

Yearly Overview 2026–27 – Mathematics

Subject	Autumn 1	Why are you delivering this topic at this time of year?	Autumn 2	Why are you delivering this topic at this time of year?	Spring 1	Why are you delivering this topic at this time of year?	Spring 2	Why are you delivering this topic at this time of year?	Summer 1	Why are you delivering this topic at this time of year?	Summer 2	Why are you delivering this topic at this time of year?
Yr 7 Adams	Place value, decimals, rounding and the four written calculation methods.	<i>Baseline in week 1 establishes starting points. Secure place value and calculation underpin every later topic, so they must come first.</i>	Negative numbers, squares and roots, introduction to fractions.	<i>Extends the number system once place value is secure; fractions are introduced early so they can be revisited and deepened in Spring.</i>	Fractions, percentages and converting between FDP.	<i>Builds directly on the Autumn 2 fraction work while it is fresh; FDP links support real-life money and discount contexts.</i>	Introduction to algebra; 2D shapes and perimeter.	<i>Algebra is introduced once number fluency is established. Shape gives practical variety and applies calculation skills.</i>	Area, time, coordinates and line graphs.	<i>Area applies multiplication; time is a key functional skill; coordinates prepare pupils for Year 8 graph work.</i>	Statistics – collecting, presenting and interpreting data.	<i>Draws the year's number skills together in a practical, engaging context and supports transition into Year 8.</i>
Yr 8 Dickens	Negative numbers; introduction to algebra (like terms, brackets, index laws).	<i>Baseline in week 1. Negatives are secured first because they are needed within the algebra that follows; builds on Year 7 foundations.</i>	Angles – measuring, drawing and angle facts.	<i>A practical topic using new equipment maintains engagement before Christmas; angle facts prepare for later geometric reasoning.</i>	Ratio and proportion.	<i>Builds on multiplication fluency; bar-model methods are established here ready for GCSE-style problems in later years.</i>	Probability.	<i>A new strand that applies the fraction skills from Year 7; experiments and real-life data link to the careers PD theme.</i>	Averages and comparing data; 3D shapes and volume.	<i>Averages prepare directly for Year 9 statistics; volume applies and extends multiplication skills.</i>	Coordinates and linear graphs.	<i>Combines algebra and graphing to bridge into Year 9; distance–time graphs give a real-life application to end the year.</i>
Yr 9 Bloom Timbers	Number and Measure course: factors, multiples and primes; fractions; percentages.	<i>Baseline in week 1. Number fundamentals open the Entry/Level 1 Number and Measure course as everything else depends on them.</i>	Perimeter, area and volume; calendars and time; money and worded problems.	<i>Completes the measure content of the NM syllabus before the January exam; real-life contexts (bills, timetables) build functional skills. Week 4 mock.</i>	NM revision and EXAM (Tues, w/c 11 Jan); begin AQA GCSE Statistics 8382: types of data, collecting data, pictograms, bar charts.	<i>The exam is sat while content is fresh; GCSE Statistics starts immediately afterwards (with baseline) to maximise teaching time before Year 10/11.</i>	GCSE Statistics: two-way tables, stem and leaf, averages, estimating the mean.	<i>Logical progression through the data-handling cycle: from collecting and presenting data to processing it. Week 4 topic test.</i>	Range and quartiles, box plots, probability scale, trees, relative frequency.	<i>Completes data handling and introduces probability, building on fraction skills from Autumn 1.</i>	Statistics consolidation; introduction to algebra (equations); Pythagoras.	<i>Consolidation secures the statistics unit, then an early start on GCSE-style algebra and Pythagoras prepares pupils for Year 10.</i>

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Yr 9+10 Orchards	Factors, multiples and primes; fractions; percentages (differentiated L1/L2).	<i>Baseline in week 1 determines whether each pupil follows the Level 1 or Level 2 NM pathway; number fundamentals come first.</i>	Perimeter, area and volume; calendars and time; money and worded problems (L1/L2).	<i>Completes NM content before the January exams; week 4 full mock (Sections A and B) checks readiness at each level.</i>	NM revision and EXAMS (w/c 11 Jan); transition to GCSE Foundation (grades 1–3): set notation, Venn diagrams, solving equations.	<i>The external Edexcel Award is secured mid-year; the GCSE baseline then identifies starting points so grade 1–3 content begins without delay.</i>	Inequalities and number lines; column vectors.	<i>Small-step algebra progression follows naturally from equations; planned around the work experience week.</i>	Transformations (all four, plus describing); averages and range, including from tables.	<i>A visual, practical topic sustains engagement in the exam term; averages are revisited from KS3 and extended to tables.</i>	Ratio (writing, simplifying, sharing); probability (scale, calculating, tree diagrams).	<i>Two high-value Foundation topics finish the year; games and review week supports reflection and preparation for the next stage.</i>
Yr 10 Holmes	Number: prime factorisation, Venn diagrams, HCF/LCM, percentage multipliers, rounding and error intervals.	<i>Baseline tests in week 1. Number underpins every other strand so is taught first; Venn diagrams are used as a method for HCF/LCM.</i>	Ratio and proportion: ratio, recipes, compound measures.	<i>Applies the number skills just secured; these are high-frequency GCSE Foundation topics with real-life contexts.</i>	Algebra: simplifying, expanding, solving equations, factorising, substitution, forming equations.	<i>A major strand taught in depth mid-year when routines are established; revision starters support NM resitters before the January exam.</i>	Tables of values and graphs; gradient and y-intercept; real-life graphs.	<i>Follows directly from solving equations so algebraic skills are applied immediately; planned around work experience week.</i>	Transformations; similarity and congruence.	<i>Practical, visual geometry after the graphs unit; NM resit (May) supported by starters.</i>	Probability (sample spaces, trees, Venn diagrams); angles in parallel lines; plans and elevations.	<i>Completes the Year 10 curriculum, deliberately revisiting Venn diagrams from Autumn 1, ready for the Year 11 revision cycle.</i>
Yr 10 Bayley	AQA Entry Level Certificate (5930) Component 1: Properties of Number.	<i>Components are sequenced in AQA order: number knowledge must come first. Externally set assignment (ESA) sat in week 8.</i>	Component 2: The Four Operations (non-calculator).	<i>Builds directly on Component 1; calculation without a calculator is secured early. ESA in week 6.</i>	Component 3: Ratio – fractions, equivalence and scaling.	<i>Fractions and scaling depend on secure four operations, so follow immediately after. ESA in week 6.</i>	Component 4: Money.	<i>Real-life application of all number work so far; links to the careers PD theme (wages, saving). ESA in week 5, around work experience.</i>	Component 5: The Calendar and Time.	<i>Key functional life skill; practical clock work suits the summer term. ESA in week 6; week 7 closes gaps in Components 1–5.</i>	Component 6: Measures.	<i>The most practical component ends the year; the final ESA completes the certificate ready for accreditation and the next stage.</i>
Yr 11 Chaucer	GCSE Statistics: collecting and organising data	<i>Baseline in week 1. The data-</i>	Representing data: bar charts, dual/composite charts, two-way tables, stem and leaf, line	<i>Natural progression from</i>	Averages and spread: mean,	<i>Processing data follows presenting</i>	Probability: scale, sample	<i>Completes the specification</i>	Exam preparation: command words, past papers, walking-talking mocks; extension:	<i>Full past paper in week 4 with</i>	GCSE Statistics examination	<i>Exam period; short warm-up</i>

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	(types of data, questionnaires, tallies, grouping, pictograms, tables).	<i>handling cycle is taught in order, so collecting data must come first; class surveys link to the SMSC theme.</i>	graphs and frequency polygons.	<i>collecting to presenting data; chart-drawing skills are secured before the processing content in Spring.</i>	mode, median, range, quartiles, boxplots, scatter graphs.	<i>it; boxplots and scatter graphs build towards full exam demands. Data sets link to the equality and diversity theme.</i>	spaces, tree diagrams, relative frequency.	<i>content in good time for revision; practical experiments maintain engagement.</i>	population pyramids, pie charts, trends and moving averages.	<i>question-level analysis targets final revision; extension stretches more able learners.</i>	s: Paper 1 (Mon 7 June pm) and Paper 2 (Wed 16 June am).	<i>and revision sessions immediately before each paper maximise recall.</i>
Yr 11 Meadows	Frequency trees and probability trees; Venn diagrams and set notation; primes, HCF and LCM; inequalities; equations; vectors.	<i>Baseline GCSE papers in week 2 set individual targets; discrete Foundation topics are rebuilt with extension for grade 3–4 learners.</i>	Transformations (all four, plus describing); ratio recap; extension: Pythagoras and trigonometry.	<i>A visual unit sustains engagement; the mock Paper 1 sat at the end of term provides QLA to shape Spring planning.</i>	Proportion and recipes; probability and statistics recap; plotting linear and quadratic graphs; scatter graphs.	<i>Targets gaps identified in the mock; these are high-frequency Foundation topics that secure marks quickly.</i>	Averages from tables; walking-talking mocks of Papers 1, 2 and 3, each followed by an independent shadow paper.	<i>Exam technique is modelled explicitly, then practised independently; QLA across all three papers builds each learner's personal revision list. Work experience week 3.</i>	Targeted revision from QLA; GCSE Paper 1 (Fri, week 5) and Paper 2 (Thur, week 7).	<i>Revision is personalised by grade band and QLA priority; warm-up sessions immediately precede each paper.</i>	Final revision and GCSE Paper 3 (Mon, week 2); post-exam functional maths project (personal budget plan).	<i>Last targeted practice before Paper 3.</i>
Yr 11 Meadows (Higher tier, grades 4–7)	Indices (fractional/negative) and standard form; quadratics – expanding, factorising ($a \neq 1$), solving, completing the square; functions and iteration; geometric, Fibonacci and quadratic sequences.	<i>Baseline Higher papers in week 2 set grade 4–7 targets; the year opens algebra-heavy because quadratic and function fluency underpins the GCSE Maths Higher papers.</i>	Accuracy: recurring decimals, truncation, bounds and error intervals; simultaneous equations; linear/quadratic/cubic/reciprocal graphs; equations of straight lines including perpendicular.	<i>Week 4 summative covers Autumn 1 plus weeks 1–3, spacing retrieval; algebra skills are immediately applied graphically to deepen understanding.</i>	Ratio problem-solving; direct and inverse proportion; grouped statistics (CF, box plots, histograms); conditional probability; inequalities; circle theorems.	<i>High-tariff grade 5–7 topics sit mid-year while there is time to embed them; the statistics content also supports learners sitting GCSE Statistics.</i>	Sine and cosine rules; Pythagoras and trigonometry in 3D; vectors including geometric proof (stretch); similarity – length, area and volume scale factors.	<i>All new content is deliberately complete by Easter, leaving Summer 1 clear for structured revision; planned around the work experience week.</i>	Structured revision and past papers by strand (algebra, geometry, statistics/probability/numbers); full paper week 4; GCSE Paper 1 (Fri, week 5) and Paper 2 (Thur, week 7).	<i>Question-level analysis and PLCs drive revision; carried-forward priority topics (surds, vector proof, conditional probability) are targeted before the papers.</i>	AQA GCSE Statistics exam (Mon pm, week 1); GCSE Maths Paper 3 (Mon am) and Statistics Paper 2 (Weds am) in week 2.	<i>Final examination fortnight; targeted packs between papers close remaining gaps identified from Papers 1 and 2.</i>