

**Scheme of Work**

**Subject: Maths**

**Year Group: 9 & 10**

**Teacher: Michelle Gater**

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| **Sutton House Academy****Scheme of Work**  |
| **Academic Year:**  | **From:****Sept 2020** | **To:****July 2021** | **Location:** **Sutton House Academy** | **Room:****Maths** |
| **Course Title:** **Maths** | **Tutor/s:** **Michelle Gater** | **Learning support: (if applicable) -**  |
| **Unit: (if applicable) -** | **Awarding Body:****Edexcel** | **Level:****Entry / GCSE** |
| **Overall aim of the programme:**The aim of this course is to enable students to develop fluent knowledge, skills and understanding of mathematical methods and concepts. Acquire, select and apply mathematical techniques to solve problems. To reason mathematically, make deductions and inferences and draw conclusions. To be able to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. As per Person Exexcel criteria for Entry level 3 and Pearson GCSE curriculum. |

**Spring Term**

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| **Week Number** | **Lesson Objectives/Outcomes****(SMART)** | **Content****By the end of this unit pupils should be able to…** | **Resources** | **Differentiation** | **Literacy & Numeracy links/****NC** | **Assessment for Learning/Assessment method** |
| **Half Term** |
| 73 | To be able to add and subtract negative numbers | Know that like signs make a positive and unlike a negative | MATHEMATICS FOR GCSE page 1 Exercises 1 & 2Maths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 74 | To be able to multiply and divide negative numbers | Know that like signs make a positive and unlike a negative | MATHEMATICS FOR GCSE page 2 Exercises 3Maths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 75 & 76 | To be able to solve exam style questions involving negative numbers | To use knowledge of negative numbers to solve exam style questions | Resources 14Maths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 77 | To be able to find the multiples of 2, 3,4,5 & 10 | To know that a multiple is in the times table | Board workMaths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | Discussion | Peer assessmentTeacher evaluation of work completed |
| 78 | To be able to find factors of numbers up to 50 | To know that a factor is a number that divides equally into another | Board workMaths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | Discussion | Peer assessmentTeacher evaluation of work completed |
| 79 | To revise multiplication methods | To be able to multiply 2 digits by 2 digits accurately | Board workMaths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | Discussion | Peer assessmentTeacher evaluation of work completed |
| 80 | To revise division methods | To be able to divide by a 2 digit number | Board workMaths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | Discussion | Peer assessmentTeacher evaluation of work completed |
| 81 | Practice exams -assessment week | Able to attempt a practice exam at a level appropriate to self under exam conditions | Resources 10 & 11PensPencilCalculatorRulerProtractor | Differentiated exams at appropriate level for individual | Reading writing | Teacher assessment |
| 82 | Practice exams -assessment week | Able to attempt a practice exam at a level appropriate to self under exam conditions | Resources 10 & 11PensPencilRulerProtractor | Differentiated exams at appropriate level for individual | Reading writing | Teacher assessment |
| 83 | Practice exams -assessment week | Able to look at exams and see how they could have achieved a better grade. | Resources 10 & 11PensPencilCalculatorRulerProtractor | Differentiated exams at appropriate level for individual | ReadingDiscussion | Teacher assessmentStudent assessmentPeer assessment |
| 84 | Practice exams -assessment week | Able to look at exams and see how they could have achieved a better grade. | Resources 10 & 11PensPencilRulerProtractor | Differentiated exams at appropriate level for individual | ReadingDiscussion | Teacher assessmentStudent assessmentPeer assessment |
| 85 | To be able to find thirds, fifths and tenths of amounts | Know that the denominator shows how many parts the amount is divided into. | Board workMaths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | Discussion | Peer assessmentTeacher evaluation of work completed |
| 86 | To be able to list equivalent fractions | Know that an equivalent fraction is equal to another | MATHEMATICS FOR GCSE page 42 Exercises 1Maths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 87 | To be able to simplify fractions | To know that simplifying is to cancel to its lowest form | MATHEMATICS FOR GCSE page 43 Exercises 2Maths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 88 | To be able to change a fraction to a decimal | Know that you divide the top by the bottom | Board workMaths booksPensCalculators | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 89 | To be able to order decimals | To use place value to order decimal numbers | MATHEMATICS FOR GCSE page 8 Exercises 1Maths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 90 | To be able to add and subtract decimals | Know that to get a correct answer you need to line up the decimal points | MATHEMATICS FOR GCSE page 9 Exercises 1Maths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 91 | To be able to multiply with decimals | Know that this is the same as multiplying whole numbers but the decimal places n the question determine the decimal places in the answer | MATHEMATICS FOR GCSE page 12 Exercises 2Maths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 92 | To be able to divide with decimals | When dividing by a decimal you need to put the decimal point in the right place | MATHEMATICS FOR GCSE page 14 Exercises 4Maths booksPens | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 93 | To be able to order fractions and decimals | Know that they need to be changed into the same (fraction or decimal to do this) | Resources 15Maths booksPensCalculators | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 94 | To be able to find a fraction of an amount | Know that you divide by the bottom and multiply by the top | Board workMaths booksPensCalculators | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 95 | To be able to solve money problems | Know that when using money there must be 2 decimal places in the answer | Resources 16Maths booksPensCalculators | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |
| 96 | To be able to go over work from the half term and identify learning gaps | To go over learning from this half term and find learning gaps | Various worksheets / books as appropriateMaths booksPensRulersCalculators | Differentiated levels appropriate to individual students as per levels and stage. See weekly plan. Extension tasks | DiscussionReading questionsWriting | Peer assessmentTeacher evaluation of work completed |

**End of Spring term**