

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

9n Class - Navigator Curriculum 3 hours per work. Max 6 hours per topic.

Core mathematical facts, concepts, methods and strategies

Apply understanding with greater independence.

Recall facts with confidence.

Start to highlight keywords in (2/4 mark questions).

Year	2023 – 2024 Autumn 1	2023 – 2024 Autumn 2	2023 – 2024 Spring 1	2023 – 2024 Spring 2	2023 – 2024 Summer 1	2023 – 2024 Summer 2
	<p>Topic: Calculation-addition and subtraction. Fractions and decimals and percentages. Measure and accuracy-Money</p> <p>Suggested Key Questions With greater confidence and the ability to recall some facts can you solve problems involving addition and subtraction, fraction, decimal and percentages.</p> <p>Key Skills and Knowledge:</p> <p>Find 10 or 100 more or less than a given number</p>	<p>Topic: Calculations/ multiplication and division. Measure and accuracy-Time Working in 2d/3d.</p> <p>Suggested Key Questions: With greater confidence and the ability to recall some facts can you solve problems involving multiplication and division.</p> <p>Key Skills and Knowledge:</p> <p>Count from 0 in multiples of 4, 8, 50 and</p>	<p>Topic: Algebra Data and statistics Measure and accuracy- Angles and polygons Working in 2d/3d</p> <p>Suggested Key Questions: With greater confidence and the ability to recall some facts can you solve problems involving algebra/statistics/angles and polygons?</p> <p>Key Skills and Knowledge:</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in</p>	<p>Topic: Number Ratio/Probability/Se quence</p> <p>Suggested Key Questions: With greater confidence and the ability to recall some facts can you solve problems involving ratio and proportion?</p> <p>Key Skills and Knowledge:</p> <p>Independently with greater confidence apply basic knowledge facts to solve problems in involving the four applications.</p> <p>Start to apply to GCSE question with greater</p>	<p>Topic: Calculation Fractions and decimals and percentages. Measure and accuracy.</p> <p>Suggested Key Questions: With even more confidence and the greater ability to recall some facts can you solve problems involving fraction, decimal and percentages?</p> <p>Key Skills and Knowledge:</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small</p>	<p>Topic: Measure and accuracy. weight/capacity/volu me.</p> <p>Suggested Key Questions: With greater confidence and the ability to recall some facts can you solve problems involving measure with accuracy and read scales?</p> <p>Key Skills and Knowledge:</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes</p>

	<p>Compare and order numbers up to 1000</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds. • estimate and use inverse operations to check answers to a calculation <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.</p>	<p>100</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables</p>	<p>different orientations and describe them</p> <p>recognise angles as a property of shape or a description of a turn</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Understand congruence and similarity.</p> <p>Simplify expressions</p>	<p>confidence.</p>	<p>denominators</p> <p>Compare and order unit fractions, and fractions with the same denominators</p>	
<p>Links to Gatsby Benchmarks:</p>	<p>Benchmark 2 Labour market to information. What are the current trends</p>	<p>Benchmark 2 Labour market to information. What are the current trends</p>	<p>Benchmark 2 Labour market to information. What are the current trends</p>	<p>Benchmark 2 Labour market to information. What are the current trends</p>	<p>Benchmark 2 Labour market to information. What are the current trends</p>	<p>Benchmark 2 Labour market to information. What are the current trends in</p>

	<p>in the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u></p> <p>STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>	<p>in the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u></p> <p>STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>	<p>in the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u></p> <p>STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>	<p>in the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u></p> <p>STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>	<p>in the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u></p> <p>STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>	<p>the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u></p> <p>STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>
--	---	---	---	---	---	--