Subject Yearly Overview 2025-26			
Subject: Maths Yr 8	**TOPIC**	**COMPONENT**	***Notes:** Why are you delivering this topic at this time of year?*
Autumn 1	Place value Addition and subtraction	Read Roman numerals up to 1000 (M) and recognise years written in Roman Numerals Interpret negative numbers Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. Count up and back in powers of 10 Order positive and negative integers,	We start with this topic as pupils need to familiarise themselves with numbers/ the number system/ the value of digits. This helps students to build on their previous learning.
Autumn 2	Addition and subtraction Multiplication and division	Order positive and negative integers, Adding and subtracting /Multiply & dividing positive & negative integers Introduction to Maths symbols e.g =, ≠, <, >, ≤, ≥ Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, Long Multiplication Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, Divide numbers up to 4 digits by a one-digit number using the formal written method.	The pupils begin to use this knowledge to add/subtract. They build on what they have learned last half term to use the value of digits to add and subtract. They then embed this by solving problems using these 2 operations

Spring 1	Fractions Ratio Measurements Perimeter Area Converting units	Recognise and use square numbers Recognise and use cube numbers calculate the difference between negative and positive temperatures within a range of 15°; convert between miles and kilometres (whole units); use conversion graphs to convert between miles and kilometres (multiple of five units); find all possible rectangles and squares with a given area by counting squares, using cm^2; find all possible rectangles and squares with a given perimeter, using cm; use a formula to calculate the area of triangles up to $75cm^2$; use a formula to calculate the area of parallelograms up to $150cm^2$; identify shapes which have enough information to use a formula to calculate the area of squares, rectangles and composite shapes; calculate the volume of cubes and cuboids, using measurements of cubic centimetres and cubic metres (whole units)	As the seasons change we also look at time and how the clock can be split in two quarters, which then leads nicely on fractions after fractions..
Spring 2	Time Percentages, decimals and algebra Ratio	Simplify and manipulate algebraic expressions: Collecting like terms Simplifying expressions involving sums, products and powers, including the laws of indices Calculate the length of missing sides after enlargement on simple shapes;	From fractions we can then look at decimals.

Summer 1	Property of shape Position and direction	Use a ruler to draw a 2D shape to a given measurement; Construct a 3D shape from a given shape net; Compare and classify geometric shapes; Recognise different types of angle; Draw circle using a pair of compasses.) Measure and calculate unknown angles in 2D shapes and around a point or on a straight line; Label the parts of a circle including radius and diameter	I find that pupils find this topic easier to grasp as there are many physical resources e.g 3D shapes nets that pupils can see, hold and relate to learning.
Summer 2	Position and direction Measure and volume	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Identify angles at a point and one whole turn. Identify angles at a point on a straight line and 1/2 a turn. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Identify, describe and represent the position of a shape following a reflection or translation.	This is a nice unit to do some outside learning- measuring perimeters/area.