

<u>Curriculum Intent – Maths</u>

The purpose of our curriculum	The purpose of our maths curriculum is to ensure that each and every pupil can progress in their maths. Our curriculum is ambitious across all year groups and it is designed to give all pupils, no matter their background and their starting points, the skills, knowledge and belief to be successful both inside the classroom and in the wider world. We know that, in maths, gaps in pupils' knowledge cause serious difficulties in pupils' ability to progress into the next stage of learning. As a result, we purposely sequence our curriculum to check for prior knowledge before building on it. We have a strong focus on explicit instruction when modelling, as we know that this is the best way to help pupils make connections and build on their prior knowledge. We avoid discovery learning, as this can lead to misconceptions and lost learning times.
	At KS3, we follow a small steps approach. This means all content is broken down so that every aspect of the curriculum is examined, with nothing left to chance. We isolate what we want pupils to think about, avoiding cognitive overload and dealing with the limitations of pupils working memories. We teach for depth, not breadth ensuring that pupils don't just learn a procedure but they have an understanding of the underlying concepts. Using manipulatives helps pupils to do this, only moving towards the abstract when appropriate. The curriculum is purposely designed to ensure fluency and retention buy continuously interweaving prior content with new concepts.
	At KS4, we continue to help pupils make connections between prior knowledge and new concepts. We do this by sequencing our curriculum to make these links explicit for pupils. Historically our pupils have struggled to recall the knowledge they need for future learning. As a result, we have a focus on retrieval practice. Every lesson, pupils complete a retrieval 'do-now' activity making them think hard to recall the knowledge they need. Our curriculum also identifies the prior knowledge needed for each new unit of work. This allows teachers to determine if pupils have a solid foundation, without any gaps in knowledge, before they introduce new ideas.
How does the curriculum demonstrate progress?	The maths curriculum at KS3 and KS4 continuously builds on prior knowledge and learning to ensure our pupils make progress. It is sequenced so the foundations of basic maths are taught at the start of the course and that material then becomes assumed knowledge for the rest of the units. For example, the basics of algebra and algebraic notation will be taught and then in subsequent units' pupils will have to apply this knowledge to different situations such as sequences and graphs. This allows us to ensure that pupils have progressed from skills to application.
	The new KS3 curriculum ensures that pupils have a deep understanding of basic processes of maths and then move on to linking different maths schema, such as learning how to order numbers before connecting that schema to find the mean and range of a set of numbers. We know that progressing to teaching new content when pupils are not secure in earlier content will limit their chances of making good progress later. This is why we follow the White Rose Maths scheme of learning, where we break the curriculum down into 'small steps'. This makes the curriculum more manageable for pupils and ensures pupils have a deeper understanding of threshold concepts rather than pupils learning things at surface level. We are starting to use concrete and pictorial manipulatives to deeper the pupils understanding with the aim of pupils progressing to working purely in the abstract. This deeper understanding allows pupils to make more connections and build on their existing schema as they make their way through the curriculum. Flashback 4's are used for every 'do-now' activity. These are carefully designed, retrieval activities that ensure pupils are retrieving content from their current unit as well as previously taught content. This ensures pupils are still making progress with prior learning. Every three weeks pupils complete a 'Whole Class Feedback' sheet. This sheet is based on the misconceptions found when teachers take in a sample of their classes' books. This allows teachers and pupils to address misconceptions before they become embedded. Topic assessments are then completed at the end of each unit of work, these are



based solely on the content of the topic being assessed. At the end of each term, pupils complete a termly assessment that covers content taught that term and also previous terms. After each assessment pupils are provided with a 'DIRT feedback' sheet where teacher comments enable them to complete similar questions to the ones, they made mistakes on, thus enabling pupils to demonstrate further progress.

Retrieval is extended at GCSE as the later units combine various elements of maths together with a particular emphasis on algebra and geometry. This aspect of the curriculum shows a clear progression from skills and procedure to multiple applications. The KS4 scheme has been reordered to increase the amount of retrieval pupils need to complete. Instead of the content being blocked it forces pupils to retrieve and therefore they can demonstrate progression. For example, the vectors part of unit 19 used to be taught in one block and then assessed. Pupils never had a chance to retrieve their knowledge and therefore it was forgotten easily so they could not make progress. Now the vectors section is split up over the unit, forcing pupils to retrieve and therefore strengthen their long-term memory. Pupils are assessed after every unit to monitor progress and to also highlight misconceptions. These assessments are designed so that throughout the year they incorporate questions based on content from previous topics. After each assessment pupils are again provided with a 'DIRT feedback' sheet where teacher comments enable them to complete similar questions to the ones, they made mistakes on, thus enabling pupils to demonstrate further progress. Every Do-Now activity is retrieval based, this means pupils can demonstrate progression after the content has been taught. These retrieval activities also ensure that every pupil is fluent and confident in the facts and methods, with an emphasis on the threshold concepts, which are most frequently needed in order to make progress and be successful in further study. Throughout each topic pupils are given mini assessments at the end of the unit. Pupils are then provided with a 'mini-DIRT' sheet, with guidance on how to complete questions they made mistakes on. This enables pupils to demonstrate the progress they have made and unpick any misconceptions they may have. Pupils also complete a practice GCSE paper once a term, this exposes them to more exam style questions and allows the

How and why do Our KS3 scheme focuses on the basics, teaches for understanding and teaches depth not breath. It is sequenced by small steps, so as not to overload pupils and to help pupils focus on why a method works, rather than a process and avoid cognitive overload. We avoid making assumptions about their knowledge and ensure we cover vou organise/sequence the basics to fill any gaps. Ensuring we teach for breath and understanding allows us to maintain our high expectations and push all pupils to work to the best of their your curriculum in ability. All pupils follow the same scheme of work, although our nurture classes may do it at a slower pace. The KS3 curriculum does contain higher objectives that only the way you do? our higher ability pupil's cover. But what is higher content in year 7 becomes core content in year 8 and 9, so eventually all pupils will cover all objectives. The theme for the units taught in Year 7 Autumn 1 is Algebraic Thinking. This might seem quite controversial to start with algebra, but there are reasons for this. Algebra is not a theme focused on much by primary schools. By starting with algebra, we give all pupils a fresh start, they are starting their secondary maths journey on a level footing. We allow them to use calculators so any gaps in basic numeracy and arithmetic won't be a barrier for pupils. This helps improve their confidence with maths, which can be the biggest barrier faced by pupils. This also allows us to link the threshold concept of algebraic techniques explicitly with arithmetic structures covered in the primary school. The majority of the remaining units in Year 7 are number focused with an emphasis on place value and proportion, as these are both threshold concepts. This is the basis of maths, so we don't want students to progress to other areas without ensuring they have a deep understanding of place value and basic proportion. Although the focus is on number we ensure pupils are able to retrieve their algebra knowledge. Algebra is interleaved in the remaining topics. For example, pupils use their adding and subtracting fraction skills to continue sequences that involve fractions and during the Spring directed number unit, pupils have to evaluate algebraic expressions. The curriculum is also carefully designed to help pupils make connections between their number work and other areas of maths. For example, when working on multiplication and division our curriculum introduces calculating the area of shapes and calculating the mean. This allows pupils to apply their multiplication and division skills in context. During the summer term, pupils are introduced to the basics of geometry. This allows us to create solid foundations that pupils can build on during year 8 and 9.



	During Autumn 1 of year 8 pupils complete the remaining units of the year 7 curriculum. We cannot skip these units and move on to the year eight content as an effective maths curriculum builds on prior knowledge. Pupils would not be able to access the tables and probability unit of work if they are not taught the sets and probability unit of work if they are not taught the sets and probability unit of work if they are not taught the sets and probability and formal algebra and graphs. We continue to use small steps to ensure pupils focus on one key aspect at a time and build their knowledge. These small steps are carefully sequenced to ensure pupils can make connections between objectives. During brackets, equations and inequalities pupils start with multiplying a single bracket, to expanding a pair of binomials. We also introduce to 'review steps' that ensure pupils retrieve key knowledge needed for a unit of work before they build on it. For example, we 'review' the year 7 step of converting between fractions and decimals greater than 100. Similar to year 8, we begin our year 9 curriculum by completing the remaining year 8 units of work. We continue to build on the key areas of maths and explicitly introduce statistics. In year 7, pupils are introduced to averages and range by making connections to their four operations work. In year 9 we bring these ideas together and introduce them as measures of location. Here pupils not only need to calculate the measures but interpret them and select the appropriate measure. Other year 9 units also continue to build on prior knowledge. The unit of straight-line graphs would not be able to be fully understood without the year 8 working in the Cartesian plan unit. And forming and solving equations build on the year 8 agebra units. The year 9 content is more complex than year 7 and 8 in order to prepare pupils for GCSE. Our year 10 and 11 pupils follow our GCSE scheme of work mimics the foundation scheme, but pupils work through it at a slower pace. In year 11, the nurture c
	The GCSE units of work are sequences so that each new unit requires prior knowledge from previous contents and build on it. Unit 21, sequences, cannot be completed until pupils have a good understanding of indices, substitution, algebraic notation, surds, fractions and multiplication. This is why we have sequenced the sequences unit of work to be taught near the end of the scheme of work so we can ensure all the pre-requisite knowledge is fully understood. As these pre-requisite skills are important, we ensure we retrieve these skills regularly. For example, indices are included in the following units 1, 2, 6, 10, 13, 14, 17 and 18. Sometimes they are implicit, such as completing a table of value for a quadratic graph in unit 15. Other times they are explicitly taught, such as in units 13 and 17. The indices objectives
	included in unit 17 are more challenging than those in unit 13 as they are designed to build on pupils' unit 13 knowledge. Unit 16, handling data 2, involves calculating averages from grouped frequency tables and using cumulative frequency graphs and box plots to interpret quartiles. This builds on calculating averages and quartiles from lists of data. Previously each unit of work was sequenced in blocks. For example, in unit 10, Equations and Inequalities, all linear equations objectives were taught one after the other. This meant that pupils struggled to find connections between the new learning and what they had covered before, they also struggled to remembe all new content. Now we sequence each unit with the purpose of building on prior learning and making connections. Now once solving linear equations with unknowns
	on one side is taught, we move on to solving inequalities with unknowns on one side. This highlights the similarities and differences of inequalities and equations and allows pupils to make connections. We also space out solving simultaneous equations, in order to ensure pupils have the opportunity to retrieve their prior learning before making connections with new. Each unit is sequenced in a similar, purposeful way.
How do skills	As seen above, our curriculum is sequenced with the purpose of developing pupils over time. We start with threshold concepts and seek to build connections between
develop over	the new schema being taught. For example, sequences is explicitly taught in year 7, year 8 and year 11 but the complexity of skills needed in year 8 is greater than year
time?	7 and year 11 is greater than year 8. Over time we also expect our pupils to use a combination of skills in order to achieve a new skill. In year 7, 8 and 11 we ask pupils



to continue linear and non-linear sequences but in year 11 pupils may be required to use their surds knowledge in order to continue a higher order sequence. Pupils sequence skills are also implicitly developed in other topics such as linear graphs, where pupils need to link the idea of what is means to be linear to a graphical representation. Or in substitution, where pupils need to use their substitution skill to determine the sequence type.

Across KS3 pupils will develop better tools to be able to approach complex and more advance questions. Tools include bar models, visual representations after exposure to physical resources such as counters and algebra tiles etc. Moving towards abstract maths rather than always starting with pictorial. At KS4 pupils skills are developed further by continuing to make connections between topics, such as: negative numbers and number lines, multiplying decimals and multiplying and dividing by powers of 10 and dividing decimals and fractions. We give them access to more applied questions. For example, we aim for pupils to move past simply adding and subtracting integers and decimals but to use their skills to problem solve and work with more complex, worded questions. Pupils also have more chances to apply their skills through exam style questions in lessons and through DIRT and Mini DIRT. The complexity of these questions increases throughout KS4.



	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	Algebra: Sequences Algebra: Understand and use algebraic notation Algebra: Equality and equivalence	Algebra: Equality and equivalence Number: Place value and ordering integers and decimals Number: Fraction, decimal and percentage equivalence	Number: Fraction, decimal and percentage equivalence Stage 7 assessment 1 Number: Solve problems with addition and subtractions	Number: Solve problems with multiplication and division (LT2-9) Number: Fractions and percentages of amounts (LT2-9)	Number: Operations and equations with directed number Number: Addition and subtraction of fractions	Number: Addition and subtraction of fractions Stage 7 assessment 2 Geometry and Measures: constructing, measuring and using geometric notation Geometry and Measures: Developing geometric reasoning
	7 Nurture (X3 and Y3)	Algebra: Sequences Algebra: Understand and use algebraic notation Algebra: Equality and equivalence	Algebra: Equality and equivalence Number: Place value and ordering integers and decimals Number: Fraction, decimal and percentage equivalence	Number: Fraction, decimal and percentage equivalence Stage 7 assessment 1 Number: Solve problems with addition and subtractions	Number: Solve problems with multiplication and division (LT2-9) Number: Fractions and percentages of amounts (LT2-9)	Number: Operations and equations with directed number Number: Addition and subtraction of fractions	Number: Addition and subtraction of fractions Stage 7 assessment 2 Geometry and Measures: constructing, measuring and using geometric notation Geometry and Measures: Developing geometric reasoning

Curriculi	um Intent	t					
5	8	Number: Developing number sense Probability: Sets and Probability Number: Prime numbers and proof	Number: Prime numbers and proof Stage 7 assessment 3 Proportion: Ratio and Scale Proportion: Multiplicative Change Proportion: Multiplying and Dividing Fractions	Proportion: Multiplying and Dividing Fractions Representations: Working in the Cartesian Plane Representations: Representing Data	Representations: Representing Data Representations: Tables and Probability Stage 8 assessment 1 Algebra: Brackets, Equations and Inequalities	Algebra: Brackets, Equations and Inequalities Algebra: Sequences Algebra: Indices Developing Number: Fractions and Percentages	Developing Number: Fractions and Percentages (LT2-9) Developing Number: Standard Form Developing Number: Number Sense
3 1)	8 Nurture (X3)	Number: Addition and subtraction of fractions Stage 7 assessment 2 Geometry and Measures: constructing, measuring and using geometric notation	Geometry and Measures: Developing geometric reasoning Number: Developing number sense Probability: Sets and Probability Number: Prime numbers and proof	Number: Prime numbers and proof Stage 7 assessment 3 Proportion: Ratio and Scale Proportion: Multiplicative Change Proportion: Multiplying and Dividing Fractions	Proportion: Multiplying and Dividing Fractions Representations: Working in the Cartesian Plane Representations: Representing Data	Representations: Tables and Probability Stage 8 assessment 1 Algebra: Brackets, Equations and Inequalities Algebra: Sequences Algebra: Indices	Algebra: Indices Developing Number: Fractions and Percentages (LT2-9) Developing Number: Standard Form Developing Number: Number Sense

rriculum Inten	t					
9	Developing Number: Fractions and Percentages(LT2-9) Developing Number: Standard Form Developing Number: Number Sense	Developing Number: Number Sense Stage 8 assessment 2 Developing Geometry: Angles in parallel Lines and Polygons Developing Geometry: Area of Trapezia and Circles	Developing Geometry: Area of Trapezia and Circles Developing Geometry: Line Symmetry and Reflection Reasoning with Data: The Data Handling Cycle Reasoning with Data: Measure of Location	Reasoning with Data: Measure of Location Stage 8 assessment 3 Reasoning with Algebra: Straight Line Graphs Reasoning with Algebra: Forming and Solving Equations	Reasoning with Algebra: Forming and Solving Equations Constructing in 2 and 3 Dimensions: Three- Dimensional Shapes Constructing in 2 and 3 Dimensions: Constructions and Congruency Stage 9 assessment 1	Reasoning with Numbers: Numbers Reasoning with Numbers: Using Percentages (LT2-9) Reasoning with Geometry: Rotation and Translation Reasoning with Geometry: Pythagoras' Theorem Stage 9 assessment 2
9 Nurture	Representations: Tables and Probability Stage 8 assessment 1 Algebra: Brackets, Equations and Inequalities Algebra: Sequences Algebra: Indices	Developing Number: Fractions and Percentages (LT2-9) Developing Number: Standard Form Developing Number: Number Sense Stage 8 assessment 2	Developing Geometry: Angles in parallel Lines and Polygons Developing Geometry: Area of Trapezia and Circles Developing Geometry: Line Symmetry and Reflection	Reasoning with Data: The Data Handling Cycle Reasoning with Data: Measure of Location Reasoning with Algebra: Straight Line Graphs	Reasoning with Algebra: Straight Line Graphs Reasoning with Algebra: Forming and Solving Equations Constructing in 2 and 3 Dimensions: Three- Dimensional Shapes	Constructing in 2 and 3 Dimensions: Constructions and Congruency Stage 9 assessment 1 Reasoning with Numbers: Numbers Reasoning with Numbers: Using Percentages (LT2-9) Reasoning with Geometry: Rotation and Translation

Curriculum Ir



10	Equations and Inequalities	Circles and Constructions	Factors, Powers and Roots	Graphs 1 H	Handling Data 2 H	Graphs 2 H
Higher X1 & Y1	H Circles and Constructions	H Ratio H	H Graphs 1 H	Working in 3D H	Calculations 2 H	
	Н	Factors, Powers and Roots H				
10 Foundati	Measures and Accuracy F	Equations and Inequalities F	Circles and Constructions F	Factors, Powers and Roots F	Working in 3D F	Calculations 2 F
on X2 & Y2	Equations and Inequalities F	Circles and Constructions F	Ratio F	Graphs 1 F	Handling Data 2 F	Graphs 2 F
			Factors, Powers and Roots F			
10 Nurture	Formulae and Functions F	Probability F	Measures and Accuracy F	Stage 2 MathsGenie (F)	Stage 3 MathsGenie (F)	Stage 4 MathsGenie
Y3	Working in 2D F	Measures and Accuracy F	Stage 1 MathsGenie (F)	Stage 3 MathsGenie (F)	Stage 4 MathsGenie (F)	Stage 5 MathsGenie



	11 Higher X1 & Y1	Calculations 2 H Handling Data 2 H Graphs 2 H	Graphs 2 H Pythagoras, Trigonometry and Vectors H	Pythagoras, Trigonometry and Vectors H The Probability of Combined Events H Sequences H Units and Proportionality H	Units and Proportionality H (LT2- 9) Revision based on gaps from Mock PLCs	Revision based on gaps from Mock PLCs	
	11 Foundati on Plus X2 & Y2	Calculations F Handling Data 2 F (Y2 only) Graphs 2 F (X2 only)	Graphs 2 F Pythagoras, Trigonometry and Vectors F	Pythagoras, Trigonometry and Vectors F The Probability of Combined Events F Sequences F Units and Proportionality F	Units and Proportionality F (LT2- 9) Revision based on gaps from Mock PLCs	Revision based on gaps from Mock PLCs	
	11 Foundati on X3 and Y3	Finish Stage 2 (F) Stage 3 MathsGenie (F)	Stage 3 MathsGenie (F) Stage 4 MathsGenie (F)	Stage 4 MathsGenie (F) Stage 5 MathsGenie (F)	Stage 5 MathsGenie (F)	TBC Revision based on gaps from Mock PLCs	
-	11 Nurture	Finish Stage 1 (F) Stage 2 MathsGenie (F)	Stage 2 MathsGenie (F) Stage 3 MathsGenie (F)	Stage 3 MathsGenie (F)	Stage 3 MathsGenie (F)	TBC Revision based on gaps from Mock PLCs	



	7	Sequences	Equality and equivalence	Number: Fraction, decimal	Solve problems with	Operations and equations	Addition and subtraction
		Recognise, describe and	Understand the mean of	and percentage	multiplication and division	with directed number	of fractions
		predict terms in linear and	equality and an identity.	equivalence	To understand the	To understand the	To convert between mixed
		non-linear sequences.	Solve one-step equations.	To represent hundredths	properties of	representations of	numbers and improper
		Including pictorial,	Understand like and unlike	and tenths.	multiplication and division.	negative numbers.	fractions.
		graphically and	terms.	To convert between basic	To multiply and divide	To add, subtract, multiply	To add and subtract
		numerically.	Simplify algebraic	FDP.	integers and decimals	and divide with negative	fractions.
		Continue sequences.	expressions.	meaning of percent	formally.	numbers.	To use fractions in
		Explain the term-to-term	Number: Place value and	To interpret nie charts	To understand factors and	To evaluate algebraic	algebraic contexts.
		rule of various sequences.	ordering integers and	To identify equivalent	multiples.	expressions with directed	Constructing, measuring
		Understand and use	To understand the place	fractions.	To use the order of	number.	and using geometric
		algebraic notation	value of integers and	Solve problems with	operations.	To solve two-step	notation
		To use numerical and	decimals.	addition and subtractions	To find the area of basic	equations.	To draw and measure lines
		algebraic function	To round to powers of 10	To understand the	shapes.	To use order of operations	and angles.
What key		machines to find inputs	and significant figures.	properties of addition and	To calculate the mean.	with negative numbers.	To recognize types of
concents		and outputs.	To order and compare integers and decimals.	subtraction. To add and subtract	Fractions and percentages	Addition and subtraction	triangle and quadrilateral.
/core skills /		To understand algebraic			of amounts	of fractions	To construct triangles and
themes are		notation.	Top position integers and	integers and decimals	To find percentages and	To convert between mixed	polygons.
covorod oach		To substitute into function	decimals on numbers lines.	mentally and formally.	fractions of amounts.	numbers and improper	To draw and interpret pie
half torm?		machines.	and range	To work out the perimeter.	To find the whole given a	fractions.	charts.
		To generate sequences	Number: Fraction decimal	To solve financial	fraction.	To add and subtract	Developing geometric
		given an algebraic rule	and percentage	problems.	To use a calculator to find	fractions.	reasoning
		Equality and equivalence	equivalence	To work with tables,	a percentage of an	To use fractions in	To know and use angle
		Understand the mean of	To represent hundredths	timetables, frequency	amount.	algebraic contexts.	facts about angles at a
		equality and an identity.	and tenths.	trees and bar and line			point, on a straight line, in
		Solve one-step equations.	To convert between basic	charts.			a triangle and
		Understand like and unlike	FDP.				quadrilateral.
		terms. Simplify algebraic	To understand the				
			meaning of percent.				
		expressions.	To interpret pie charts.				
			To identify equivalent				
			fractions.				



7 -	Sequences	Equality and equivalence	Number: Fraction, decimal	Solve problems with	Operations and equations	Addition and subtraction
Nurture	Recognise, describe and	Understand the mean of	and percentage	multiplication and division	with directed number	of fractions
	predict terms in linear and	equality and an identity.	equivalence	To understand the	To understand the	To convert between mixed
	non-linear sequences.	Solve one-step equations.	To represent hundredths	properties of	representations of	numbers and improper
	Including pictorial,	Understand like and unlike	and tenths.	multiplication and division.	negative numbers.	fractions.
	graphically and	terms.	To convert between basic	To multiply and divide	To add, subtract, multiply	To add and subtract
	numerically.	Simplify algebraic	FDP.	integers and decimals	and divide with negative	fractions.
	Continue sequences.	expressions.	To understand the	formally.	numbers.	To use fractions in
	Explain the term-to-term	Number: Place value and	To interpret pio charts	To understand factors and	To evaluate algebraic	algebraic contexts.
	rule of various sequences.	ordering integers and	To identify equivalent	multiples.	expressions with directed	Constructing, measuring
	Understand and use	decimals	fractions	To use the order of	number.	and using geometric
	algebraic notation	value of integers and	Solve problems with	operations.	To solve two-step	notation
	To use numerical and	decimals	addition and subtractions	To find the area of basic	equations.	To draw and measure lines
	algebraic function	To round to powers of 10	To understand the	shapes.	To use order of operations	and angles.
	machines to find inputs	and significant figures.	properties of addition and	To calculate the mean.	with negative numbers.	To recognize types of
	and outputs.	To order and compare	subtraction	Fractions and percentages	Addition and subtraction	triangle and quadrilateral.
	To understand algebraic	integers and decimals.	To add and subtract	of amounts	of fractions	To construct triangles and
	notation.	Top position integers and	integers and desimals	To find percentages and	To convert between mixed	polygons.
	To substitute into function	decimals on numbers lines.	montally and formally	fractions of amounts.	numbers and improper	To draw and interpret pie
	machines.	To work out the median	To work out the perimeter	To find the whole given a	fractions.	charts.
	To generate sequences	and range.	To volk out the perimeter.	fraction.	To add and subtract	Developing geometric
	given an algebraic rule	Number: Fraction, decimal		To use a calculator to find	fractions.	reasoning
	Equality and equivalence	and percentage	problems.	a percentage of an	To use fractions in	To know and use angle
	Understand the mean of	equivalence	timetables, frequency	amount.	algebraic contexts.	facts about angles at a
	equality and an identity.	To represent hundredths	timetables, irequency			point, on a straight line, in
	Solve one-step equations.	and tenths.	trees and bar and line			a triangle and
	Understand like and unlike	To convert between basic	charts.			quadrilateral
	terms.	FDP. To understand the				quadriaterai.
	Simplify algebraic	meaning of percent				
	expressions.	To interpret nie charts				
		To identify equivalent				
		fractions.				
		-				



		To know and use mental addition, subtraction, multiplication and division for integers, decimals and fractions. To use factors and estimations. To use number and algebraic facts to derive other facts. Sets and Probability To identify and represent sets and Venn Diagrams. To know the intersection and union of sets. To know the vocabulary of probability. To generate sample spaces. To calculate probabilities. Prime numbers and proof To find and use factors and multiples. To identify prime, square and triangular numbers. To find the HCF and LCM. To write numbers as prime factors. To make and test conjectures.	To find and use factors and multiples. To identify prime, square and triangular numbers. To find the HCF and LCM. To write numbers as prime factors. To make and test conjectures. Ratio and Scale: Understanding ratio Solving problems in the form 1:n and n:m Dividing into a ratio Simplifying ratio Ratio and Fractions Pi and gradient as a ratio Multiplicative Change: Direct Proportion Conversion graphs Similar shapes Scale diagrams and maps Multiplying and Dividing Fractions: Multiplying by an integer Multiplying fractions Dividing an integer by a fraction Dividing fractions Reciprocals	Fractions: Multiplying by an integer Multiplying fractions Dividing an integer by a fraction Dividing fractions Reciprocals Working in the Cartesian Plane: Coordinates Lines parallel to the axes Y=x and y-kx graphs Gradient y-x+a graphs Plotting y=mx+c Representing Data: Scatter graphs Correlation Data types Frequency tables Two-way tables	Scatter graphs Correlation Data types Frequency tables Two-way tables Tables and Probability: Sample spaces Two-way tables Venn Diagrams Brackets, Equations and Inequalities: Algebraic expression Directed number with algebra Expanding and factorising brackets Solving equations Inequalities Formulae, expressions, identities and equations	Inequalities: Algebraic expression Directed number with algebra Expanding and factorising brackets Solving equations Inequalities Formulae, expressions, identities and equations Sequences: Generate sequences from words Generating sequences from algebraic rule Nth term of a linear sequence Indices: Multiplying indices Dividing indices Powers of powers Fractions and Percentages: Converting FDP FDP of amounts Increasing and decreasing by a multiplier Numbers as percentage and fraction of another number Percentage change	Percentages: Converting FDP FDP of amounts Increasing and decreasing by a multiplier Numbers as percentage and fraction of another number Percentage change Standard Index Form: Powers of 10 Writing numbers in standard form Order numbers in standard form Multiply and divide in standard form Add and subtract in standard form Number Sense: Rounding Estimating Error intervals Order of operations Money and measures Calendar and time
--	--	---	---	---	---	--	--



[0	Addition and subtraction	Developing geometric	Prime numbers and proof	Multiplying and Dividing	Tables and Probability:	Indices:
	8 - Novetovor	of fractions		To find and use factors and	Fractions:		Multiplying indices
	Nurture	To convert between mixed		multiples	Multiplying by an integer	Two way tables	Dividing indices
		numbers and improper	forts about angles at a	To identify prime, square	Multiplying fractions	Vonn Diagrams	Dividing males
		fractions	facts about angles at a	and triangular numbers	Dividing an integer by a	Brackets Equations and	Fowers of powers
			point, on a straight line, in	The first the LICE and LICE	fraction	Inequalities:	Pactoris and Percentages:
			a triangle and	To find the HCF and LCM.	Dividing fractions	Algebraic expression	Converting EDP
			quadrilateral.	To write numbers as prime	Reciprocals	Directed number with	EDP of amounts
		To use fractions in	Developing number sense	factors.	Working in the Cartesian	algebra	Increasing and decreasing
		algebraic contexts.	To know and use mental	To make and test	Plane:	Expanding and factorising	by a multiplier
		Constructing, measuring	addition, subtraction,	conjectures.	Coordinates	brackets	Numbers as percentage
		and using geometric	multiplication and division	Katio and Scale:	Lines parallel to the axes	Solving equations	and fraction of another
		notation	for integers, decimals and	Solving problems in the	Y=x and y-kx graphs	Inequalities	number
		To draw and measure lines	fractions.	form 1 n and n m	Gradient	Formulae, expressions,	Percentage change
		and angles.	To use factors and	Dividing into a ratio	y-x+a graphs	identities and equations	Standard Index Form:
		To recognize types of	estimations.	Simplifying ratio	Plotting y=mx+c	Sequences:	Powers of 10
		triangle and quadrilateral.	To use number and	Ratio and Fractions	Representing Data:	Generate sequences from	Writing numbers in
		To construct triangles and	algebraic facts to derive	Pi and gradient as a ratio	Scatter graphs	words	standard form
		polygons.	other facts.	Multiplicative Change:		Generating sequences	Order numbers in standard
		To draw and interpret pie	Sets and Probability	Direct Proportion	Erequency tables	from algebraic rule	form
		charts.	To identify and represent	Conversion graphs	Two-way tables	Nth term of a linear	Multiply and divide in
			sets and Venn Diagrams.	Similar shapes		sequence	Add and subtract in
			To know the intersection	Scale diagrams and maps		Multiplying indiana	standard form
			and union of sets.	Multiplying and Dividing		Dividing indices	Number Sense:
			To know the vocabulary of	Fractions:		Dividing indices	Rounding
			probability.	Multiplying by an integer		Powers of powers	Estimating
			To generate sample	Multiplying fractions			Error intervals
			spaces.	Dividing an integer by a			Order of operations
			To calculate probabilities.	Dividing fractions			Monoy and monoyuros
			Prime numbers and proof	Beciprocals			Colondor and time
			To find and use factors and	Recipiocais			Calendar and time
			multiples.				
			To identify prime, square				
			and triangular numbers.				
			To find the HCF and LCM.				
			To write numbers as prime				
			factors.				
			To make and test				
			conjectures.				
			•				



actions and	Number Sense:	Area of Trapezia and	Measure of Location:	Forming and Solving	Numbers:
ractions and ercentages: onverting FDP OP of amounts creasing and decreasing y a multiplier umbers as percentage and fraction of another umber ercentage change randard Index Form: owers of 10 (riting numbers in andard form rder numbers in standard orm lultiply and divide in andard form dd and subtract in andard form umber Sense: ounding stimating for of operations loney and measures alendar and time	Number Sense: Rounding Estimating Error intervals Order of operations Money and measures Calendar and time Angles in Parallel Lines and Polygons: Angle notation Alternate and corresponding angles Co-interior angles Co-interior angles Constructions Properties of quadrilaterals Interior and exterior angles of polygons Area of Trapezia and Circles: Area of triangles, rectangles and parallelograms Area of a trapezium Perimeter and area of compound shapes Area of a circle	Area of Trapezia and Circles: Area of triangles, rectangles and parallelograms Area of a trapezium Perimeter and area of compound shapes Area of a circle Line Symmetry and Reflections: Line symmetry Reflecting in horizontal lines Reflecting in diagonal lines The Data Handling Cycle: Questionnaires Pictograms, bar charts and line graphs Pie charts Grouped data The range Measure of Location: Mean, median and mode Mean from frequency tables Outliers The range	Measure of Location: Mean, median and mode Mean from frequency tables Outliers The range Straight Line Graphs: Plotting and reading graphs Gradients and intercepts Equations of lines Further graphs Forming and Solving Equations: Unknowns on one side Inequalities with negative numbers Unknowns on both sides Solving problems with equations and inequalities Rearranging formulae	Forming and Solving Equations: Unknowns on one side Inequalities with negative numbers Unknowns on both sides Solving problems with equations and inequalities Rearranging formulae Three-Dimensional Shapes: Into three dimensions Nets and other diagrams Surface area Volume Constructions and Congruency: Constructions so far Introducing loci Perpendiculars More loci Congruence	Numbers: Working with numbers Estimation Solving problems with numbers Fractions Standard form Using Percentages: Percentage basics Reverse percentage problems Repeated percentage change Rotation and translation: Symmetry Rotations Translations and beyond Pythagoras' Theorem: Working with right-angled triangles Finding unknown sides Beyond triangles
Tare of the order	Actions and rcentages: nverting FDP P of amounts creasing and decreasing a multiplier mbers as percentage d fraction of another mber rcentage change andard Index Form: wers of 10 riting numbers in andard form der numbers in standard m ultiply and divide in indard form d and subtract in indard form imber Sense: unding cor intervals der of operations oney and measures lendar and time	Actions and rcentages: nverting FDP P of amounts creasing and decreasing a multiplier mbers as percentage d fraction of another mber rcentage change andard Index Form: wers of 10 riting numbers in andard form der numbers in standard rm ultiply and divide in indard form d and subtract in indard form d and subtract in indard form d and subtract in indard form d and subtract in indard form der of operations properties of quadrilaterals interior and exterior angles of polygons Area of triangles, rectangles and parallelograms Area of a circleNumber Sense: Rounding Error intervals Angle notation Alternate and corresponding angles Co-interior angles Constructions Properties of quadrilaterals Interior and exterior angles of polygons Area of triangles, rectangles and parallelograms Area of a circle	Actions and rcentages: nverting FDP P of amounts rreasing and decreasing a multiplier mbers as percentage d fraction of another mber rcentage change andard index Form: wers of 10 iting numbers in indard form der numbers in standard m der numbers in standard form d and subtract in indard form d and subtract in indard form generations mater sense: unding imating or intervalsNumber Sense: Rounding Estimating Dreperties of angles of polygons Co-interior angles Constructions Properties of angles of polygons Area of a trapezium Properties of angles of polygons Area of trangles, rectangles, and Polygons: Angle notation Alternate and corresponding angles Co-interior angles Constructions Properties of angles of polygons Area of Trapezia and Circles: Area of Trapezia and Circles: Area of Trapezia and Circles: Area of trangles, rectangles, and parallelograms Area of a trapezium Perimeter and area of compound shapesArea of Trapezia and Comstructions Properties of angles of polygons Area of trangles, rectangles and parallelograms Area of a trapezium Perimeter and area of compound shapes Area of a circleArea of acircleWeasure of Location: Mean, median and mode Mean from frequency tables Outliers The rangeMeasure of Location: Mean, median and mode Mean from frequency tables	InternationNumber Sense:Area of Trapezia and Circles:Measure of Location:Number Sense:RoundingCircles:Mean from frequencyreasing and decreasing a multiplier mber a crentage change and rom drom mer sin standard mOrder of operations Money and measures Calendar and timeArea of Trapezia and Circles:Mean from frequency tablesAngles in Parallel Lines and Polygons: Angles in Parallel Lines and and from der numbers in standard mArea of a trapezium Perimeter and area of compound shapes Area of a circleMean from frequency tablesUiting and Polygons: Angles in Parallel Lines and Polygons: Co-interior angles Co-interior angles Co-interior angles of and subtract in indard form d and subtract in indard form d and subtract in indard form d and subtract in or intervals der of operations or intervals der of operations der of operationsArea of Trapezia and Circles: Area of Trapezia and Circles: Area of Trapezia and parallelograms Area of a trapeziumMean from frequency tables Co-interior angles, Co-interior angles, rectangles and parallelograms Area of a trapeziumMean from frequency tablesMumber Sense: unding imating or intervals der of operations or intervalsNerae of trapezia and parallelograms Area of a trapeziumIntercor of Location: Measure of Location: Mean, median and mode Mean from frequency tablesNonder of operations or intervalsArea of a circleMean from frequency tablesNotare of a circleMean from frequency tablesSolving Problems with equations and mode	Autions and rcentages: nverting FDP P of amounts reasing and decreasing a multipler mber sas percentage d fraction of another mindard index Form: wers of 10 fing numbers in andard form mader form indard form met and subtract in andard form d and subtract in andard form d and subtract in andard form d and subtract in mare of framezias d and subtract in andard form d and subtract in andard form d and subtract in andard form d and subtract in andard form d and subtract in area of trangels, rectagles and stresse: undard form d and subtract in andard form d and subtract in area of trangels, rectagles and there and area of corresponding angles co-interior angles d and subtract in andard form d and subtract in andard form d and subtract in area of trangels, rectagles and properties of quadrilaterals undard form d and subtract in area of trangels, rome and a form d and subtract in andard form d and subtract in area of trangels, rome and a form d and subtract in area of trangels, rectagles and parallelograms Area of trangels, rectagles and parallelograms Area of trangels, rarea of a circleArea of trangels, thera



[9-	Tables and Probability:	Fractions and	Angles in Parallel Lines	The Data Handling Cycle:	Straight Line Graphs:	Three-Dimensional
	- Nurture	Sample spaces	Percentages:	and Polygons:	Questionnaires	Plotting and reading	Shapes:
	Nature	Two-way tables	Converting FDP	Angle notation	Pictograms, bar charts and	graphs	Into three dimensions
		Venn Diagrams	FDP of amounts	Alternate and	line graphs	Gradients and intercepts	Nets and other diagrams
		Brackets, Equations and	Increasing and decreasing	corresponding angles	Pie charts	Equations of lines	Surface area
		Inequalities:	by a multiplier	Co-interior angles	Grouped data	Further graphs	Volume
		Algebraic expression	Numbers as percentage	Constructions	The range	Forming and Solving	Numbers:
		Directed number with	and fraction of another	Properties of	Measure of Location:	Equations:	Working with numbers
		algebra	number	quadrilaterals	Mean, median and mode	Unknowns on one side	Estimation
		Expanding and factorising	Percentage change	Interior and exterior	Mean from frequency	Inequalities with negative	Solving problems with
		brackets	Standard Index Form:	angles of polygons	tables	numbers	numbers
		Solving equations	Powers of 10	Area of Trapezia and	Outliers	Unknowns on both sides	Fractions
		Inequalities	Writing numbers in	Circles:	Straight Line Granhs	Solving problems with	Standard form
		Formulae, expressions,	standard form	Area of triangles,	Plotting and reading	equations and inequalities	Using Percentages:
		identities and equations	Order numbers in standard	rectangles and	granhs	Rearranging formulae	Percentage basics
		Sequences:	form	parallelograms	Gradients and intercents	Three-Dimensional	Reverse percentages
		Generate sequences from	Multiply and divide in	Area of a trapezium	Equations of lines	Shapes:	Solving percentage
		words	standard form	Perimeter and area of	Further graphs	Into three dimensions	problems
		Generating sequences	Add and subtract in	compound shapes		Nets and other diagrams	Repeated percentage
		from algebraic rule	standard form	Area of a circle		Surface area	change
		Nth term of a linear	Number Sense:	Line Symmetry and		Volume	Rotation and translation:
		sequence	Rounding	Reflections:			Symmetry
		Indices:	Estimating	Line symmetry			Rotations
		Multiplying indices	Error intervals	Reflecting in horizontal			Translations and beyond
		Dividing indices	Order of operations	lines			
		Powers of powers	Money and measures	Reflecting in diagonal lines			
		Powers of powers	Calondar and time	Reflecting in diagonal lines			



10 Higher 10	Equations and Inequalities: Solving Linear Equations Quadratic Equations Simultaneous Equations Approximate Solutions Inequalities Circles and Constructions: Circles 1 Circles 2 Circle Theorems Constructions and Loci	Circles and Constructions: Circles 1 Circles 2 Circle Theorems Constructions and Loci Ratio Proportion Ratio and scale Percentage change Factors, Powers and Roots: Factors and Multiples Powers and Roots Surds Equations and	Factors, Powers and Roots: Factors and Multiples Powers and Roots Surds Graphs 1: Equation of a Straight Line Linear and Quadratic Functions Properties of Quadratic Functions Kinematic Graphs Circles and Constructions:	Graphs 1: Equation of a Straight Line Linear and Quadratic Functions Properties of Quadratic Functions Kinematic Graphs Working in 3D: 3D Shapes Volume of a Prism Volume and Surface Area Factors, Powers and	Handling Data 2: Averages and Spread 2 Box Plots and Cumulative Frequency Scatter Graphs and Correlation Time Series Calculations 2: Calculating with Roots and Indices Exact Calculations Standard Form	Graphs 2: Cubic and reciprocal functions Exponential and trigonometric functions Real life graphs Gradients and areas under graphs Equation of a circle Calculations 2:
Foundati on	Estimation and Approximation Calcualtor Methods Mesures and Accuracy Equations and Inequalities: Solving Linear Equations 1 Solving Linear Equations 2 Quadratic Equations Simultaneous Equations Inequalities	Inequalities: Solving Linear Equations 1 Solving Linear Equations 2 Quadratic Equations Simultaneous Equations Inequalities Circles and Constructions: Circles 1 Circles 2 Constructions Loci	Circles 1 Circles 2 Constructions Loci Ratio Proportion Ratio Percentage change Factors, Powers and Roots: Factors and Multiples Prime Factor Decomposition Powers and Roots	Roots: Factors and Multiples Prime Factor Decomposition Powers and Roots Graphs 1: Drawing Straight Line Graphs Equation of a Straight Line Kinematic Graphs	3D Shapes Volume of a Prism Volume and Surface Area Handling Data 2: Frequency Diagrams Averages and Spread 2 Scatter Graphs and Correlation Time Series	Calculating with Roots and Indices Exact Calculations Standard Form Graphs 2: Properties of quadratic functions Sketching functions Real-life graphs



Basic formula Substitution	Likelihood	Estimation and	Addition and Subtraction	Calculation Problems	Function Machines
Expanding Single Brackets Simplifying Rearranging Formula Function Machines Expanding Double Brackets Complex Formula Factorising Single Brackets Factorising Double Brackets Deriving Algebraic Vocabulary Working in 2D: Maps and Plans Scale Drawing Measuring Angles Area and Perimeter Unit Conversion Reflections Rotations Translations Enlargements Bearings	Theoretical Probability Experimental Probability Relative Frequency Bias Sample Space Mutually Exclusive and Exhaustive Measures and Accuracy: Estimation and Approximation Calcualtor Methods Mesures and Accuracy	Approximation Calcualtor Methods Mesures and Accuracy Foundation Stage 1 Place Value Time Negative Numbers Powers and Roots BIDMAS Factors and Multiples Writing and Simplifying Fractions Coordinates Pictograms	Multiplication and Division Rounding Systematic Listing Simplifying Algebra Writing an Expression Probability Foundation Stage 3 Calculation Problems Fractions, Decimals and Percentages Using a Calculator Substitution Solving One Step Equations Area and Perimeter Angles Averages Bar Charts Stem and Leaf	Fractions, Decimals and Percentages Using a Calculator Substitution Solving One Step Equations Area and Perimeter Angles Averages Bar Charts Stem and Leaf Foundation Stage 4 Function Machines Frequency Polygons Fractions of an Amount Drawing Graphs Percentages Writing and Simplifying Ratio Fractions Conversions and Units Scale Drawings	Frequency Polygons Fractions of an Amount Drawing Graphs Percentages Writing and Simplifying Ratio Fractions Conversions and Units Scale Drawings Foundation Stage 5 TBC
	Expanding Single Brackets Simplifying Rearranging Formula Function Machines Expanding Double Brackets Complex Formula Factorising Single Brackets Factorising Double Brackets Deriving Algebraic Vocabulary Working in 2D: Maps and Plans Scale Drawing Measuring Angles Area and Perimeter Unit Conversion Reflections Rotations Translations Enlargements Bearings	Expanding Single BracketsInterfetent ProbabilitySimplifyingRearranging FormulaFunction MachinesExpanding Double BracketsComplex FormulaSample SpaceFactorising DoubleBracketsFactorising DoubleBracketsDerivingAlgebraic VocabularyWorking in 2D:Maps and PlansScale DrawingMeasuring AnglesArea and PerimeterUnit ConversionReflectionsRotationsTranslationsEnlargementsBearingsInterfeteents	Expanding Single BracketsInterfettar HousantyCalculationSimplifyingRearranging FormulaFactorising Double BracketsExperimental ProbabilityMesures and AccuracyFactorising DoubleBracketsSample SpaceNegative NumbersFactorising DoubleBracketsMeasures and Accuracy:BiasFactorising DoubleBracketsMeasures and Accuracy:BibMASFactorising DoubleEstimation andApproximationFactors and MultiplesMaps and PlansCalcualtor MethodsWriting and SimplifyingScale DrawingMeasures and AccuracyCoordinatesMesauring AnglesArea and PerimeterVint ConversionReflectionsRotationsFindermetsBearingsBearingsArea and PerimeterUnit ConversionBearingsArea and PerimeterUnit ConversionBearingsArea and PerimeterUnit ConversionBearingsArea and PerimeterBiargementsBearingsArea and PerimeterBearingsBearingsArea and PerimeterBiargementsBearingsArea and PerimeterBiargementsBearin	Expanding Single Brackets Simplifying Rearranging Formula Function MachinesInterferent Probability Relative Frequency Bias Sample Space Mutually Exclusive and ExhaustiveCondiation Stage 1 Place ValueInterference Systematic Listing Simplifying Algebra Writing an ExpressionExtorising Double Brackets Carclator Mutually Extension Double Brackets Deriving Algebraic VocabularyMeasures and Accuracy Measures and AccuracyFoundation Stage 1 Place Value Prodetion Stage 1 Place Value Provers and Roots Powers and Roots Factors and Multiples Writing and Simplifying Fractions, Decimals and Percentages Using a Calculator Solving One Step Equations Area and Perimeter Unit Conversion Reflections Rotations Translations Enlargements BearingsNotations Calculation Meanues Proving Measures and AccuracyNotations Solving One Step Equations AccuracyFractions Rotations Translations Enlargements BearingsReflections RotationsNotations Solving One Step Equations AccuracySolving One Step Equations Area and Perimeter Angles Averages Bar Charts Stem and Leaf	Expanding Single Brackets Complex Formula Factorising Double Brackets Deriving Algebraic Vocabulary Working in 2D: Mass and Plans Scale Drawing Messuring Angles Area and Plans Scale Drawing Messuring Angles Area and Plans Scale Drawing Messuring Angles Area and Plans Scale Drawing Messuring Angles Area and Perimeter Unit Conversion Reflections Reflections Reflections Reflections Reflections ReflectionsHere Reversion Reversion Reversion Messures and Accuracy Proving Calculator MethodsHere Reversion Messures and Accuracy Proving Barkets Calculator MethodsUsing a Calculator Substitution Probability Proving Calculator Methods Messures and AccuracySystematic Listing Systematic Listing Messures and Accuracy Probability Proving Calculator MethodsUsing a Calculator Substitution Probability Proving SubstitutionUsing a Calculator Substitution Probability Probability Probability Probability Proving SubstitutionUsing a Calculator Substitution Substitution SubstitutionUsing a Calculator Substitution Substitution Substitution Substitution SubstitutionProceedia Proving SubstitutionMessuring Angles Area and Perimeter Unit Conversion Reflections Relations Translations Enlargements BearingsMessuring Angles Area and PerimeterFractions Reversion Ratio Proceedia and Perimeter Area and Perimeter BearingsProceedia Provide Provide Provide Provide Provide Provide P



11 Higher	Calculations 2: Calculating with Roots and Indices Exact Calculations Standard Form Handling Data 2: Averages and Spread 2 Box Plots and Cumulative Frequency Scatter Graphs and Correlation Time Series Graphs 2: Cubic and reciprocal functions Exponential and trigonometric functions Real life graphs Gradients and areas under graphs Equation of a circle	Graphs 2: Cubic and reciprocal functions Exponential and trigonometric functions Real life graphs Gradients and areas under graphs Equation of a circle Pythagoras, Trigonometry and Vectors: Pythagoras' Theorem Trigonometry 1 Trigonometry 2 Pythagoras and trigonometry problems vectors	Pythagoras, Trigonometry and Vectors: Pythagoras' Theorem Trigonometry 1 Trigonometry 2 Pythagoras and trigonometry problems vectors Probability of Combined Events: Sets Possibility Spaces Tree Diagrams Conditional Probability Sequences: Linear Sequences Quadratic Sequences Special Sequences	Units of Proportionality: Compound Units Converting between Units Direct and Inverse Proportion Rates of Change Growth and Decay	
11 Foundati on Plus	Calculations 2: Calculating with Roots and Indices Exact Calculations Standard Form Handling Data 2: Frequency Diagrams Averages and Spread 2 Scatter Graphs and Correlation Time Series Graphs 2: Properties of quadratic functions Sketching functions Real-life graphs	Graphs 2: Properties of quadratic functions Sketching functions Real-life graphs Pythagoras, Trigonometry and Vectors: Pythagoras Theorem Trigonometry 1 Trigonometry 2 Vectors	Pythagoras, Trigonometry and Vectors: Pythagoras Theorem Trigonometry 1 Trigonometry 2 Vectors Probability of Combined Events: Sets Possibility Spaces Tree Diagrams Sequences: Linear Sequences Finding the nth Term Special Sequences	Units of Proportionality: Compound Units Direct Proportion Inverse Proportion Growth and Decay	



11		Foundation Stage 2	Foundation Stage 3	Foundation Stage 4	Foundation Stage 5	
Fou	undati	Addition and Subtraction	Calculation Problems	Function Machines	Percentages	
on		Multiplication and Division	Fractions, Decimals and	Frequency Polygons	Percentage Change	
		Rounding	Percentages	Fractions of an Amount	Exchange Rates	
		Systematic Listing	Using a Calculator	Drawing Graphs	Ratio	
		Simplifying Algebra	Substitution	Percentages	Solving Equations	
		Writing an Expression	Solving One Step	Writing and Simplifying	Area and Circumference of	
		Probability	Equations	Ratio	Circles	
		Foundation Stage 3	Area and Perimeter	Fractions	Frequency Trees	
		Calculation Problems	Angles	Conversions and Units	Two Way Tables	
		Fractions, Decimals and	Averages	Scale Drawings	Pie Charts	
		Percentages	Bar Charts	Foundation Stage 5		
		Using a Calculator	Stem and Leaf			
		Substitution	Foundation Stage 4			
		Solving One Step	Function Machines			
		Equations	Frequency Polygons			
		Area and Perimeter	Fractions of an Amount			
		Angles	Drawing Graphs			
		Averages	Percentages			
		Bar Charts	Writing and Simplifying			
		Stem and Leaf	Ratio			
			Fractions			
			Conversions and Units			
			Scale Drawings			
11		Foundation Stage 1	Foundation Stage 2	Foundation Stage 3	Foundation Stage 3	
Nui	irture	Place Value	Addition and Subtraction	Calculation Problems	Calculation Problems	
		Time	Multiplication and Division	Fractions, Decimals and	Fractions, Decimals and	
		Negative Numbers	Rounding	Percentages	Percentages	
		Powers and Roots	Systematic Listing	Using a Calculator	Using a Calculator	
		BIDMAS	Simplifying Algebra	Substitution	Substitution	
		Factors and Multiples	Writing an Expression	Solving One Step	Solving One Step	
		Writing and Simplifying	Probability	Equations	Equations	
		Fractions	Foundation Stage 3	Area and Perimeter	Area and Perimeter	
		Coordinates	Calculation Problems	Angles	Angles	
		Pictograms	Fractions, Decimals and	Averages	Averages	
		Foundation Stage 2	Percentages	Bar Charts	Bar Charts	
		Addition and Subtraction	Using a Calculator	Stem and Leaf	Stem and Leaf	
		Multiplication and Division	Substitution			
		Rounding	Solving One Step			
		Systematic Listing	Equations			

