

Year	Term	Week	Unit	Ref	Lesson	GCSE Ref	GCSE Objective statement	MyMaths	
	Autumn Term	1 - 2	1 Calculations 1 (Number)	1.1	Place value	N1 [c] N2 [a - f] N5 [b]	Order positive and negative integers, decimals and fractions; use the symbols =, ≠, <, >, ≤, ≥. Apply the four operations +, −, ×, ÷, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals). Apply systematic listing strategies.	1069 1072 1103 1392	
				1.2	Rounding	N15 [b]	Round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) use inequality notation to specify simple error intervals due to truncation or rounding.	1001 1004 1005	
				1.3	Adding and subtracting	N2 [c - g]	Apply the four operations +, −, ×, ÷, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals).	1007 1020 1028 1068	
		3 - 4		1.4	Multiplying and dividing	N2 [a - c, f] N3 [a, e]	Apply the four operations +, −, ×, ÷, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals). Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals.	1167 1393 1916 1917	
					Review				
					Assessment 1				
		5 - 6			2.1	Terms and expressions	A1 A2 A3 [d, e, g]	Use and interpret algebraic notation, including: - ab in place of $a \times b$ - $3y$ in place of $y + y + y$ and $3 \times y$ - a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$, a^2b in place of $a \times a \times b$ - a/b in place of $a \div b$ - coefficients written as fractions rather than as decimals - brackets Substitute numerical values into formulae and expressions, including scientific formulae Understand and use the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors	1158 1186 1187

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2 Expressions (Algebra)	2.2	Simplifying expressions	A4 [c, e, f, g, h, i, j, k, o]	<p>Simplify and manipulate algebraic expressions (including those involving surds) by:</p> <ul style="list-style-type: none"> - collecting like terms - multiplying a single term over a bracket - taking out common factors - expanding products of two binomials - factorising quadratic expressions of the form $x^2 + bx + c$, including the difference of two squares; - simplifying expressions involving sums, products and powers, including the laws of indices. 	1178 1179
	2.3	Indices	A4 [b, c, d - f, g, h, i, j, k, o]	<p>Simplify and manipulate algebraic expressions (including those involving surds) by:</p> <ul style="list-style-type: none"> - collecting like terms - multiplying a single term over a bracket - taking out common factors - expanding products of two binomials - factorising quadratic expressions of the form $x^2 + bx + c$, including the difference of two squares; - simplifying expressions involving sums, products and powers, including the laws of indices. 	1033
	2.4	Expanding and factorising 1	<p>A1 [a - e]</p> <p>A3 [b, c, d, e]</p> <p>A4 [b, c, d, g, h, i, j, k, o]</p>	<p>Use and interpret algebraic notation, including:</p> <ul style="list-style-type: none"> - ab in place of $a \times b$ - $3y$ in place of $y + y + y$ and $3 \times y$ - a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$, a^2b in place of $a \times a \times b$ - a/b in place of $a \div b$ - coefficients written as fractions rather than as decimals <p>- brackets</p> <p>Understand and use the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors.</p> <p>Simplify and manipulate algebraic expressions (including those involving surds) by:</p> <ul style="list-style-type: none"> - collecting like terms - multiplying a single term over a bracket - taking out common factors - expanding products of two binomials - factorising quadratic expressions of the form $x^2 + bx + c$, including the difference of two squares; - simplifying expressions involving sums, products and powers, including the laws of indices. 	1247 1155
		Review			
	Assessment 2				

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9 - 10	3 Angles and polygons (Geometry)	3.1	Angles and lines	G1 [b - d] G3 [d, e] G4 [b] G15 [a, b]	Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description. Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons). Derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language. Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings.	1082 1086 1109
		3.2	Triangles and quadrilaterals	G3 [c, e] G4 [a] G6 [b - e] G11	Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons). Derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language. Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' Theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs. Solve geometrical problems on coordinate axes.	1082 1102 1130 1141
		3.3	Congruence and similarity	G1 [a - c, e] G4 [a] G5 G6 [e] G19 [b]	Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description. Derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language. Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS). Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' Theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs. Apply the concepts of congruence and similarity, including the relationships between lengths, in similar figures.	1119 1148

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Spring Term	13 - 14		3.4	Polygon angles	G1 [a, d, e] G3 [a - c]	Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description. Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons).	1100 1320
				Review Assessment 3			
	15 - 16		4.1	Sampling	S1 S5	Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling. Apply statistics to describe a population.	1212 1248 1249
			4.2	Organising data	S2 [c - f, g]	Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use.	1193 1214 1215
	17 - 18	4 Handling data 1 (Statistics)	4.3	Representing data 1	S2 [d, g] S4 [e, f, g, h - l, m, n]	Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use. Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: - appropriate graphical representation involving discrete, continuous and grouped data - appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers).	1193 1205
			4.4	Representing data 2	S2 [c, e, f, g] S4 [e, f, g, h - l, m, n]	Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use. Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: - appropriate graphical representation involving discrete, continuous and grouped data - appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers).	1206 1207
	19 - 20		4.5	Averages and spread 1	S4 [e, f, g, l, m, n]	Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: - appropriate graphical representation involving discrete, continuous and grouped data - appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers).	1192 1202 1254
					Review Assessment 4		

Year 1	Spring Term	21 - 22	5 Fractions, decimals and percentages (Number)	5.1	Decimals and fractions	N1 [a, d] N10 [b, c] A1 [a - d, f] R3 [b]	Order positive and negative integers, decimals and fractions; use the symbols =, ≠, <, >, ≤, ≥. Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 and 3/8). Use and interpret algebraic notation, including: - ab in place of a × b - 3y in place of y + y + y and 3 × y - a ² in place of a × a, a ³ in place of a × a × a, a ² b in place of a × a × b - a/b in place of a ÷ b - coefficients written as fractions rather than as decimals - brackets Express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1.	1016 1019 1042 1075		
				5.2	Fractions and percentages	N3 [b - e] N12	Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals. Interpret fractions and percentages as operators.	1018 1030 1031		
				5.3	Calculations with fractions	N2 [a, b, e, g, h] N3 [b - d]	Apply the four operations +, −, ×, ÷, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals). Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals.	1017 1040 1046 1047		
				5.4	Fractions, decimals and percentages	N10 [b, c] R9 [d - g, j - m]	Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 and 3/8). Define percentage as 'number of parts per hundred'; interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; express one quantity as a percentage of another; compare two quantities using percentages; work with percentages greater than 100%; solve problems involving percentage change, including percentage increase/decrease and original value problems, and simple interest including in financial mathematics.	1015 1016 1029 1074		
		25 - 26			Review					
					Assessment 5					
					Lifeskills 1	The business plan				
				27 - 28		6.1	Substituting into formulae	A2 A5 [b]	Substitute numerical values into formulae and expressions, including scientific formulae. Understand and use standard mathematical formulae; rearrange formulae to change the subject.	1158 1167 1186 1187
						6.2	Using standard formulae	A5 A7 [b, c]	Understand and use standard mathematical formulae; rearrange formulae to change the subject. Where appropriate, interpret simple expressions as functions with inputs and outputs.	1159 1171

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Summer Term

29 - 30	6 Formulae and functions (Algebra)	6.3	Equations, identities and functions	A3 [e, g] A6 [d]	Understand and use the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors. Know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments.	1155 1247
		6.4	Expanding and factorising 2	A3 [b, c, d, e] A4 [b, c, e, f, h, k, l - o]	Understand and use the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors. Simplify and manipulate algebraic expressions (including those involving surds) by: - collecting like terms - multiplying a single term over a bracket - taking out common factors - expanding products of two binomials - factorising quadratic expressions of the form $x^2 + bx + c$, including the difference of two squares. - simplifying expressions involving sums, products and powers, including the laws of indices.	1150 1151 1157
31 - 32	7 Working in 2D (Geometry)		Review			
			Assessment 6			
		7.1	Measuring lengths and angles	R2 [a] G1 [a - c] G14 [b - f] G15	Use scale factors, scale diagrams and maps. Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description. Use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc). Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings.	1086 1103 1117 1146
		7.2	Area of a 2D shape	A5 [b] G14 [c - f] G16 [b - d]	Understand and use standard mathematical formulae; rearrange formulae to change the subject. Use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc). Know and apply formulae to calculate: area of triangles, parallelograms, trapezia; volume of cuboids and other right prisms (including cylinders).	1108 1128 1129
33 - 34		7.3	Transformations 1	G7 [b, c, d] G24	Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional scale factors). Describe translations as 2D vectors.	1099 1113 1115 1127
		7.4	Transformations 2	G7 [a, d]	Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional scale factors).	1125
			Review			
			Assessment 7			
		8.1	Probability experiments	P1 [b]	Record describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees.	1209 1210 1211

35 - 36	8 Probability (Probability)	8.2	Expected outcomes	P2 P5	Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments. Understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size.	1211 1264
		8.3	Theoretical probability	P3 P5	Relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale. Understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size.	1210 1264
37 - 38		8.4	Mutually exclusive events	P4	Apply the property that the probabilities of an exhaustive set of outcomes sum to one; apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one.	1262 1263
		Review				
		Assessment 8				