

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

Traineeship

Year	2025 – 2026	2025 – 2026	2025 – 2026	2025 – 2026	2025 – 2026	2025 – 2026
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<p>2025-2026</p>	<p>Topic: Calculation=addition and subtraction. Fractions and decimals and percentages. Measure and accuracy-Time GCSE Revision. (Teacher to select appropriate topic to meet the needs of the cohort)</p> <p>Suggested Key Questions Can you tackle a word problem based on the topic addition and subtraction? Can you measure with accuracy?</p> <p>Can students recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Key Skills and Knowledge:</p> <p>To become familiar with the connections between fractions, decimals and percentages.</p> <p>To be able to manipulate each form of number fluently using</p>	<p>Topic: Calculations/multiplication and division. Measure and accuracy-Money Working in 2d/3d. GCSE Revision (Teacher to select appropriate topic to meet the needs of the cohort)</p> <p>Multiplication of two digit numbers use grid method. Division use bus stop method.</p> <p>Suggested Key Questions: Can you tackle multiplication and division word problems Can you tackle word problems based on the topic? Can you apply your understanding to a range of GCSE questions?</p> <p>Promote core facts</p> <p>Key Skills and Knowledge:</p> <p>Understand and become familiar with multiplying /dividing by 10/100/1000.</p>	<p>Topic: Algebra Data and statistics Measure and accuracy-weight/capacity/volume. GCSE Revision (Teacher to select appropriate topic to meet the needs of the cohort)</p> <p>Suggested Key Questions: Can you tackle a word problem based on the topic.</p> <p>Promote core facts Can you apply your understanding to GCSE questions involving statistics?</p> <p>Key Skills and Knowledge:</p> <p>To become familiar with algebraic notation and writing algebraic expressions.</p> <p>To expand and simplify expressions, collecting like parts.</p> <p>To solve algebraic equations.</p> <p>To understand the index laws</p>	<p>Topic: GCSE Exam Revision (Teacher to select appropriate topic to meet the needs of the cohort)</p> <p>Suggested Key Questions: Promote core facts Can you tackle a word problem based on the topic. Can you apply your understanding to GCSE sequence/ratio and proportion questions?</p> <p>Key Skills and Knowledge:</p> <p>Use ratio notation, including reduction to simplest form</p> <p>Use ratio notation, including reduction to simplest form</p> <p>Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities</p> <p>Generate terms of a sequence from either a term-to-term or a position-to-term rule.</p>	<p>Topic: GCSE Exam Revision (Teacher to select appropriate topic to meet the needs of the cohort)</p> <p>Suggested Key Questions: Promote core facts Can you tackle a word problem involving fractions, percentages and decimals. Can you write fraction? Can you find equivalent fractions?</p> <p>Can you simplify fractions?</p> <p>Key Skills and Knowledge:</p> <p>Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative</p> <p>Recognise and use relationships between operations including inverse operations</p>	<p>Topic: Angles and polygons Working in 2d/3d Measure and accuracy. AQA Level 1 unit (teacher to select)</p> <p>Suggested Key Questions: Promote core facts Can you tackle a word problem involving angles and polygons? Key Skills and Knowledge:</p> <p>Calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes</p> <p>Identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids. Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons</p>
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	<p>equivalencies and recognising they are all the same quantity of an amount.</p> <p>To work with fractions, decimals and percentages as individual skill areas</p>					
<p>Links to Gatsby Benchmarks:</p>	<p><u>Benchmark 2</u> Labour market to information. What are the current trends in the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u> STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>	<p><u>Benchmark 2</u> Labour market to information. What are the current trends in the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u> STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>	<p><u>Benchmark 2</u> Labour market to information. What are the current trends in the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u> STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>	<p><u>Benchmark 2</u> Labour market to information. What are the current trends in the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u> STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>	<p><u>Benchmark 2</u> Labour market to information. What are the current trends in the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u> STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>	<p><u>Benchmark 2</u> Labour market to information. What are the current trends in the jobs market that involve maths skills that students are learning.</p> <p><u>Benchmark 4.</u> STEM opportunities-linking career opportunities and what aspects of mathematics they are learning.</p>

Develop fluency
Reason mathematically
Solve problems