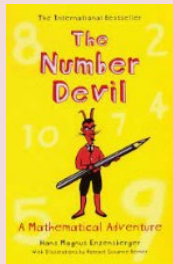




## The English Martyrs Catholic School and Sixth Form College

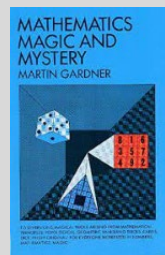
<u>Year 9 Maths</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<u>Topic Theme and Intent</u>	Number / Algebra / Ratio and Proportion / Shape <b>Extend and Challenge</b>	Data / Number / Algebra / Shape / Ratio and Proportion. <b>Extend and Challenge</b>	Data / Algebra / Shape / Ratio and Proportion <b>Extend and Challenge</b>
<u>Knowledge and Skills</u>	<p><b>Number:</b> Types of Numbers, Highest Common Factor and Lowest Common Multiple, Standard Form, Bounds with decimal places and <b>significant figures</b>; and an <b>introduction into Fractional and Negative Indices.</b></p> <p><b>Algebra:</b> Expand and simplify single and double brackets and factorise into single and double brackets (quadratics with the coefficient of x only being 1)</p> <p><b>Ratio and Proportion:</b> use a ratio in different contexts, use recipes, find the best buy and solve problems using direct and indirect Proportion, <b>including using algebra.</b></p> <p><b>Shape:</b> finding the area of compound shapes (including all 2D shapes), <b>finding the area and arc length of a sector</b>, finding the volume of prisms (cylinders) and <b>finding the surface area of a cylinder.</b></p>	<p><b>Data:</b> Probability, Sample Space, Two-Way Tables, Frequency Trees, <b>Independent Events, Tree Diagrams</b> and Venn Diagrams.</p> <p><b>Number:</b> Adding, Subtracting, Multiplying and Dividing Fractions and Mixed Numbers, <b>Basic Algebraic Fractions</b>, Percentages Increase and Decrease, Percentages Multipliers, <b>Reverse Percentages</b>, Simple Interest and <b>Compound Interest.</b></p> <p><b>Algebra:</b> Nth Term of a Linear Sequence, Nth Term of a Patterned Sequences, Generate Sequences from the Nth Term, <b>Nth Term of a Quadratic Sequence</b> and <b>Fibonacci Sequences</b></p> <p><b>Shape:</b> Angles and Equations, Angles in Parallel Lines, Angles in Polygons (Interior and <b>Exterior</b>)</p> <p><b>Ratio and Proportion:</b> Speed Distance Time, <b>Kinematic Formulae</b> and Density</p>	<p><b>Data:</b> Mean, Mode and Median from a Table (including a Grouped Table), <b>Comparing Data using Averages and Range</b> and <b>Reverse Mean</b></p> <p><b>Algebra:</b> Solving Equations, Solving Inequalities, <b>Forming and Solving Equations</b>, and Changing the Subject of a Formula.</p> <p><b>Shape:</b> Pythagoras' Theorem, <b>Trigonometry</b>, Loci and Bearings</p> <p><b>Ratio and Proportion:</b> Similar Shapes and Triangles, <b>Similar Shapes involving Area and Volume</b>, Converting Units of Length, <b>Area and Volume</b>, and Currency Conversions</p> <p><b>Algebra:</b> Midpoint between two points, <b>Distance between two points</b>, Gradient of a Line, Equation of a Line, Parallel and <b>Perpendicular</b> Lines, and Plotting Quadratic Graphs</p>
<u>Literacy Links</u>	<p><b>Reading:</b> Identifying when to use HCF or LCM from an applied question</p> <p><b>Writing:</b> Using the correct symbols for direct and indirect proportion</p> <p><b>Oracy:</b> describe the net of a cylinder to understand how to work out the surface area,</p>	<p><b>Reading:</b> interpret information to be able to construct sample spaces and frequency trees.</p> <p><b>Writing:</b> using the correct units for speed and density</p> <p><b>Oracy:</b> explain the reasons for finding missing angles</p>	<p><b>Reading:</b> form an expression and an equation from a worded problem</p> <p><b>Writing:</b> to know that an equation of line needs to be written as <math>y = mx + c</math></p> <p><b>Oracy:</b> explain verbally the origin of Pythagoras' Theorem, <math>a^2 + b^2 = c^2</math></p>
<u>Essential Vocabulary</u>	Reciprocal Bounds/Error Interval/Limits Direct / Indirect / Inverse Proportion Sector / Arc Length Prism / Cylinder	Independent Venn Diagram / Intersection / Union Compound Interest Fibonacci Kinematics / SUVAT Equations	Integer Subject of a Formulae Trigonometry / Opposite / Adjacent / Hypotenuse Loci / Locus / Equidistant Gradient / $y = mx + c$ / y-intercept Parallel / Perpendicular
<u>Catholic Social Teaching</u>	<p><b>Common good:</b> Ratios can be used to assess social indicators like income distribution. Catholic Social Teaching focuses on the common good ensure everyone has their fair share.</p>	<p>Stability: Parallel lines provide stability and structure in geometry. Similarly, Catholic Social Teachings seeks to create stable and just societies can thrive and achieve their potential.</p>	<p><b>Harmony:</b> The Pythagorean Theorem reflects harmony in mathematical relationships. Similarly Catholic Social Teachings promotes harmony through justice, solidarity and common good encouraging respect and dignity to all.</p>

### Disciplinary Reading



The Number Devil  
By  
Hans Magnus  
Enzensberger

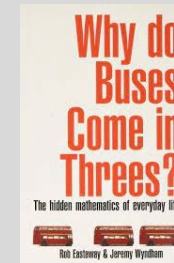
### Reading for Pleasure



Mathematics Magic  
and Mystery  
By  
Martin Gardner



How Many Socks Make  
a Pair?  
By  
Rob Eastaway



Why do Buses Come in  
Threes?  
By  
Rob Eastaway &  
Jeremy Wyndham