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

6.3 E Class - **Explorer Curriculum** -

Promote Facts (keywords)

Rehearsal of key content.

Careful Sequenced topics.

Encourage learners to: • Develop fluent knowledge, skills and understanding of fundamental mathematical methods and concepts • acquire, select and apply mathematical techniques to solve problems • Reason mathematically, make deductions and inferences and draw conclusions • Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Year	Autumn 1 2026 - 2027	Autumn 2 2026 - 2027	Spring 1 2026 - 2027	Spring 2 2026 - 2027	Summer 1 2026 - 2027	Summer 2 2026 - 2027
	Topic: **Place value.** **Addition and Subtraction** **Directed Number** **Suggested Key Questions:** *What does each digit tell us?* *How is 3,045 different from 3,405?* *What happens when we divide by 10, 100, 1000* *What does "add" and "subtract" mean?* *How are addition and subtraction linked?*	**Topic:** **Multiplication and Division** **Equivalent Fractions** **Addition and Subtraction of Fractions** **Suggested Key Questions:** *What patterns exist in multiplication?* *How does knowing times tables help with division?* *What does "Equivalent" mean* *What do we do to the numerator and denominator to make them the same?*	**Topic:** **Fraction of Amounts** **Sharing by a Ratio** **Suggested Key Questions:** *How do we find ½ of a number? What about a ¼ ?* *How can we use division to help us?* *What happens when it isn't a unit fraction?* *How does a ratio differ to a fraction?* *How can we share by the same ratio?* **Key Skills and Knowledge:**	**Topic:** **Lists and Outcomes** **Statistics – Collecting and Respresenting Data** **Suggested Key Questions:** *How do we know when we've found every outcome?* *What methods can we use?* *How can we quickly collect our data?* *Which graph would show the data best?* **Key Skills and Knowledge:**	**Topic:** **Factors, Multiples and Primes** **Geometry and Position – 4 quadrant coordinates** **Suggested Key Questions:** *What is a factor?* *What is a multiple?* *How can we find factors of a number?* *How do we know if a number is prime?* *Can you prove a number is not prime?* *Which number do we read first?*	**Topic:** **Measures – Length and Capacity** **Convert Measures** **Suggested Key Questions:** *What tools can we use to measure length?* *What units would be best for 'x' object?* *How can we estimate a length or capacity before measuring?* *How can we check our measurements are sensible?* *How can we change cm to m?* *M to km?* *Ml to l?*

	What does a minus sign mean? *How can a number be smaller than zero?* *Where are negative numbers used in real life?* **Key Skills and Knowledge:** Value of each digit in numbers up to at least 1,000,000. How to read, write, and say large numbers. Effect of multiplying/dividing by 10, 100, 1,000. Addition and subtraction as inverse operations Mental strategies/paper methods Position of positive and negative numbers on a number line Rules for adding and subtracting with negatives Ordering positive and negative numbers	*What must be the same before fractions are added?* *How can we make denominators the same?* **Key Skills and Knowledge:** Multiplication as repeated addition Times tables up to 12x12 Check division using multiplication Meaning of numerator/denominator Multiplying/Dividing numerator and denominator by the same number Find common denominators Simplify answers	Link between fractions and division Find simple fractions (halfs and quarters) Use of multiplication for non-unit fractions Link between ratio and fractions Simplify ratios Share amounts into a ratio	List outcomes systematically. Use tables, lists, or tree diagrams. Identify missing outcomes. Collect data effectively using tally marks. Draw and interpret bar charts, pictograms, Extract information to answer questions.	*How do we know which quadrant we are in?* *How does moving into a negative direction change the coordinates?* *How can we describe the movement from one point to another?* **Key Skills and Knowledge:** Definitions of factor, multiple, prime number. Find prime numbers up to at least 20. Find all factors/multiples of a number. Test if a number is prime. Order of coordinates (x, then y). Position of quadrants on a grid. Plot coordinates in all four quadrants. Read coordinates of given points.	*How can place value help us with conversions?* **Key Skills and Knowledge:** Common metric units (mm, cm, m, km; ml, l). Relationship between units (e.g., 100 cm = 1 m). Measure using a ruler or measuring vessel. Estimate and check measurements. Choose appropriate units for context. Metric conversion rules (×10, ×100, ×1,000 or ÷10, ÷100, ÷1,000). Common imperial–metric conversions (if relevant). Convert between metric units of length, mass, capacity. Apply conversions in problem contexts. Use place value understanding in conversions.
Links to Gatsby Benchmarks:	**Benchmark 4** **Links to STEM opportunities and careers involve Mathematics**	**Benchmark 2** **Share key employment statistics of current job market.** **How is the current market useful for mathematic skills?**	**Benchmark 2** **Share key employment statistics of current job market.** **How is the current market useful for mathematic skills?**	**Benchmark 2** **Share key employment statistics of current job market.** **How is the current market useful for mathematic skills?**	**Benchmark 4 Links to STEM opportunities and careers involve Mathematics**	**Benchmark 2** **Share key employment statistics of current job market.** **How is the current market useful for mathematic skills?**