

	Autumn 1	Autumn 2 Key Dates/Data Drop: Dec 3 <sup>rd</sup> -12th	Spring 1	Spring 2 Key Dates/Data Drop: March 6th	Summer 1	Summer 2 Key Dates/Data Drop: June 19th
<p><b>Year 9</b></p> <p>Educational Opportunities:</p> <p>Maths Challenge both individual (April) and Team entry (March)</p> <p>Manchester Metropolitan University (MMU) partnership for lectures (Royal Institute of Mathematics Masterclasses)</p> <p>POP Maths Quiz at MMU</p> <p>Numeracy Competitions with prizes all year round.</p>	<p><b>Topic:</b> Number and Statistics <i>See the link to MCA Steps, level of Mathematics taught matched to Higher/Middle and Lower curriculum.</i></p>	<p><b>Topic:</b> Number and Statistics <i>See the link to MCA Steps, level of Mathematics taught matched to Higher/Middle and Lower curriculum.</i></p>	<p><b>Topic:</b> Ratio, Proportion and Algebra <i>See the link to MCA Steps, level of Mathematics taught matched to Higher/Middle and Lower curriculum.</i></p>	<p><b>Topic:</b> Ratio, Proportion and Algebra <i>See the link to MCA Steps, level of Mathematics taught matched to Higher/Middle and Lower curriculum.</i></p>	<p><b>Topic:</b> Geometry and Probability <i>See the link to MCA Steps, level of Mathematics taught matched to Higher/Middle and Lower curriculum.</i></p>	<p><b>Topic:</b> Geometry and Probability <i>See the link to MCA Steps, level of Mathematics taught matched to Higher/Middle and Lower curriculum.</i></p>
	<p><b>Rationale of Learning:</b> As a department, we always begin the academic year with a consolidation of prior knowledge alongside stretch and challenge of number fluency skills.</p>	<p><b>Rationale of Learning:</b> Number confidence is required for successful statistics application, this is why both number and statistics are taught concurrently for optimum interleaving of content to see the relationship between both elements.</p>	<p><b>Rationale of Learning:</b> Ratio, proportion and algebra are core GCSE skills that need prior knowledge of, with 20% content on the papers. They're taught synonymously to allow the embedding of each strand within the other, to see the shared nature of the topics, not taught discretely.</p>	<p><b>Rationale of Learning:</b> Ratio, proportion and algebra are extended further, with an increase in applying and reasoning skills to enhance the students' justification of practice.</p>	<p><b>Rationale of Learning:</b> Following on from the successful embedding of previous content, the summer term allows for the application of these topics, within geometrical and probability-based problems, interleaving prior content taught from the year alongside these.</p>	<p><b>Rationale of Learning:</b> Greater time is allocated to fully embedding the contents and skills taught throughout the year with an increased focus on problem-solving, using the mathematical knowledge developed this year.</p>
	<p><b>Differentiation Opportunities:</b> <b>Curriculum Differentiation:</b> Each class has differentiated curriculum content and skills taught, based on the MCA Steps currently working at and towards. Within the classroom, teachers use of questioning, use of Numeracy Leaders in the classroom, homework, class feedback within books can all be differentiated to accelerate student progress.</p>	<p><b>Differentiation Opportunities:</b> <b>Curriculum Differentiation:</b> Each class has differentiated curriculum content and skills taught, based on the MCA Steps currently working at and towards. Within the classroom, teachers use of questioning, use of Numeracy Leaders in the classroom, homework, class feedback within books can all be differentiated to accelerate student progress.</p>	<p><b>Differentiation Opportunities:</b> <b>Curriculum Differentiation:</b> Each class has differentiated curriculum content and skills taught, based on the MCA Steps currently working at and towards. Within the classroom, teachers use of questioning, use of Numeracy Leaders in the classroom, homework, class feedback within books can all be differentiated to accelerate student progress.</p>	<p><b>Differentiation Opportunities:</b> <b>Curriculum Differentiation:</b> Each class has differentiated curriculum content and skills taught, based on the MCA Steps currently working at and towards. Within the classroom, teachers use of questioning, use of Numeracy Leaders in the classroom, homework, class feedback within books can all be differentiated to accelerate student progress.</p>	<p><b>Differentiation Opportunities:</b> <b>Curriculum Differentiation:</b> Each class has differentiated curriculum content and skills taught, based on the MCA Steps currently working at and towards. Within the classroom, teachers use of questioning, use of Numeracy Leaders in the classroom, homework, class feedback within books can all be differentiated to accelerate student progress.</p>	<p><b>Differentiation Opportunities:</b> <b>Curriculum Differentiation:</b> Each class has differentiated curriculum content and skills taught, based on the MCA Steps currently working at and towards. Within the classroom, teachers use of questioning, use of Numeracy Leaders in the classroom, homework, class feedback within books can all be differentiated to accelerate student progress.</p>
	<p><b>Skills taught:</b> See skills matched to current MCA Step within our school website.</p>	<p><b>Skills taught:</b> See skills matched to current MCA Step within our school website.</p>	<p><b>Skills taught:</b> See skills matched to current MCA Step within our school website.</p>	<p><b>Skills taught:</b> See skills matched to current MCA Step within our school website.</p>	<p><b>Skills taught:</b> See skills matched to current MCA Step within our school website.</p>	<p><b>Skills taught:</b> See skills matched to current MCA Step within our school website.</p>
	<p><b>Summative Assessment:</b> Half-termly paper-based 'diagnostic and therapy' assessments are created based on the coverage from the half-term for teachers to diagnosis areas for development and use therapy in homeworks, additional lesson coverage and one-to-ones within lesson to ensure any areas of development are followed up with therapy.</p>	<p><b>Summative Assessment:</b> Half-termly paper-based 'diagnostic and therapy' assessments are created based on the coverage from the half-term for teachers to diagnosis areas for development and use therapy in homeworks, additional lesson coverage and one-to-ones within lesson to ensure any areas of development are followed up with therapy.  GCSE Foundation Papers are used each term, differentiated to appropriate level of maths.</p>	<p><b>Summative Assessment:</b> Half-termly paper-based 'diagnostic and therapy' assessments are created based on the coverage from the half-term for teachers to diagnosis areas for development and use therapy in homeworks, additional lesson coverage and one-to-ones within lesson to ensure any areas of development are followed up with therapy.</p>	<p><b>Summative Assessment:</b> Half-termly paper-based 'diagnostic and therapy' assessments are created based on the coverage from the half-term for teachers to diagnosis areas for development and use therapy in homeworks, additional lesson coverage and one-to-ones within lesson to ensure any areas of development are followed up with therapy.  GCSE Foundation Papers are used each term, differentiated to appropriate level of maths.</p>	<p><b>Summative Assessment:</b> Half-termly paper-based 'diagnostic and therapy' assessments are created based on the coverage from the half-term for teachers to diagnosis areas for development and use therapy in homeworks, additional lesson coverage and one-to-ones within lesson to ensure any areas of development are followed up with therapy.</p>	<p><b>Summative Assessment:</b> Half-termly paper-based 'diagnostic and therapy' assessments are created based on the coverage from the half-term for teachers to diagnosis areas for development and use therapy in homeworks, additional lesson coverage and one-to-ones within lesson to ensure any areas of development are followed up with therapy.  GCSE Foundation Papers are used each term, differentiated to appropriate level of maths.</p>

