



At IncludEd Learning, we follow an adapted National Curriculum, with well being central to everything we do. We offer a broad and balanced curriculum, with all pupils having the opportunity to study Maths and English up to Level 2 with a range of short course/vocational options in other subjects. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum. We believe in all our pupils and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.

Engaged	A degree of attention, curiosity, interest, optimism, and passion extends to the level of motivation to learn and progress.
Empowered	Fostering a sense of ownership, creating active participants who take responsibility for their own growth and development.
IncludEd	A nurturing environment allowing equal access to educational opportunities where all students are safe, valued, and respected.

MATHS CURRICULUM VISION

Our curriculum aims to develop our pupils' mathematical understanding by breaking the National Curriculum objectives into smaller steps which develop skills and knowledge to meet the National Curriculum requirements. This enables all pupils to make good progress from their starting points. Understanding is at the core of our curriculum. Pupils' often start with gaps in their learning and it is important that their needs are understood but expectations remain high. A Concrete, Pictorial, Abstract approach is used to provide a physical/visual representation of mathematical concepts and problems and ensure that literacy skills are integrated into the modules. This helps to develop their conceptual understanding, teaches different strategies to tackle a problem and provides scaffolds to access concepts which a pupil may feel is beyond their abilities. This in turn develops a pupils confidence and motivation for learning.

It is important that pupils know more than a mathematical procedure, because of this each lesson follows a Fluency, Reasoning, Problem-solving model, which allows for skills practice and challenge in every lesson for every pupil. Our curriculum follows a spiral model where taught content is revisited within other units, this keeps skills current and develops a pupil's ability to recall content.

Mathematical vocabulary development is essential to provide the greatest opportunities for success. We focus on this through the teaching of key words and the use of ELKLAN strategies to develop understanding of what these words mean. It is important that our pupils see the value and purpose of maths in the real world, for this reason we highlight the links to potential careers through talks and lessons, cultural capital and essential life skills (see cultural capital map).

MATHS FRAMEWORKING FOR LEARNING

The Key Goals of Mathematics

- To develop understanding of abstract concepts involving broader thinking skills
- To build resilience and confidence in having “a go”
- To develop problem solving approaches in a range of contexts
- To develop confidence to apply themselves to problem solving in a range of context

Characteristic of a Compelling Learning Experience

- Open ended problems to explore
- Discussion- without fear of being wrong
- Collaboration group/paired work encouraged to explore problems
- Using a broad range of strategies and resources (low/hi tech)

Key Concepts

Fluency - Applying suitable mathematics accurately within the classroom and beyond.

Problem-Solving - When decisions are made about the steps to take to tackle a mathematical task, this is called mathematics problem-solving.

Mathematical Reasoning - Describing why mathematical knowledge, skills or methods are used, this is called mathematical reasoning.

Reflection (Metacognition) - When thinking about the processes and mental strategies involved when doing mathematics, this is called reflection or metacognition.

Multiplicative Reasoning - When deliberately using multiplication (or division) to compare quantities and work out the value of one based on the values of others, this is called multiplicative reasoning.

Modelling - When an attempt is made to understand and describe a real-world situation in mathematical terms, this is called mathematical modelling.

Key Skills

- Identify the mathematical aspects of a situation or problem
- Select mathematical information, methods and tools to use
- Make connections within mathematics
- Begin to justify conjectures and generalisations, considering special cases and counter-examples

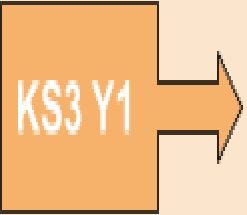

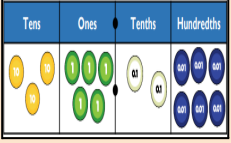
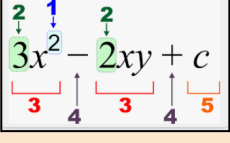
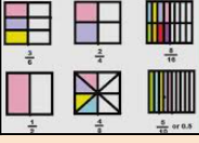

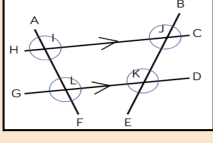
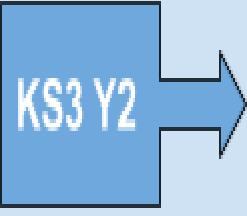
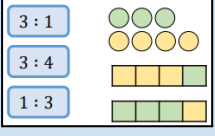
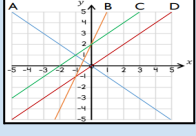
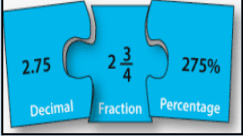
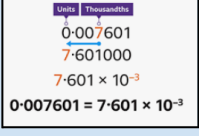
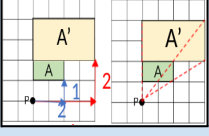
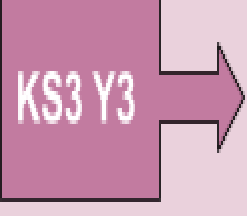
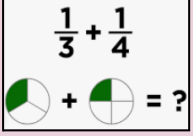

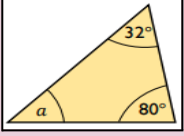
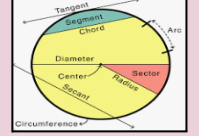
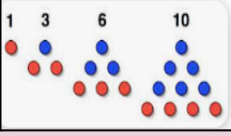

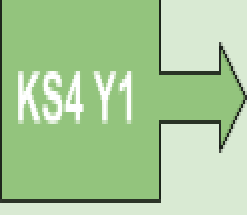

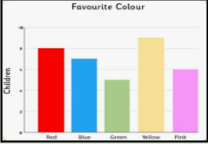

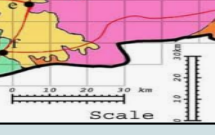


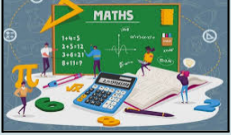

Key Knowledge

Students are expected through the curriculum to gain a mastery of the subject.
Pupils can readily use their knowledge of number, algebra, geometry, and statistical skills when solving problems across all topics/units.

Promoting SMSC and Fundamental British Values through MATHS

SMSC and British Values	In Maths Lessons Students will:
<p>Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p>	<ul style="list-style-type: none"> - explore pattern, number, shape, space and measures in the world around them, for example, Fibonacci or angles in everyday life - use role play, concrete objects, structured apparatus and real life situations - talk creatively using mathematical language - develop mathematical reasoning by talking about their learning and listening to others' viewpoints
<p>Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p>	<ul style="list-style-type: none"> - calculate and prove whether an answer is right or wrong - test and explain mathematical statements, problems or investigations - use probability to help them understand risk and real life economics - look at moral issues raised in mathematics, for example, lessons linked to global charities such as Children in Need
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p>	<ul style="list-style-type: none"> - explore mathematics in the real world, for example, money, shopping, cooking, travel - collaborate with others to solve mathematical problems, investigations and challenges - use group work as an opportunity to learn from others and notice that different people solve problems in different ways - work together to discuss, compare, evaluate and improve their work
<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> - investigate patterns from a range of cultures, for example, Islamic tiling or Rangoli patterns - explore other number systems from the past and around the world, for example, Roman numerals and Egyptian hieroglyphs - recognise that mathematics from many cultures have contributed to modern day mathematics - have opportunities to explore mathematical methods and strategies used in other countries, for example, lattice multiplication and Shanghai maths
<p>Democracy A system where everyone plays an equal part.</p>	<ul style="list-style-type: none"> - work collaboratively on mathematics tasks, investigations and challenges. comparing answers and methods - make mistakes and learn from them - discuss their work and explain their reasoning - question information and data, challenging mathematical assumptions
<p>Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour.</p>	<ul style="list-style-type: none"> - use simple formulae and equations - follow rules related to maths, for example, BODMAS
<p>Individual liberty Being free to express views or ideas.</p>	<ul style="list-style-type: none"> - persevere, take risks and try different methods and strategies - explain their reasoning, choices and strategies used when solving problems - have opportunities to use self and peer-assessment to identify where they are and what they need to do to improve
<p>Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> - use a range of strategies that are inclusive, irrespective of stages of attainment or gender - talk with others about a problem, challenge, investigation with an adult or peers - solve problems with others - respect others' methods used to reach an answer and use in their own work, where appropriate - decide upon the best way to represent their conclusions, drawing upon others' recording methods or ideas

MATHS CURRICULUM MAP

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
 KS3 Y1																		
	Developing Number Sense	Place Value Sequences	Algebraic Notation Application of Number	FDP Equivalence Equality & Equivalence	Sets & Probability Geometric Reasoning	Lines and Angles Directed Number												
 KS3 Y2						<table border="1" data-bbox="1939 496 2181 632"> <thead> <tr> <th></th> <th>Tally</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>French</td> <td> </td> <td>5</td> </tr> <tr> <td>Spanish</td> <td> </td> <td>5</td> </tr> <tr> <td>German</td> <td> </td> <td>4</td> </tr> </tbody> </table>		Tally	Frequency	French		5	Spanish		5	German		4
		Tally	Frequency															
French		5																
Spanish		5																
German		4																
Ratio & Scale/Fractions Multiplicative Change	Cartesian Plane Brackets & Equations	Sequences/Indices Fractions & Percentages	Standard Index Form Angles, Lines Polygons	Area of Trapezia and Circles Symmetry & Reflection	Handling Data Location & Dispersion													
 KS3 Y3																		
	FDP & Percentages Handling Data/Expressions	Equations Angles & Polygons	Working in 2D / Probability Pythagoras & Trigonometry	Circles Working with 3D Shapes	Sequences Combined Events	Maths & Money												
 KS4 Y1																		
	Number			Handling Data														
 KS4 Y2																		
	Measure, Shape & Space	Digital Literacy	Financial Capability		Revision & Exams													

KS3: Y1 - 2023-2024 - MATHS FRAMEWORK FOR LEARNING



Preparing for Life in Modern Britain



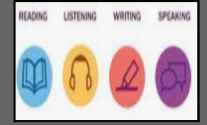
Careers (CEIAG)



Culture Capital



Enrichment Opportunities



Literacy and Communication

AUTUMN 1

KNOWLEDGE

Developing Number Sense

Addition & Subtraction

- Properties of addition and subtraction
- Mental methods - addition and subtraction
- Use formal method for addition (including of decimals)
- Use formal method for subtraction (including of decimals)
- Select the most appropriate method: mental, written or calculator
- Solve problems in context of perimeter
- Solve financial maths problems

Multiplication & Division

- Properties of multiplication and division
- Understand and use factors
- Understand and use multiples
- Multiply and divide by powers of 10
- Covert metric units
- Use formal methods to multiply (including decimals)
- Use formal methods to divide (including decimals)

SKILLS

Developing Number Sense

- Know and use mental strategies for addition and subtraction
- Know and use mental strategies for multiplication and division
- Know and use mental strategies for decimals
- Know and use mental strategies for fractions
- Use factors to simplify calculations
- Use known number facts to derive other facts
- Use known algebraic facts to derive other facts
- Know when to use a mental method, written method or calculator
- Select and use appropriate calculation strategies, including mental and formal written methods
- Round to different degrees of accuracy

ASSESSMENT

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters
Summative Assessment
Formative Assessment
EOT Assessment/Test



AUTUMN 2

KNOWLEDGE

Place Value

- Recognise the PV of any number in an integer up to 1 billion
- Understand and write integers up to 1 billion in words and figures

SKILLS

Place Value

- Understand the number system and place value to include decimals
- Order positive and negative integers, fractions, and decimals, using

ASSESSMENT

Class Discussions
Q&A
Practical Observations

<ul style="list-style-type: none"> Integers and decimals on a number line Round integers to the nearest power of 10 Compare 2 numbers using $=$ \neq $<$ $>$ \leq \geq Order a list of integers Find range and median of a set of numbers Understand place value for decimals Compare and order numbers up to 1 billion 	<p>representations such as number lines</p> <ul style="list-style-type: none"> Use the symbols $=$, \neq, \leq, \geq, $<$ and $>$ Round numbers to an appropriate degree of accuracy Interpret the median and the range in a given context Interpret and compare numbers in standard form 	<p>Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Tes</p>
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<p>Sequences</p> <ul style="list-style-type: none"> Describe and continue sequences Predict and continue sequences Sequences in a table and graphically Linear and non-linear sequences Continue linear sequences Continue non-linear sequences Explain the term to term rule

<p>Sequences</p> <ul style="list-style-type: none"> Describe and continue sequences in diagram and number forms Work out next terms in a linear and nonlinear sequences Substitute into function machines Generate sequences from a rule

SPRING 1

KNOWLEDGE	SKILLS	ASSESSMENT
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<ul style="list-style-type: none"> Understand and Use Algebraic Notation Given a numerical input, find the output of a single function machine Use inverse operations to find the input given the output Use diagrams and letters to generalise number operations Use diagrams and letters with single function machines Find the function machine given a simple expression Substitute values into a single operation expression Find numerical inputs and outputs for a series of two function machines Use diagrams and letters with a series of two function machines Find the function machine given a two-step expression Substitute values into two-step expressions Generate sequences given an algebraic rule Represent one- and two-step functions graphically
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<p>Understand and Use Algebraic Notation</p> <ul style="list-style-type: none"> Use a variety of representations to explore algebraic notation. Form and substitute into expressions, including generating sequences

<p>Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>






<p>Application of Number</p> <ul style="list-style-type: none"> Work out the perimeter of shapes Interpret and use frequency trees Understand factors and multiples Work out areas of triangles, rectangles and parallelograms

<p>Application of Number</p> <ul style="list-style-type: none"> Multiply by powers of ten Use formal written methods applied to positive integers and decimals (4 operations) Derive and apply formulae for perimeter and area
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<ul style="list-style-type: none"> • Use order of operations • Construct and interpret tables, charts and diagrams • Describe and interpret the mean 	<ul style="list-style-type: none"> • Calculate and solve problems involving perimeter and area of triangles, parallelograms and trapezia • Recognise and use inverse operations 	
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SPRING 2

KNOWLEDGE	SKILLS	ASSESSMENT
<p>Fraction, Decimal and Percentage Equivalence</p> <ul style="list-style-type: none"> • Represent tenths and hundreds (diagrams and number lines) • See relationship between fractions and decimals • Convert between fractions and decimals – tenths and hundredths • Understand the meaning of percentage using a hundred square • Convert between simple fractions, decimals and percentages • Use and interpret pie charts 	<p>Fraction, Decimal and Percentage Equivalence</p> <ul style="list-style-type: none"> • Move freely between different numerical representations of fractions, decimals and percentages • Express one quantity as a fraction of another • Compare two quantities using percentages • Use knowledge of fractions to interpret pie charts 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test
<p>Equality and Equivalence</p> <ul style="list-style-type: none"> • Understand the meaning of equality • Understand and use fact families, numerically and algebraically • Solve one-step linear equations involving +/- using inverse operations • Solve one-step linear equations involving x/+ using inverse operation • Understand the meaning of like and unlike terms • Understand the meaning of equivalence • Simplify algebraic expressions by collecting like terms, using the \equiv symbol 	<p>Equality and Equivalence</p> <ul style="list-style-type: none"> • Understand the idea of equivalence • Form and solve equations • Understand 'like terms' and be able to simplify expressions 	  

SUMMER 1

KNOWLEDGE	SKILLS	ASSESSMENT
<p>Geometric Reasoning</p> <ul style="list-style-type: none"> • Understand and use the sum of angles at a point • Understand and use the sum of angles on a straight line • Understand and use the equality of vertically opposite angles • Know and apply the sum of all angles in a triangle • Know and apply the sum of all angles in a quadrilateral • Solve angle problems using properties of triangles and quadrilaterals 	<p>Geometric Reasoning</p> <ul style="list-style-type: none"> • Describe, sketch and draw 2D shapes with standard conventions parallel lines, right angles, hatch marks to indicate equality • Understand and use angles facts and properties of triangles and other polygons to solve increasingly complex problems 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test

Sets and Probability

- Generate sample spaces for single events
- Calculate the probability of a single event
- Understand and use the probability scale
- Know that the sum of probabilities of all possible outcomes is 1
- Identify and represent sets and Venn diagrams

Sets and Probability

- Use appropriate language and the 0-1 probability scale
- Understand that all probabilities add to 1
- Use tables, grids and Venn diagrams to categorise data in a systematic Way



SUMMER 2

KNOWLEDGE

SKILLS

ASSESSMENT

Directed Number

- Use the four operations, extending this to negative numbers
- Use square and square roots, applying this to negative numbers
- Substitute numerical values into formulae and expressions including scientific formulaes

Directed Number

- Order negative numbers
- Understand what a negative number is
- Recognise square numbers
- Use function machines

Class Discussions
Q&A
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Peer to Peer Learning
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Summative Assessment
Formative Assessment
EOT Assessment/Test

Fractional Thinking

- Adding and subtracting fractions with common and different denominators
- Manipulate mixed numbers and improper fractions
- Adding and subtracting simple algebraic fractions

Fractional Thinking

- Add and subtract simple algebraic fractions
- Move between numerical, graphical and diagrammatical representations (e.g. For fractions, decimals and percentages)
- Order positive and negative integers, decimals and fractions
- Convert between mixed and improper fractions
- Express a quantity as a fraction of another, where the fraction is less than or greater than one
- Factors and multiples



Lines and Angles

- Measure and draw lines and angles.
- Know the properties of triangles, quadrilaterals and other polygons
- Draw angles, given certain criteria (SSS, SAS, ASA)
- Draw and interpret pie charts

Lines and Angles

- Draw and measure lines and angles using a protractor
- Understand standard conventions for labelling lines and angles
- Use language and properties precisely to analyse or classify 2D shapes

AUTUMN 1

KNOWLEDGE

SKILLS

ASSESSMENT

Ratio and Scale

- Understand the meaning and representation of ratio
- Understand and use ratio notation
- Solve problems involving ratio of the form 1:n or n:1
- Solve proportional problems involving the ratio m:n
- Divide a value into a given ratio
- Express ratio in their simplest integer form
- Compare ratio and related fractions
- Understand π as the ratio between diameter and circumference

Ratio and Scale

- Understand that a relationship between two quantities can be expressed as a ratio or a fraction
- Understand ratio and its link to multiplication
- Write a ratio
- Simplify ratios
- Calculate the circumference of a circle

Class Discussions
Q&A
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EOT Assessment/Test

Multiplicative Change

- Explore conversion graphs
 - Convert between currencies
 - Explore relationship between similar shapes
 - Understand scale factors as multiplicative representations
 - Draw and interpret scale diagrams and maps
 - Interpret maps using scale factors and ratios
 - Use compound units such as speed, unit pricing and density to solve problems
 - Solve problems involving direct and inverse proportion, including graphical and algebraic representations
- Examples may include:
- Recipe problems
 - Best buy problems
 - Exchange rates

Multiplicative Change

- Solve problems involving direct and inverse proportion, including graphical and algebraic representations.
- Convert between currencies, including using graphs
- Examples may include:
 - Recipe problems
 - Best buy problems
 - Exchange rates



Multiplying and Dividing Fractions

- Represent multiplication of fractions
- Multiply a fraction by an integer
- Find the product of a pair of unit fractions
- Find the product of a pair of any fractions
- Divide an integer by a fraction
- Divide a fraction by a unit fraction
- Understand and use the reciprocal
- Divide any pairs of fractions

Multiplying and Dividing Fractions

- Multiply and divide fractions by integers
- Multiply and divide fractions by fractions
- Understand and use reciprocals
- Use diagrams to represent fractions

AUTUMN 2

KNOWLEDGE

SKILLS

ASSESSMENT

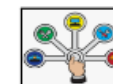
Working in the Cartesian Plane

- Move freely between numerical, algebraic, graphical & diagrammatic representations
- Make connections between number relationships and their algebraic and graphical representation
- Substitute numerical values into formulae and expressions
- Recognise, sketch and produce graphs of linear functions in the Cartesian plane
- Work with coordinates in all four quadrants
- Identify and draw lines that are parallel to the axes
- Recognise and use the line $y = x$
- Recognise and use the lines of the form $y = kx$
- Link $y = kx$ to direct proportion problems
- Recognise and use lines of the form $y = x+a$
- Explore graphs with negative gradients ($y = -kx$, $y = a - x$, $x + y = a$)
- Link graphs to linear sequences
- Plot graphs of the form $y = mx + c$

Working in the Cartesian Plane

- Plot and interpret straight line graphs
- Understand and use equations of a straight line, including lines parallel to the axes
- Model situations by translating them into expressions, formulae and graphs
- Substitute numerical values into formulae and expressions

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EOT Assessment/Test



Representing Data

- Construct and interpret appropriate tables charts and diagrams including frequency tables, bar charts, pie charts and pictograms
- Describe mathematical relationships for bivariate data

Representing Data

- Draw and interpret scatter graphs
- Understand correlation
- Draw and use lines of best fit
- Understand grouped, ungrouped, discrete and continuous data
- Design and use one and two way tables

Brackets, Equations and Inequalities

- Substitute numerical values into formulae and expressions, including scientific formulae
- Use a variety of representations to simplify and manipulate algebraic expressions
- Use a variety of methods to solve linear equations in one variable (including all forms that require rearrangement), including those with brackets and fractions
- Use directed numbers with algebra
- Multiply out of a single bracket
- Factorise into a single bracket

Brackets, Equations and Inequalities

- Expand, and factorise into single brackets
- Form and use expressions, formulae and identities
- Form and solve equations and inequalities with and without brackets
- Distinguish between equations, expressions, formulae and identities
- Expand products of two or more binomials
- Understand and use the vocabulary of inequalities

- Expand multiple single brackets and simplify
- Form and solve equations with brackets
- Understand and solve simple inequalities

SPRING 1

KNOWLEDGE

SKILLS

ASSESSMENT

Sequences

- Explore sequences using the nth term

Sequences

- Generate sequences from a rule
- Generate sequences using more complex rules, e.g. with brackets, squared terms, both in words and algebraically
- Calculate the nth term of a sequence

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Indices

- Use a variety of methods to write/simplify expressions involving indices

Indices

- Form expressions
- Use indices
- Understand and use addition and subtraction rules
- Simplify expressions involving sums, products and powers, including the laws of indices



Fractions and Percentages

- Develop understanding of fractions, decimals and percentages
- Evaluate percentages increases and decreases
- Use multipliers to solve percentage problems
- Percentage increase, decrease and original value problems and simple interest in financial mathematics
- Calculate key fractions, decimals and percentages of an amount without calculators
- Calculate key fractions, decimals and percentages of an amount with calculators

Fractions and Percentages

- Define percentage as 'number of parts per hundred'
- Interpret diagrams as percentages and vice versa
- Find a percentage of an amount with or without a calculator
- Interpret percentages as a fraction or decimal
- Compare two quantities using percentages, and work with percentages greater than 100%.
- Express one number as a percentage of another



SPRING 2

KNOWLEDGE

SKILLS

ASSESSMENT

Standard Index Form

- Understand how to solve problems with standard form

Standard Index Form

- Convert between numbers in ordinary and standard form
- Calculate with numbers given in standard form, with and without a calculator

Class Discussions
Q&A
Practical Observations

Angles in Parallel Lines and Polygons

- Apply the properties of angles at a point, angles on a straight line and vertically opposite angles
- Understand and use the relationship between parallel lines and alternate and corresponding angles
- Derive and use the sum of the angles in a triangle and use it to deduce the angle sum in any polygon
- Use standard conventions for labelling sides and angles

Angles in Parallel Lines and Polygons

- Review Year 7 angles rules
- Identify angles in parallel lines
- Revisit geometric notation
- Work angles in special quadrilaterals
- Find and use the sum of the interior angles of a polygon
- Prove simple geometric facts

Peer to Peer Learning
Information Posters
Summative Assessment
Formative Assessment
EOT Assessment/Test



SUMMER 1

KNOWLEDGE

Area of Trapezia and Circles

- Derive and apply formulae to calculate and solve problems involving perimeter and area of triangles, parallelograms, trapezia and circles.

SKILLS

Area of Trapezia and Circles

- Review area of shapes covered in Year 7
- Calculate the area of a trapezium
- Calculate the area of a circle and the areas of parts of a circle
- Use significant figures
- Calculate the area of compound shapes

ASSESSMENT

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters
Summative Assessment
Formative Assessment
EOT Assessment/Test

Lines of Symmetry and Reflection

- Describe, sketch and draw using conventional terms and notations, point, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that reflectively and rotationally symmetric
- Identify properties of and describe the results of reflections applied to given figures

Lines of Symmetry and Reflection

- Recognise line symmetry in polygons and other shapes
- Reflect shapes in horizontal, vertical and diagonal lines



SUMMER 2

KNOWLEDGE

The Handling Data Cycle

- Set up a statistical enquiry
- Design and criticise questionnaires
- Draw and interpret pictograms, bar charts and vertical line charts



SKILLS

The Handling Data Cycle

- Understand and use primary and secondary sources of data
- Collect data, including questionnaires
- Interpret and construct statistical diagrams, including multiple bar charts.
- Identify misleading graphs




ASSESSMENT

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters

<ul style="list-style-type: none"> • Draw and interpret multiple bar charts • Draw and interpret pie charts • Draw and interpret line graphs • Choose the most appropriate diagram for given set of data • • Represent and interpret grouped quantitative data • • Find and interpret the range • Compare distributions using charts • Identify misleading graphs 		<p>Summative Assessment Formative Assessment EOT Assessment/Test</p>  
<p>Measure of Location and Dispersion</p> <ul style="list-style-type: none"> • Describe, interpret and compare observed through appropriate measures of central tendency, such as the mean, mode, median and spread (range and outliers) 	<p>Measure of Location and Dispersion</p> <ul style="list-style-type: none"> • Revisit the median and mean, including finding the total given the mean • Find the mean of grouped data • Work out the mode and modal class • Choose the appropriate average • Comparing distributions using measures 	

KS3: Y3 - 2025-2026 - MATHS FRAMEWORK FOR LEARNING

AUTUMN 1

KNOWLEDGE	SKILLS	ASSESSMENT
<p>FDP and Percentages</p> <ul style="list-style-type: none"> • Convert between fractions, decimals and fractions • Work out Percentage Change • Increase/Decrease by a percentage • Use compound Interest formula • Work with reverse percentages 	<p>FDP and Percentages</p> <ul style="list-style-type: none"> • Use percentage multipliers • Use addition, subtraction, multiplication and division • Calculate FDP conversions • Mathematically reason • Solve multi-step word problems 	<p>Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>
<p>Expressions</p> <ul style="list-style-type: none"> • Simplify • Expressions • Simplify Indices • Expand and Factorise • Simplify algebraic fractions 	<p>Expressions</p> <ul style="list-style-type: none"> • Use the four operations to perform calculations with fractions • Use mental methods • Solve multistep word problems • Pattern recognition • Mathematically reason 	  

Handling Data

- Use different sampling methods
- Organise data
- Represent Data
- Work with averages and spread

Handling Data

- Use mental methods
- Solve multistep word problems
- Pattern recognition
- Understand trends and relationships
- Use mathematical equipment
- Mathematically reason

AUTUMN 2**KNOWLEDGE****SKILLS****ASSESSMENT****Equations**

- Solve Linear Equations
- Solve quadratics by factorising
- Solve inequalities
- Solve simultaneous equations
- Rearrange formula

Equations

- Use the four operations to perform calculations with integers and fractions
- Use mental methods
- Solve multistep word problems
- Pattern recognition
- Mathematically reason

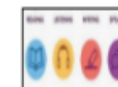
Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters
Summative Assessment
Formative Assessment
EOT Assessment/Test

Angles in Polygons

- Calculating missing angles: – around a point. – in a straight line
 - in a triangle
 - in a quadrilateral
 - in parallel lines
- Understand and use coordinates
- Understand Congruence
- Use similarity facts
- Understand and use angle sum in polygons.

Angles in Polygons

- Use addition, subtraction, multiplication and division
- Calculate FDP conversions
- Use mental methods
- Solve multistep word problems.




**Linear Graphs**

- Work with coordinates
- Rearrange equations
- Plot linear graphs
- Find the gradient
- Apply $y = mx + c$
- Find the equation of a line given two points

Linear Graphs

- Simplify expressions
- Substitute into formula
- Read from axes
- Draw and label axes
- Use mathematical equipment
- Use addition, subtraction, multiplication and division

SPRING 1

KNOWLEDGE	SKILLS	ASSESSMENT
<p>Working in 2D</p> <ul style="list-style-type: none"> • Measure lengths and angles • Find area of 2D Shapes • Use the four transformations: rotation, reflection, translation and enlargement. 	<p>Working in 2D</p> <ul style="list-style-type: none"> • Measure and construct 2D shapes using a range of mathematical equipment • Complete and describe single and multiple transformations on a 2D shape 	<p>Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>   
<p>Probability</p> <ul style="list-style-type: none"> • Conduct and interpret probability experiments • Work out expected outcomes • Work out and use theoretical probability • Understand mutually exclusive events 	<p>Probability</p> <ul style="list-style-type: none"> • Simplify expressions • Use addition, subtraction, multiplication and division • Use language in probability • Use experiments to calculate relative probabilities and know the limitations • Calculate the probability of single and multiple events 	
<p>Pythagoras and Trigonometry</p> <ul style="list-style-type: none"> • Use Pythagoras to find missing lengths • Problem solve with Pythagoras • Use trigonometry to find missing angle • Use trigonometry to find a missing side 	<p>Pythagoras and Trigonometry</p> <ul style="list-style-type: none"> • Calculate the value of an unknown side or angles of a right-angled triangle including in context using Pythagoras' theorem or trigonometry • Substitute into formula • Use calculators effectively and accurately • Recall and manipulate formulae 	

SPRING 2

KNOWLEDGE	SKILLS	ASSESSMENT
<p>Circles</p> <ul style="list-style-type: none"> • Find the circumference of a circle • Find the area of a circle • Find the arc length and area of a sector. 	<p>Circles</p> <ul style="list-style-type: none"> • Use mental methods for addition, subtraction, multiplication and division • Solve multistep word problems • Use mathematical equipment • Estimate by rounding • Able to mathematically reason 	<p>Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>
<p>Working with 3D Shapes</p> <ul style="list-style-type: none"> • Name and know the properties of 3D shapes • Find the volume of a prism • Find the volume and surface area of prisms and spheres. 	<p>Working with 3D Shapes</p> <ul style="list-style-type: none"> • Identify a variety of 3D shapes and their component sides (especially the base) • Use mental methods for addition, subtraction, multiplication and division • Solve multistep word problems • Use mathematical equipment 	

- Able to mathematically reason



SUMMER 1

KNOWLEDGE

Sequences

- Understand and use sequence rules
- Work out and use nth term of linear sequences
- Recognise special sequences
- Find the nth term of a Quadratic Sequences

SKILLS

Sequences

- Able to recognise patterns and form relationships between list of numbers
- Use mental methods for addition, subtraction, multiplication and division
- Solve multistep word problems
- Use mathematical equipment
- Able to mathematically reason

ASSESSMENT

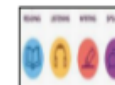
Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters
Summative Assessment
Formative Assessment
EOT Assessment/Test

Combined Events

- Understand and use sets
- Construct and interpret tree diagrams

Combined Events

- Able to manipulate fractions
- Represent data in various formats
- Use mental methods for addition, subtraction, multiplication and division
- Solve multistep word problems
- Use mathematical equipment
- Able to mathematically reason



SUMMER 2

KNOWLEDGE

Maths and Money

- Solve problems with bills and bank statements
- Calculate simple interest
- Calculate compound interest
- Solve problems with VAT
- Calculate wages and taxes
- Solve problems with exchange rates
- Solve unit pricing problems

SKILLS

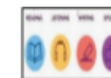
Maths and Money

- Understand how to analyse payments on a bank statement
- How interest is charged and how to calculate the rate of interest including compound interest
- What VAT is and how it is calculated - when VAT is charged
- Understand a payslip and how take home pay is worked out
- How exchange rates can impact merchandise trade, economic growth, capital flows, inflation and interest rates
- To find the unit price of something, by dividing the cost by the number of

ASSESSMENT

Class Discussions
Q&A
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Formative Assessment
EOT Assessment/Test

units of measurement



KS4: Y1 - 2023-2024 - MATHS FRAMEWORK FOR LEARNING



Preparing for Life in Modern Britain



Careers (CEIAG)



Culture Capital



Enrichment Opportunities



Literacy and Communication

AUTUMN 1 - NUMBER

KNOWLEDGE

SKILLS

ASSESSMENT

NUMBER SKILLS and ROUNDING






- Read, write, order and compare large numbers (up to one million)

- Read and write, in both word and numerical form, very large numbers (up to one million) and very small numbers
- Understand place value in very large (up to one million) and very small numbers
- Understand positive and negative whole numbers, including zero
- Order and/or compare positive and/or negative numbers given as whole number

- Recognise and use positive and negative numbers

- Add and subtract large numbers (up to one million) using non-calculator and calculator methods
- Multiply and divide negative numbers using non-calculator and calculator methods
- Add and subtract negative numbers using non-calculator and calculator methods

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning
- Information Posters
- Summative Assessment
- Formative Assessment
- EOT Assessment/Test

	<ul style="list-style-type: none"> • Check their calculations using reverse calculation • Multiply and divide negative numbers using non-calculator and calculator methods • Add and subtract negative numbers using non-calculator and calculator methods • Check their calculations using reverse calculation 	    
<ul style="list-style-type: none"> • Multiply and divide whole numbers and decimals by 10, 100, 1000 	<ul style="list-style-type: none"> • Multiply whole numbers by 10, 100 and 1000 • Multiply large numbers (two digits by two digits or two digits by one digit) using non-calculator methods • Multiply large numbers (up to one million) with other large numbers using a calculator • Check their calculations using reverse calculation • Divide whole numbers by 10, 100 and 1000 • Divide large numbers (up to three digits) by one digit and two digit whole numbers using non-calculator methods • Divide large numbers (up to one million) with other large numbers using a calculator • Check their calculations using reverse calculation 	
<ul style="list-style-type: none"> • Calculate the squares of one-digit and two-digit numbers 	<ul style="list-style-type: none"> • Understand squares of a number, and calculate this using calculator and non-calculator methods. (i.e. $25 = 5 \times 5$) 	
<ul style="list-style-type: none"> • Follow the order of precedence of operators (BIDMAS) 	<ul style="list-style-type: none"> • Use the hierarchy of operations to carry out calculations (BIDMAS/BODMAS) including the use of square numbers 	
<ul style="list-style-type: none"> • Approximate by rounding to a whole number or to one or two decimal places 	<ul style="list-style-type: none"> • Round numbers to a different degree of accuracy, such as whole numbers, or 1 decimal place or 2 decimal places • Estimate and approximate answers by rounding, such as $29 \times 31 \approx 30 \times 30$ 	

AUTUMN 2 - NUMBER (cont)

KNOWLEDGE	SKILLS	ASSESSMENT
DECIMALS		Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test
<ul style="list-style-type: none"> • Read, write, order and compare decimals up to three decimal places 	<ul style="list-style-type: none"> • Write down the place value of a decimal digit such as the value of 3 in 0.63 • Order positive and negative decimals to find the biggest and the smallest 	
<ul style="list-style-type: none"> • Add, subtract, multiply and divide decimals up to two decimal places 	<ul style="list-style-type: none"> • Add and subtract decimals up to two decimal places using calculator and non-calculator methods • Check the answers to calculations that involve decimals through use of estimation and approximation • Multiply decimals up to two decimal places using non-calculator and calculator methods • Multiply decimal numbers by 10, 100 and 1000 	

- Check the answers to calculations that involve decimals through use of estimation and approximation
- Divide decimals up to two decimal places using non-calculator and calculator methods
- Divide decimal numbers by 10, 100 and 1000
- Check the answers to calculations that involve decimals through use of estimation and approximation



PERCENTAGES AND CALCULATIONS

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Read, write, order and compare percentages in whole numbers | <ul style="list-style-type: none"> ● Understand that percentage means 'number of parts per 100' ● Work out the percentage of a shape that is shaded ● Shade a given percentage of a shape |
| <ul style="list-style-type: none"> ● Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples 5% e.g. 5%, 10%, 15%, 20%... | <ul style="list-style-type: none"> ● Calculate the percentage of a given quantity using non-calculator and calculator methods for multiples of 5% ● Read, write, order and compare percentages in whole numbers |
| <ul style="list-style-type: none"> ● Calculate simple interest in multiples of 5% on amounts of money ● Calculate discounts in multiples of 5% on amounts of money | <ul style="list-style-type: none"> ● Increase and decrease a given percentage for multiples of 5% |
| <ul style="list-style-type: none"> ● Read, write, order and compare percentages in whole numbers | <ul style="list-style-type: none"> ● Change a percentage to a fraction or decimal and vice versa ● Convert fractions to decimals and vice versa |
| <ul style="list-style-type: none"> ● Recognise and calculate equivalencies between common fractions, decimals and percentages | <ul style="list-style-type: none"> ● Compare fractions, decimals and percentages |

SPRING 1 - NUMBER (cont)






KNOWLEDGE

SKILLS

ASSESSMENT

FRACTIONS

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> ● Read, write, order and compare common fractions and mixed numbers | <ul style="list-style-type: none"> ● Find the fraction of a shape shaded ● Find equivalent fractions ● Order and compare common fractions including improper fractions ● Simplify fractions to their simplest form ● Convert between mixed numbers and improper fractions ● Order and compare fractions including mixed number | <ul style="list-style-type: none"> Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test |
|---|--|---|

<ul style="list-style-type: none"> Find fractions of whole number quantities or measurements 	<ul style="list-style-type: none"> Calculate fractions of whole number quantities or measurements 	    
<ul style="list-style-type: none"> Estimate answers to calculations using fractions and decimals 	<ul style="list-style-type: none"> Simplify fractions to estimate the answer Find a common denominator to compare fractions 	

PROBABILITY

<ul style="list-style-type: none"> Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events 	<ul style="list-style-type: none"> Understand and use the vocabulary of probability including the terms likelihood, chance of etc Understand and use the probability scale Express a probability as a fraction, decimal or percentage
<ul style="list-style-type: none"> Use equally likely outcomes to find the probabilities of simple events and express them as fractions 	<ul style="list-style-type: none"> Use equally likely outcomes to express the probability of an event as a fraction, decimal or percentage Use probabilities to compare the likelihood of events. Identify different mutually exclusive events, and know that, if they cover all outcomes, the sum of their probabilities is 1






SPRING 2 - HANDLING DATA

KNOWLEDGE	SKILLS	ASSESSMENT
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STATISTICAL MEASURES

<ul style="list-style-type: none"> Find the mean and range of a set of quantities 	<ul style="list-style-type: none"> Understand that increasing the sample size leads to better estimates Calculate the mean for a set of numbers Work out the range for a set of numbers Calculate the mean for a discrete frequency table 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test
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PERIMETER AND AREA

<ul style="list-style-type: none"> Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles 	<ul style="list-style-type: none"> Identify the properties of and name common 2D shapes Find the perimeter of a shape by counting Find the area of a shape by counting Estimate the area of irregular shapes by counting squares and part squares Work out the area and perimeter of a simple rectangle Work out the perimeter of a harder rectangle, such as 2.5m x 3.2m Find the perimeter of composite shapes that are made up of rectangles Work out the area of a harder rectangle, such as 2.5m x 3.2m Find the area of shapes that are made up of rectangles Calculate the area of a triangle and parallelogram 	    
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- Calculate the volumes of cubes and cuboids

- Calculate the volume of cubes and cuboids

SUMMER 1 - HANDLING DATA (cont)

KNOWLEDGE

SKILLS

ASSESSMENT

COLLECTING AND REPRESENTING DATA

- Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graph

- Construct, compare and interpret pictograms
- Construct, compare and interpret line graphs
- Construct, compare and interpret bar charts
- Construct, compare and interpret dual bar charts
- Construct a pie chart

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters
Summative Assessment
Formative Assessment
EOT Assessment/Test

- Group discrete data and represent grouped data graphically

- Represent grouped data dual bar charts and pie charts
- Group discrete data into a grouped frequency table
- Represent grouped data in pictograms, line graphs, bar charts
- Compare and interpret data from data in tables, diagrams and charts including pie charts, bar charts and line graphs for a range of contextual themes



RATIO AND PROPORTION

- Use multiplication facts and make connections with division facts

- Simplify a ratio to its simplest form

- Work with simple ratio and direct proportions

- Solve simple problems using ratio where one number is a multiple of another

SUMMER 2 - HANDLING DATA (cont)

KNOWLEDGE

SKILLS



ASSESSMENT

PROPERTIES OF ANGLES AND SHAPES

- Draw 2D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles

- Recognise, name and identify the properties of simple 2D shapes including information of line symmetry and knowledge of angles
- Draw 2D shape
- Identify scalene, isosceles, equilateral and right-angled triangles
- Use angle properties for 2D shapes including the properties of triangle angles

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters
Summative Assessment
Formative Assessment
EOT Assessment/Test

<ul style="list-style-type: none"> • Use angles when describing position and direction, and measure angles in degrees 	<ul style="list-style-type: none"> • Recognise acute, obtuse, right and reflex angles • Estimate angles and measure them accurately in degrees • Use angles when describing position and direction 	
<ul style="list-style-type: none"> • Interpret plans, elevations and nets of simple 3D shapes 	<ul style="list-style-type: none"> • Recognise the net of a simple solid • Recognise and name 3D solids • Sketch 3D solids • Draw the net of a simple shape, such as a box of chocolates • Draw the front elevation, side elevation and plan view of a solid • Draw 3D shapes using common 2D representations 	

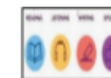
KS4: Y2 - 2024-2025 - MATHS FRAMEWORK FOR LEARNING

 Preparing for Life in Modern Britain	 Careers (CEIAG)	 Culture Capital	 Enrichment Opportunities	 Literacy and Communication
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AUTUMN 1 - MEASURE, SHAPE AND SPACE

KNOWLEDGE	SKILLS	ASSESSMENT
SCALE DIAGRAMS		Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test
<ul style="list-style-type: none"> • Recognise and make use of simple scales on maps and drawings 	<ul style="list-style-type: none"> • Measure a line accurately to the nearest millimetre • Use simple scale drawings to identify the actual dimensions, such as a scale drawing of a garden • Recall and use the 8 points of a compass 	
MEASURES		
<ul style="list-style-type: none"> • Convert between units of length, weight, capacity, money and time, in the same system 	<ul style="list-style-type: none"> • Know and use standard metric and imperial measures 	

- Interpret scales on a range of measuring instruments, including those for time, temperature and weight
- Use conversions for metric measures including length, capacity and weight
- Use conversions for imperial measures including length, capacity and weight



ALGEBRA

- Use simple formulae expressed in words for one and two-step operations

- Follow a simple one-step or two-step formulae expressed in word
- Work out the value of a simple expression when it is given in symbols

AUTUMN 2 - DIGITAL LITERACY

KNOWLEDGE

SKILLS

ASSESSMENT

SPREADSHEETS

- What is a spreadsheet
- Create a spreadsheet
- Collating data in a spreadsheet
- Create graphs using spreadsheets

- Know how to create a spreadsheet and record data
- Know how to collate and format data in an organised way using Google Sheets
- Know how to create, label and explain graphs from a range of data provided

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters
Summative Assessment
Formative Assessment
EOT Assessment/Test

DATABASES

- Understand what a database is and how to use it
- Different parts of a database
- Create information including:
 - charts
 - reports
 - calculates statistics
 - Evaluate data

- Know how to:
 - create a database
 - collect information for a database
 - know how to sort and group information



BINARY

- Understand what Binary numbers are
- Why Binary numbers are used in Computing

- Know how to:
 - convert Binary numbers into Denary numbers (Decimal)
 - convert Denary numbers into Binary numbers
 - know how to add Binary Numbers

SPRING 1 - FINANCIAL CAPABILITY

KNOWLEDGE

SKILLS

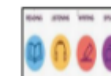
ASSESSMENT

PERSONAL FINANCE

1. Introduction to Finance
2. Income and Tax
3. Expenditure and Budgeting
4. Debt
5. Credit
6. Security
7. Money Mindset
8. Financial Features
9. Fintok Project
10. FinTok Project

- To Understand what finance is and think about the importance of financial choices.
- To understand what income and income tax is and how this affects your pay
- To understand how to budget your income
- To understand debt and how to manage it
- To understand what credit is and how to manage it
- To understand how to protect your finances
- To consider the consequences and rewards of financial choices
- To understand how managing your finances can help achieve full potential
- To prepare and plan for a 'FinTok' piece of content using knowledge of Financial Literacy
- To create a FinTok piece of content using knowledge of Financial Literacy

- Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters
Summative Assessment
Formative Assessment
EOT Assessment/Test



SECTION 1 - SPENDING SENSE - MANAGING MY MONEY

1.1 - Money, Money, Money

- To understand different forms of money
- To be able to use coins confidently
- To understand the characteristics of money

1.2 - Getting to grips with money

- To understand the value of coins and notes and be able to carry out simple instructions
- To be able to calculate change to be given
- To be able to identify and discuss different payment methods for different types of goods and services

1.3 - Needs and wants

- To identify items that are needs and wants
- To understand that we all have different needs and wants
- To understand how different situations may influence our spending

1.4 - Managing my money

- To be able to calculate the difference between income and expenses
- To understand the problems of overspending
- To investigate how to reduce spending on a budget

1.5 - Bedroom on a budget

- Understand the concept of spending within a given budget
- Understand the benefits of managing a budget successfully
- Understand value for money

1.6 - Saving - every little helps






- To understand why it is important to save money
- To understand different ways of saving money

	<ul style="list-style-type: none"> ● To understand where to safely store our savings 	
1.7 - Seeking financial advice	<ul style="list-style-type: none"> ● Understand how certain financial situations can affect a person's health and wellbeing ● To be able to search for financial help and support online ● To explore organisations who can offer free, confidential financial help and support 	

SPRING 2 - FINANCIAL CAPABILITY (cont)

KNOWLEDGE	SKILLS	ASSESSMENT
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SECTION 2 - MAKING FINANCIAL DECISIONS

2.1 - Eat well for less	<ul style="list-style-type: none"> ● Plan and cost a pizza meal exploring different options ● Understand value for money when preparing a meal ● Understand how healthy eating can improve your physical and mental wellbeing 	<p>Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>     
2.2 - Ethical Spending	<ul style="list-style-type: none"> ● To be able to identify ethical products ● To understand why people make ethical choices ● To be able to discuss the advantages and disadvantages of buying ethical products 	
2.3 - Where do I buy?	<ul style="list-style-type: none"> ● To raise awareness about how advertising is used to influence consumer spending ● To recognise some of the techniques used by advertisers to influence spending ● To understand the language used when designing their own advert 	
2.4 - Gambling	<ul style="list-style-type: none"> ● To identify different types of gambling and the potential associated risks ● To understand the effects that gambling can have on finances, relationships and wellbeing ● To understand how to seek help and support if gambling becomes a problem 	
2.5 - Borrowing and debt	<ul style="list-style-type: none"> ● To explore different ways of borrowing money to suit individual needs ● To be able to explain manageable and unmanageable debt ● To know that APR rates is one way to compare different loans 	
2.6 - Understanding insurance	<ul style="list-style-type: none"> ● To understand that there are different financial risks that can affect people ● To be able to identify different types of insurance to cover people against losses or circumstances ● To recognise that sometimes alternatives to insurance may be more appropriate to an individual's needs 	
2.7 - Opening a bank account	<ul style="list-style-type: none"> ● To understand the reasons why people may need a bank account ● To understand the documentation required to open a bank account ● To research different accounts that best suit and individual's needs 	

SECTION 3 - SAFETY FIRST

3.1 - Online shopping	<ul style="list-style-type: none">● To be aware of how price comparison and auction sites can help people make financial decisions about buying goods and services online● To understand the benefits and potential problems of shopping online● To be able to make decisions if things go wrong when online shopping
3.2 - Is it OK?	<ul style="list-style-type: none">● To understand some of the risks associated with different ways of making money● To understand some of the legal implications of making money● To consider a number of ethical and moral dilemmas and be able to respond appropriately
3.3 - Protecting yourself online	<ul style="list-style-type: none">● To recognise the ways information is shared online● To understand why people need to protect their identity online● To know what to do if someone uses your personal information illegally
3.4 - Online scams	<ul style="list-style-type: none">● To recognise different types of financial scams● To be able to identify the characteristics of scams● To be able to take steps to prevent being a victim of financial scams
3.5 - Buyer beware: in-app purchases	<ul style="list-style-type: none">● To raise awareness of the dangers of in-app purchases● To understand the consequences of signing up to online subscriptions● To know what to do to in the event of unknowingly signing up to an online subscription

SECTION 4 - THE WORLD OF WORK

4.1 - The world of work	<ul style="list-style-type: none">● To identify UK average starting salaries for a range of different job roles● To identify the factors that influence how much money people earn● To produce a personalised career plan including a range of jobs/salaries that interest you
4.2 - Understanding your payslip	<ul style="list-style-type: none">● To understand the key terms on a payslip● To understand how to take home pay is calculated● To be able to check a payslip for accuracy
4.3 - Earning Money	<ul style="list-style-type: none">● To have an awareness of the law about working and earning money for under 16's● To be able to identify some working environments that are illegal for under 16's● To be able to access up to date information about child employment