

Year	Term	Week	Chapter	Ref	Lesson
Year 1	Autumn Term	1 - 2	1 Calculations 1 (Number)	1.1	Place value and rounding
				1.2	Adding and subtracting
		3-4		1.3	Multiplying and dividing
					Review
					Assessment 1

# Year 1

## Autumn Term

5-6	2 Expressions (Algebra)	2.1	Simplifying expressions
		2.2	Indices
		2.3	Expanding and factorising 1

# Year 1

## Autumn Term

7-8		2.4	Algebraic fractions
			Review
9-10			Assessment 2
		3.1	Angles and lines
11-12	3 Angles and polygons (Geometry)	3.2	Triangles and quadrilaterals
		3.3	Congruence and similarity

# Year 1

## Spring Term

## Spring Term

13-14		3.4	Polygon angles
			Review
			Assessment 3
15-16		4.1	Sampling
			4.2
17-18	4 Handling data 1 (Statistics)	4.3	Representing data 1
			4.4
			Review
			Assessment 4
19-20	5 Fractions, decimals and percentages (Number)	5.1	Fractions and percentages
			5.2

# Year 1

## Spring term

## Summer term

Term

21-22	(Number)	5.3	Fractions, decimals and percentages
23-24			Review
			Assessment 5
	Lifeskills 1		The business plan
25-26	6 Formulae and functions (Algebra)	6.1	Formulae
		6.2	Functions
6.3		Equivalences in algebra	
6.4		Expanding and factorising 2	
27-28			Review
			Assessment 6
29-30		7.1	Measuring lengths and angles
		7.2	Area of a 2D shape

Year 1	Summer Term	Summer	7 Working in 2D (Geometry)	31-32	7.3	Transformations 1
				33-34	7.4	Transformations 2
						Review
						Assessment 7
			8 Probability (Probability)	35-36	8.1	Probability experiments
					8.2	Theoretical probability
				37-38	8.3	Mutually exclusive events
						Review
					Assessment 8	

GCSE Ref	GCSE Objective statement	MyMaths
N1 [c] N13 N15 [b]	<p>Order positive and negative integers, decimals and fractions; use the symbols =, ≠, &lt;, &gt;, ≤, ≥.</p> <p>Use standard units of mass, length, time, money, and other measures (including standard compound measures) using decimal quantities where appropriate.</p> <p>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.</p>	1072 1013 1001 1005
N2 [c-g] N5 N13 [c,e]	<p>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).</p> <p>Apply systematic listing strategies including use of the product rule for counting (i.e. if there are <math>m</math> ways of doing one task and for each of these, there are <math>n</math> ways of doing another task, then the total number of ways the two tasks can be done is <math>m \times n</math> ways).</p> <p>Use standard units of mass, length, time, money, and other measures (including standard compound measures) using decimal quantities where appropriate.</p>	1007 1068
N2 [c,f,g] N3 N13 [a]	<p>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).</p> <p>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).</p> <p>Use standard units of mass, length, time, money, and other measures (including standard compound measures) using decimal quantities where appropriate.</p>	1917 1916 1011 1068

<p>A1</p> <p>A2 [b]</p> <p>A3 [d,e,g]</p> <p>A4 [b,e-k,o]</p>	<p>Use and interpret algebraic notation, including:</p> <ul style="list-style-type: none"> <li>- <math>ab</math> in place of <math>a \times b</math></li> <li>- <math>3y</math> in place of <math>y + y + y</math> and <math>3 \times y</math></li> <li>- <math>a^2</math> in place of <math>a \times a</math>, <math>a^3</math> in place of <math>a \times a \times a</math>, <math>a^2b</math> in place of <math>a \times a \times b</math></li> <li>- <math>a/b</math> in place of <math>a \div b</math></li> <li>- coefficients written as fractions rather than as decimals</li> <li>- brackets.</li> </ul> <p>Substitute numerical values into formulae and expressions, including scientific formulae.</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 and algebraic fractions) by:</p> <ul style="list-style-type: none"> <li>- collecting like terms</li> <li>- multiplying a single term over a bracket</li> <li>- taking out common factors</li> <li>- expanding products of two or more binomials</li> <li>- factorising quadratic expressions of the form <math>x^2 + bx + c</math>, including the difference of two squares; factorising quadratic expressions of the form <math>ax^2 + bx + c</math></li> <li>- simplifying expressions involving sums, products and powers, including the laws of indices.</li> </ul>	<p>1179</p> <p>1178</p> <p>1186</p>
<p>A4 [b,e-l]</p>	<p>Simplify and manipulate algebraic expressions (including those involving surds and algebraic fractions) by:</p> <ul style="list-style-type: none"> <li>- collecting like terms</li> <li>- multiplying a single term over a bracket</li> <li>- taking out common factors</li> <li>- expanding products of two or more binomials</li> <li>- factorising quadratic expressions of the form <math>x^2 + bx + c</math>, including the difference of two squares; factorising quadratic expressions of the form <math>ax^2 + bx + c</math></li> <li>- simplifying expressions involving sums, products and powers, including the laws of indices.</li> </ul>	<p>1033</p> <p>1045</p> <p>1301</p> <p>1064</p>
<p>A3 [b-e]</p> <p>A4 [b, c, g-k, o]</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 and algebraic fractions) by:</p> <ul style="list-style-type: none"> <li>- collecting like terms</li> <li>- multiplying a single term over a bracket</li> <li>- taking out common factors</li> <li>- expanding products of two or more binomials</li> <li>- factorising quadratic expressions of the form <math>x^2 + bx + c</math>, including the difference of two squares; factorising quadratic expressions of the form <math>ax^2 + bx + c</math></li> <li>- simplifying expressions involving sums, products and powers, including the laws of indices.</li> </ul>	<p>1247</p> <p>1155</p>

N2 [a,b,d,e,g,h]	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).	1149 1151 1164
A4 [b, g-k]	Simplify and manipulate algebraic expressions (including those involving surds and algebraic fractions) by: <ul style="list-style-type: none"> <li>- collecting like terms</li> <li>- multiplying a single term over a bracket</li> <li>- taking out common factors</li> <li>- expanding products of two or more binomials</li> <li>- factorising quadratic expressions of the form <math>x^2 + bx + c</math>, including the difference of two squares; factorising quadratic expressions of the form <math>ax^2 + bx + c</math></li> <li>- simplifying expressions involving sums, products and powers, including the laws of indices.</li> </ul>	
G1 [b-e]	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.	1109 1082 1086
G3 [e]	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).	
G15 [a,b]	Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings.	
G3 [c,e]	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).	1141 1130 1102 1080
G4	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.	
G6 [b,c,e,f]	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.	
G11		
G5	Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS).	1119
G6 [e]	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, areas and volumes in similar figures.	1148
G19 [b]		

G1 [a,d,e]	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.	1100 1320
G3 [b,c]	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).	
S1 [a]	Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling.	1248
S2 [c-h]	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.	1214 1193
S2 [e,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.	1205 1206 1207
S4 [e-g]	Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: - appropriate graphical representation involving discrete, continuous and grouped data, including box plots - appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers, quartiles and inter-quartile range).	1192 1202 1254
S5	Apply statistics to describe a population.	
N12 R9 [d,e,h,i,l,m]	Interpret fractions and percentages as operators. 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.	1046 1030 1031
N1 [a,b]	Order positive and negative integers, decimals and fractions; use the symbols =, ≠, <, >, ≤, ≥.	1017 1040
N2 [a,b,d,e,g,h]	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).	1047 1074

N10	Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and $\frac{7}{2}$ or 0.375 and $\frac{3}{8}$ ). Change recurring decimals into their corresponding fractions and vice versa.	1016 1015 1063 1066
R9 [d-f,h-m]	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.	
A2	Substitute numerical values into formulae and expressions, including scientific formulae.	1171 1186
A5	Understand and use standard mathematical formulae; rearrange formulae to change the subject.	1170
R1 [a,b]	Change freely between related standard units (e.g. time, length, area, volume/capacity, mass) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts.	
A2 [b]	Substitute numerical values into formulae and expressions, including scientific formulae.	1159
A7	Where appropriate, interpret simple expressions as functions with inputs and outputs; interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' (the use of formal function notation is expected).	
A3	Understand and use the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors.	1247 1150
A6	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 and proofs.	
A4 [b,e,f,o]	Simplify and manipulate algebraic expressions (including those involving surds and algebraic fractions) by: - collecting like terms - multiplying a single term over a bracket - taking out common factors - expanding products of two or more binomials - factorising quadratic expressions of the form $x^2 + bx + c$ , including the difference of two squares; factorising quadratic expressions of the form $ax^2 + bx + c$ - simplifying expressions involving sums, products and powers, including the laws of indices.	1150 1151 1157 1156
R1 [b-d]	Change freely between related standard units (e.g. time, length, area, volume/capacity, mass) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts.	1086 1103 1117
G14 [b-f]	Use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.)	
G15	Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings.	
G14 [c-f]	Use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.)	1129 1128
G16 [b-d]	Know and apply formulae to calculate: area of triangles, parallelograms, trapezia; volume of cuboids and other right prisms (including cylinders).	1108

G7 [b-d]	<p>Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors).</p> <p>Describe the changes and invariance achieved by combinations of rotations, reflections and translations.</p> <p>Solve geometrical problems on coordinate axes.</p> <p>Describe translations as 2D vectors.</p>	1099
G8		1113
G11		1115
G24		1127
G7 [a]	<p>Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors).</p> <p>Describe the changes and invariance achieved by combinations of rotations, reflections and translations.</p> <p>Solve geometrical problems on coordinate axes.</p>	1125
G8		
G11		
P1 [b]	<p>Record describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees.</p> <p>Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments.</p> <p>Relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale.</p> <p>Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling.</p>	1211
P2		1264
P3		
S1		
P2	<p>Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments.</p> <p>Relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale.</p> <p>Understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size</p>	1264
P3		1263
P5		1211
P4	<p>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.</p>	1262
		1263









