



YEAR 11 FS Spring Term

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Units 3-4

Curriculum Intent

UNIT 3: Ratio and Direct Proportion

To be able to:

- Understand the multiplicative relationship between two quantities in a simple ratio.
- Simplify ratio notation.
- Write part of a ratio as a fraction.
- **Share an amount in a given ratio.**
- **Find amounts in a ratio when given one part.**
- Work with direct proportion (recipes, best buys, conversion graphs).
- Convert between units of length, weight, capacity, time in the same unit system.
- Recognise and make use of simple scales on maps and drawings.

Links and interleaving

GCSE Curriculum:

Y10 Autumn 2 Congruence, Similarity and Enlargement.

Y10 Spring 1 Ratio and Fractions.

Y11 Spring 1 Multiplicative Change.

Skills/Assessment Objective Links

UNIT 4 : Measures and Geometry

To be able to:

- Calculate the area and perimeter of rectangles or shapes made from a combination of rectangles.
- Calculate the volume of cubes and cuboids.
- **Calculate perimeter and area of 2D shapes including triangles, circles, and composite shapes (including non-rectangular shapes).**
- Calculate the surface area of Cubes and Cuboids.
- **Use formulae to find the volume and surface area of 3D shapes including cylinders and prisms.**
- Draw common 2-D shapes and identify lines of symmetry.

	<ul style="list-style-type: none"> • Interpret plans, elevations, and nets of simple 3D shapes. • Measure angles in degrees. • Describe position or direction using angles, including bearings. • Use coordinates in 2D, positive and negative, to specify the position of points. • <p><u>Links and interleaving</u></p> <p>GCSE Curriculum:</p> <p>Y10 Autumn 2 Angles and Bearings. Y10 Spring 1 Working with Circles. Y11 Autumn 1 Gradients and Lines. Y11 Spring 1 Geometric Reasoning. Y11 Spring 2 Drawing and Constructing.</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.