statistics, probability and ratio</u> Standard form Loci and constructions Volume of prisms Venn diagrams Distance/time graphs / scatter graphs Probability and relative frequency Proportion Systematic listing	<u>Ratio, statistics and algebra</u> Percentages Simple and compound interest Frequency tables Further algebra	<u>Consolidation</u> Summer examinations and revision
Year 10 / 11 AQA GCSE Foundation Tier **(*if pupils can begin their GCSE in year 10, this curriculum sequence may differ).**	<u>Number</u> Place Value Addition & Subtraction <u>Geometry</u> Properties of Shape	<u>Geometry</u> Properties of Shape <u>Measurement</u> Money	<u>Number</u> Fractions <u>Statistics</u> Data	<u>Measurement</u> Time <u>Number</u> Multiplication & Division	<u>Number</u> Multiplication & Division <u>Geometry</u> Position & Direction <u>Measurement</u> Length & Height	Mass, Capacity & Temperature
Each year group and class also have a timetabled number lesson each week, focusing on number fluency.						

Curriculum Offer

CURRICULUM OVERVIEW	CROSS CURRICULAR LINKS	DESTINATIONS
• Pathway 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	• Pathway 3 English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Transcription. Writing-Composition. Writing-VGP. • Pathway 3 Science opportunities to address; Work Scientifically. Experimental Skills and Investigations. Analysis and Evaluation. Measurement. Vocabulary Units Symbols and Nomenclature. • Pathway 3 E-safety opportunities to address; Health, Well-being and Lifestyle.	Pupils are ultimately entered for qualifications that concretise the embedding of ambitious opportunities across a three-year period. Within this pathway, pupils will aspire to achieve at least an AQA Entry Level Certificate 3, Pearson Functional Skills Level 1 and / or an AQA GCSE in Year 11.

Curriculum Offer

• 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. • Within this pathway, pupils will aspire to achieve at least an AQA Entry Level Certificate 3, Pearson Functional Skills Level 1 and / or an AQA GCSE in Year 11. • Pupils working towards gaining an Entry Level Certificate following the AQA Entry Level Certificate scheme will acquire knowledge, practise skills and begin to sit external assessments throughout year 9. They will then have two further opportunities to enhance their Entry Level; during year 10 and 11. • Pupils who achieve their Entry Level 3 by the end of year 9 will work towards a Pearson Functional Skills Level 1 qualification and / or an AQA GCSE (Foundation Tier) throughout years 10 and 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.		