



YEAR 11 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 and write numbers up to one million.
- Compare numbers up to one million with correct notation. Place numbers in ascending and descending order.
- Calculate with positive and negative numbers.
- **Use strategies to check answers including estimation and approximation.**
- Multiply and divide whole numbers and decimals by 10, 100, 1000.
- Add and subtract three-digit whole numbers.
- Multiply single and two-digit whole numbers.
- Divide three-digit whole numbers by single and two-digit whole numbers. Be able to express a remainder.
- **Substitute positive and negative numbers into simple formulae.**
- To follow the correct order of operations to solve calculations.

Links and interleaving

GCSE Curriculum:

Y10 Autumn 1 Simultaneous Equations.
Y10 Spring 2 Non-Calculator methods with number.
Y10 Summer 1 Types of number and Sequences.
Y11 Autumn 2 Functions.
Y11 Spring 1 Multiplicative Change.

Skills/Assessment Objective Links

UNIT 2 : Fractions, Decimals and Percentages

To be able to:

- Recognise Equivalent Fractions.
- Simplify fractions.
- Compare fractions by ordering in ascending or descending order.

	<ul style="list-style-type: none"> • Convert between improper fractions and mixed numbers. • Work out a fraction of an amount, using various units. • Convert between common fractions, decimals, and percentages. • Add, subtract, multiply and divide decimals up to 2dp. • Round decimals to the nearest whole number, 1 dp or 2dp. • Calculate percentages of amounts (multiples of 5). • Increase and decrease by a percentage (multiples of 5). • Express one amount as a percentage of another. • Calculate percentage change . • Work out the original price from a discounted price. <p><u>Links and interleaving</u></p> <p>GCSE Curriculum:</p> <p>Y10 Spring 1 Ratio and Fractions. Y10 Spring 2 Percentages and interest.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: 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>PSHE/British Values: Working collaboratively, being respectful during discussion and valuing contributions made by others</p> <p>Skills Builder: Key skills in numeracy used in all topic areas.</p>
Numeracy	Focus on key skills.
Literacy	<p>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,</p> <p>Vocabulary Tier 3: Title slide in all shared resource presentations show the key vocabulary for each topic.</p> <p>Reading: Underlining command words,</p> <p>Writing: Modelling solutions</p> <p>Oracy: Think, pair, share, discussion, verbal feedback (peer to peer), questioning, student modelling</p>
Becoming future ready	<p>Personal Skills: 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> <p>Employability: 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.</p>
Adaptation	

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