



Year 10 Maths PoS Foundation

Learning	Loving	Living
Key Knowledge Link apply and adapt Build knowledge and skills Self-regulated, reflective independent Know what they are good at and what to improve Stretched, challenged supported Wider ideas culture and the world Use technology flexibly and responsibly	Well informed global citizens Believe they can make a difference Shape community and school Care about the environment and each other Responsible for their own behaviour Grow spiritually Respect and tolerance Charity, volunteering and fundraising	Wider learning Leadership, teamwork, collaboration Success for all abilities Value creative subjects Interactions with the world of work Safety, mental and physical health Equipped for their unique future Apply to the world beyond

Curriculum Intent

This programme of study is designed to support planning of teaching and to be used alongside the scheme of work for GCSE Maths.

- The Maths department respects and supports the ability of the professional teacher to deliver topics in a flexible and creative style
- This POS is a guide to delivery but individual teachers may modify the exact content and assessment to reflect the needs and abilities of their students. The order may be adapted and topics revisited within the broad timeframe provided.

The POS for Year 10 provides the development from the Year 9 course for a GCSE in Maths, it's intent is

- To provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life
- To clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.
- It is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.
- It has high ambition for all pupils

This course will support students to

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems, this thread should weave through the course in each topic
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.



Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn 1	9. Graphs – Drawing and interpreting real life graphs. Drawing and interpreting Linear graphs including use of $y=mx+c$ Problem Solving opportunities related to topics Recap and revision	21 lessons 2 lessons	End of unit quiz Summary test of all topics Activelearn - feedforward Peer assessment Other at teacher's discretion
Autumn 2	10. Transformations – rotation, reflection, translation, enlargement and combinations of these 11. Writing using and comparing ratios and proportions. Drawing graphs using $y=mx+c$ Problem Solving opportunities related to topics Recap and revision	23 lessons 2 lessons	End of unit quiz Summary test of all topics Activelearn - feedforward Peer assessment Other at teacher's discretion
Spring 1	12. Right angled triangles – using Pythagoras and Sine, Cos and Tan to find sides and angles 13. Probability – theoretical and experimental. Venn diagrams and tree diagrams. Recap and revision	12 weeks	End of unit quiz Summary test of all topics Activelearn - feedforward Peer assessment Other at teacher's discretion
Spring 2	14. Multiplicative reasoning – percentages, compound measures, time, distance, speed, growth and decay, direct and inverse proportion Problem Solving opportunities related to topics Recap and revision		End of unit quiz Summary test of all topics Activelearn - feedforward Peer assessment Other at teacher's discretion
Summer 1	15. 3D shapes, Plans and elevations, Scale drawings, Constructions, Loci and Bearings 16. Expanding double brackets, plotting and interpreting quadratic graphs. Factorising quadratic equations. Recap and revision	13 weeks	End of unit quiz Summary test of all topics Activelearn - feedforward Peer assessment Other at teacher's discretion



Summer 2	17. Circles – perimeter, area, compound shapes, Arcs, sectors, Pyramids, Cones and Spheres Problem Solving opportunities related to topics this term Recap and revise – focus on exam questions		End of year exam
Review			
Date	Comment	Staff Code	Actions?
22/6/21	Should we separate the autumn 1 and Autumn 2 topics – too much drawing?	HOL	Variety needed??



Year 11 Maths PoS Foundation

Learning	Loving	Living
Key Knowledge Link apply and adapt Build knowledge and skills Self-regulated, reflective independent Know what they are good at and what to improve Stretched, challenged supported Wider ideas culture and the world Use technology flexibly and responsibly	Well informed global citizens Believe they can make a difference Shape community and school Care about the environment and each other Responsible for their own behaviour Grow spiritually Respect and tolerance Charity, volunteering and fundraising	Wider learning Leadership, teamwork, collaboration Success for all abilities Value creative subjects Interactions with the world of work Safety, mental and physical health Equipped for their unique future Apply to the world beyond
Curriculum Intent		
<p>This programme of study is designed to support planning of teaching and to be used alongside the scheme of work for GCSE Maths.</p> <ul style="list-style-type: none"> The Maths department respects and supports the ability of the professional teacher to deliver topics in a flexible and creative style This POS is a guide to delivery, but individual teachers may modify the exact content and assessment to reflect the needs and abilities of their students. The order may be adapted, and topics revisited within the broad timeframe provided. <p>The POS for Year 11 provides the foundations for a GCSE in Maths, it's intent is</p> <ul style="list-style-type: none"> To provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life To clearly state the end points that pupils are building towards and the knowledge and skills required to reach them. It is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points. It has high ambition for all pupils <p>This course will support students to</p> <ul style="list-style-type: none"> develop fluent knowledge, skills and understanding of mathematical methods and concepts acquire, select and apply mathematical techniques to solve problems – this thread should weave through the course in each topic reason mathematically, make deductions and inferences, and draw conclusions comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. 		



Term	All topics to include Spaced memory retrieval	No. of Lessons	Assessment
Autumn 1	<p>Insert Ch 16 and 17 here? All start 17.5 Area and perimeter of shapes – cylinders, pyramids, cones and spheres – recapping circles</p> <p>18. Fractions, Indices and Standard Form (move to Autumn 2)</p> <p>Recap and revision of these topics – embedding in longer term memory</p>	<p>10 lessons</p> <p>3/4 lessons</p> <p>10 lessons</p> <p>2 lessons</p>	<p>End of unit quiz</p> <p>Summary test of all topics</p> <p>Activelearn - feedforward</p> <p>Peer assessment</p> <p>Other at teacher's discretion</p>
Autumn 2	<p>19. Congruence, Similarity and Vectors (adding, subtracting, resultants, multiplying)</p> <p>Problem Solving opportunities related to topics</p> <p>Recap and revision for full GCSE Mock paper</p>	<p>6 lessons</p> <p>5 lessons if mocks take 2 weeks in Dec?</p>	<p>Mock exams</p>
Spring 1	<p>Recap and revision based on topics highlighted in Mock exam</p>	<p>12 weeks</p>	<p>End of unit quiz</p> <p>Summary test of all topics</p> <p>Activelearn - feedforward</p> <p>Peer assessment</p> <p>Low stakes assessments</p>
Spring 2	<p>Revision based on needs of students</p> <p>Problem Solving opportunities related to topics</p> <p>Recap and revision based on topics highlighted in Mock exam</p> <p>Revision workbooks and past paper revision – largely independent</p>		<p>Low stakes assessments</p>
Summer 1	<p>Revision workbooks and past paper revision – largely independent</p> <p>Recap and revision</p>	<p>6 weeks</p>	



Summer 2			
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Review			
Date	Comment	Staff Code	Actions?
22/6/21	Possibly move Congruence before Ch 13	HOL	Consider this?