



# YEAR 10 FS Spring Term

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning – Units 3-4

### Curriculum Intent

### UNIT 3: Measures

To be able to:

- Read, measure and record events of calendars.
- Read, measure and record time using digital and analogue clocks in 12 hour and 24-hour format.
- Convert between units of time in seconds, minutes, hours, days, weeks, months, and years.
- Read, construct, and use everyday tables and charts (bus, train, airlines).

- Compare lengths, capacities, and weights.
- Convert units of measure in the metric system.
- Add and subtract units of measure.
- Compare and order lengths, capacities, and weights in different standard units.
- Draw and measure lines and angles, accurate to the nearest cm and degree.
- Measure the perimeter of a simple shape.
- Read values from an appropriate scale, including temperature.
- Understand negative numbers and use a number line to order, **add and subtract negative numbers in context**.

### Skills/Assessment Objective Links

### Links and interleaving

GCSE Curriculum:

Y10 Autumn 2 Angles and Bearings.

Y10 Spring 2 Collecting, representing, and interpreting data.

Y10 Summer 2 Types of Number and Sequences.

Y11 Spring 1 Multiplicative Change.

Y11 Spring 1 Geometric Change.

## UNIT 4 : Geometry

To be able to:

- Recognise and name 2D and 3D shapes.
- Describe the properties of 2D and 3D shapes.
- Draw lines of symmetry on shapes and pictures.
- Recognise and draw nets of cubes and cuboids.
- Use Cardinal directions.
- Denote the position of a point on a grid by its coordinates or identify a point or item given its coordinates.
- Calculate the perimeter of rectangles and **compound shapes**.
- Calculate the area of rectangles and **compound shapes**.

### Links and interleaving

GCSE Curriculum:

Y10 Autumn 2 Angles and Bearings.

Y10 Spring 1 Working with Circles.

Y11 Autumn 2 Gradients and Lines.

Y11 Spring 1 Geometric reasoning.

<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>	<p><b>Focus on key skills.</b></p>
<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.