



# YEAR 10 FS Autumn Term

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning – Units 1-2

### Curriculum Intent

### UNIT 1: Properties of Number and Operations

To be able to:

- Read, write, order, and compare numbers up to 1000.
- Recognise place value in three-digit numbers.
- Round positive integers to the nearest 10,100,1000, decimals to one decimal place and money to two decimal places.
- Know multiplication and division facts up to  $10 \times 10$ .
- Add and subtract using three-digit numbers.
- Multiply and divide positive integers by 10,100,1000.
- Multiply a one and two-digit numbers.
- Divide a two-digit number by a single digit number.
- Use and interpret the four operations in real life situations to solve problems.
- Use inverse operations to find missing numbers.
- **Estimate the answer to a calculation.**

### Links and interleaving

GCSE Curriculum:

Y10 Summer 1: Non-Calculator Methods with Number.

Y11 Autumn 2: Multiplicative Change.

### Skills/Assessment Objective Links

### UNIT 2 : Ratio and Proportion

To be able to:

- Identify and work out unit fractions of a quantity up to 100.
- Work out any number of thirds, quarters, fifths of tenths of a quantity, up to 100.
- Calculate any fraction of amount.
- Recognise and identify equivalent fractions.
- Write fractions in their simplest form.
- Read, write, order, and compare fractions and mixed numbers.

	<ul style="list-style-type: none"> <li>• Add and subtract fractions with the same denominator (<b>extension different denominators</b>).</li> <li>• Multiply a fraction by a positive integer (<b>extension multiply two fractions</b>).</li> <li>• Exchange notes for an equivalent amount in coins.</li> <li>• Add amounts of money and give change.</li> <li>• Solve real life problems involving what to buy and how to pay.</li> <li>• Solve real life problems involving household finance, utility bills, shopping bills, simple interest.</li> <li>• Add, subtract and <b>multiply decimals</b> up to two decimal places.</li> <li>• Divide decimals by an integer.</li> <li>• Work out simple percentages of quantities, including VAT.</li> <li>•</li> </ul> <p><b><u>Links and interleaving</u></b></p> <p>GCSE Curriculum:</p> <ul style="list-style-type: none"> <li>• Y10 Spring 1 Ratio and Fractions.</li> <li>• Y10 Spring 2 Ratio and Fractions.</li> <li>• Y10 Spring 2 Percentages and Interest.</li> <li>• Y11 Spring 1 Multiplicative change.</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Making choices, looking for patterns which may reflect the natural world, supporting and collaborating with each other, realisation that mathematics is an international language and making cultural links as we explore the history of mathematics.</p> <p><b>PSHE/British Values:</b> Working collaboratively, being respectful during discussion and valuing contributions made by others</p> <p><b>Skills Builder: Key skills in numeracy used in all topic areas.</b></p>
<b>Numeracy</b>	<b>Focus on key skills.</b>
<b>Literacy</b>	<p><b>Vocabulary Tier 2: Command words displayed in the classroom and italicized/bold font used in shared resources/presentations. These are a constant focus in discussion and questioning,</b></p> <p><b>Vocabulary Tier 3: Title slide in all shared resource presentations show the key vocabulary for each topic.</b></p> <p><b>Reading: Underlining command words,</b></p> <p><b>Writing: Modelling solutions</b></p> <p><b>Oracy: Think, pair, share, discussion, verbal feedback (peer to peer), questioning, student modelling</b></p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> As a Mathematics student you will learn many skills: you will gain opportunities to listen to others supportively and to use questioning to develop your own understanding, you will learn how to cope with challenging questions and how to build up your resilience, you will get the chance to work on your own and with others. You will develop problem solving skills and you will learn how to break a problem down into smaller more manageable steps. You will learn how to collaborate with others when solving problems and you will learn how to articulate your solution to a problem.</p>

	<b>Employability:</b> Mathematical skills are invaluable in the workplace. There are many transferable skills which are much valued by employers. Specific career paths for each topic are discussed at the beginning of each unit of work.
<b>Adaptation</b>	<ul style="list-style-type: none"> <li>• By progressive questioning: exploring pupils' understanding through interactive dialogue.</li> <li>• By outcome: different learners will produce different outcomes.</li> <li>• By resource: worksheets are clearly presented and accessible.</li> <li>• By intervention: by providing different levels of supervision and support.</li> <li>• By grouping/setting: according to prior attainment, gender, social preference, preferred learning style.</li> <li>• By offering optional activities: In class or as homework, to extend learning.</li> </ul>
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<b>See Curriculum Intent</b>
<b>Learning Outcomes (Knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	Students will extend their skills in Year 10 and Y11 in their GCSE Mathematics lessons,
<b>Assessment</b>	<b>External assessments conducted every term.</b>
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.