

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

9E Class - Explorer Curriculum -

Promote Facts (keywords)

Rehearsal of key content.

Careful Sequenced topics.

Year	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
	<p>Topic: Whole Numbers & Calculations: Fractions, Percentages & Decimals: Units & Measures: (time)</p> <p>Suggested Key Questions: Promote basic facts-not overload Rehearse key words</p> <p>Can you tell the time to the hour? Can you start to solve problems with missing numbers?</p> <p>Skills and Knowledge</p> <p>Whole Numbers & Calculations:</p> <p>I can solve subtraction calculations with a missing number e.g. $\square - 3 = 2$ (boxes in any position) with numbers to 50.</p>	<p>Topic: Multiples: Units & Measures: (Money) Shapes & Solids:</p> <p>Suggested Key Questions: Promote basic facts-not overload Rehearse key words</p> <p>Can you start to use multiplication facts for 5 and 10 times tables? Where would you find the side and corners of some shapes? Can you recognize British coins?</p> <p>Key Skills and Knowledge:</p> <p>Multiples: Estimation & Approximation:</p> <p>Know and use multiplication of numbers up to 10 by 5 and 10.</p>	<p>Topic: Whole Numbers & Calculations: Lists & Outcomes: Units & Measures: (Height/capacity/weight)</p> <p>Suggested Key Questions: Promote basic facts-not overload Rehearse key words</p> <p>Can you solve addition/subtraction problems with missing numbers? Do you understand the x and y axis on a bar chart? Can you start to think about ratio and proportion?</p> <p>Key Skills and Knowledge:</p> <p>Whole Numbers & Calculations:</p> <p>Can solve addition and subtraction calculations with a missing number when operations are mixed with numbers to 50.</p>	<p>Topic: Fractions, Percentages & Decimals: Proportionality</p> <p>Suggested Key Questions: Promote basic facts-not overload Rehearse key words</p> <p>Key Skills and Knowledge:</p> <p>Fractions, Percentages & Decimals:</p> <p>I can match four quarters in practical activities when given halved resources and no other fractional parts.</p> <p>Can recognise that quarter means four equal pieces.</p> <p>Can solve simple problems involving $\frac{1}{2}$ and $\frac{1}{4}$ using</p>	<p>Topic: Multiples: Units & Measures (angles)</p> <p>Suggested Key Questions: Promote basic facts-not overload Rehearse key words</p> <p>What is doubling?</p> <p>Key Skills and Knowledge:</p> <p>Multiples/Estimation & Approximation:</p> <p>Know and use multiplication of numbers up to 10 by 3, 4, 5 and 10. Recognise when a two-digit number is divisible by 2, 3, 4, 5 and 10.</p> <p>Units & Measures:</p>	<p>Topic: Whole Numbers & Calculations: Shapes & Solids:</p> <p>Suggested Key Questions: Promote basic facts-not overload Rehearse key words</p> <p>Key Skills and Knowledge:</p> <p>Whole Numbers & Calculations:</p> <p>Can record simple addition and subtraction calculations from practical or pictorial representations with numbers to 50</p> <p>can use my knowledge of counting in 2s to complete given addition and subtraction calculations.</p> <p>Shapes & Solids:</p>

	<p>Fractions, Percentages & Decimals</p> <p>I can solve simple problems involving $\frac{1}{2}$, using objects e.g. Present 6 half apples to the child. How many apples can we make.?</p> <p>Communicate understanding of the term quarter in guided practical activities e.g. cutting a pizza, folding shapes (not necessarily accurately).</p> <p>Recognise that quarter means four equal pieces.</p> <p>I can recognise the symbol of $\frac{1}{4}$.</p> <p>Units & Measures: (time)</p> <p>Can show that I am aware of the passage of time, e.g. Hands moving on a clock, sand through a sand timer.</p> <p>Can use the comparative language related to time, e.g. Quicker/slower, earlier/later.</p>	<p>Recognise when a two-digit number is divisible by 5 and 10.</p> <p>Shapes & Solids:</p> <p>I can identify how many sides/edges and corners a 3D shape has.</p> <p>Units & Measures:</p> <p>sort and name coins into 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2</p>	<p>Lists & Outcomes:</p> <p>Interpret and present data using bar charts, pictograms and tables</p> <p>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p>Solve simple proportion problems using systematic analysis e.g. adapt a 2 person recipe for 1 person, 3 people, 20 people, etc.</p> <p>Units & Measures: (Height/capacity/weight)</p> <p>Estimate how many non-standard units of measure will be needed when measuring length, capacity and mass.</p>	<p>standard and non-standard units of length.</p> <p>Proportionality</p> <p>Solve simple proportion problems using systematic analysis e.g. adapt a 2 person recipe for 1 person, 3 people, 20 people, etc.</p>	<p>Can describe a range of 2D shapes using more than one property. Solve problems by sorting according to one stated property e.g. 3 corners, all of the shapes with straight sides.</p> <p>Draw 90 degree angles in different orientations.</p>	<p>I can recognise by name 2D shapes - square, triangle, rectangle, circle, pentagon and hexagon. Can name 2D shapes - square, triangle, rectangle, circle, pentagon, hexagon</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Benchmark 4 Links to STEM opportunities and careers involve Mathematics</p>	<p>Benchmark 2 Share key employment statistics of current job market. How is the current market useful for mathematic skills?</p>	<p>Benchmark 2 Share key employment statistics of current job market. How is the current market useful for mathematic skills?</p>	<p>Benchmark 2 Share key employment statistics of current job market. How is the current market useful for mathematic skills?</p>	<p>Benchmark 4 Links to STEM opportunities and careers involve Mathematics</p>	<p>Benchmark 2 Share key employment statistics of current job market. How is the current market useful for mathematic skills?</p>