

S1 Block 1 – Lower Course – First term plus first 3 weeks of second term.

Topic	EO	Content	Suggested Resource Teejay 2a	Time (hours)
NMM – Whole Numbers and Rounding (1)	MNU 2-01a I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others.	<ul style="list-style-type: none"> ○ Place value and reading scales up to 100,000 ○ Add subtract whole numbers 4 or 5 figures ○ Round to nearest 10, 100 and estimate calculations ○ Estimate/check answers using rounding 	Pages 6-13	4
NMM – Algebra 1	MTH 2-15a I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter.	<ul style="list-style-type: none"> ○ Revise basic function machines ○ Find values of operators and symbols in expressions ○ Simple equations with letters 	Pages 88-96	4
NNM – Time	MNU 2-10a I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning. MNU 2-10b I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.	<ul style="list-style-type: none"> ○ Revision of 12 hour time with am and pm ○ 12 and 24 hour notation ○ Short time intervals ○ Read and interpret timetables and TV guides ○ Calendars ○ Minutes and seconds 	Pages 28-36	6
SPM Coordinates	MTH 2-18a / MTH 3-18a I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid.	<ul style="list-style-type: none"> ○ Coordinates of a point ○ The x and y axes and x and y coordinates ○ Coordinates for fun 	Pages 145-151	4
SPM – Angles and triangles	MTH 2-17a I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17b I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. MTH 2-17c Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.	<ul style="list-style-type: none"> ○ Types of angles – acute, obtuse, etc ○ Naming angles using 3 letters ○ Measuring using a protractor ○ Drawing angles ○ Compass points – quarter, half, full turn 	Pages 52-61	6
NMM – Whole Numbers and Rounding (2)	MNU 2-03a Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.	<ul style="list-style-type: none"> ○ Multiplication of 4 or 5 digits by a single digit ○ Division of 4 or 5 digits by a single digit ○ Multiplication/division by 10, 100, 1000 ○ Mixed problems involving +, - x, / 	Pages 20-27	4
Enrichment/consolidation activities				2
Block Assessment (Week 3 after October Holidays).				3
Total Time				33

S1 Block 2 – Lower Course – Weeks 4-8 of term 2 plus Weeks 1-5 of term 3

Topic	EO	Content	Suggested Resource	Time (hours)
NMM Fractions	<p>MNU 2-07a I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems.</p> <p>MNU 2-07b I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method.</p>	<ul style="list-style-type: none"> ○ Identifying unitary fractions ○ Identifying any fractions ○ Equivalence and Simplifying. ○ Unitary fraction of an amount ○ Fraction of a quantity 	Pages 97-106	6
SPM 2D Shape – Triangles and intro to the Circle	<p>MTH 2-16a Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment.</p> <p>https://prezi.com/f_3iklqxzb7f/investigation-2d-shapes/</p>	<ul style="list-style-type: none"> ○ Naming 2-D shapes ○ Triangles described by their sides ○ Triangles described by their angles ○ Naming and describing triangles fully ○ Naming parts of a circle 	Pages 80-87	5
SPM 2D Shape – Length, Perimeter and Area	<p>MNU 2-11b I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.</p> <p>MNU 2-11c I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object.</p>	<ul style="list-style-type: none"> ○ Measuring, estimating and drawing lengths ○ Units of length – converting ○ Problems involving lengths including perimeters ○ Area by counting squares ○ Area of square and rectangle by formula ○ Area of a right angle triangle from a rectangle 	Pages 113-129	6
NMM Factors, and Multiples	<p>MTH 2-05a Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.</p>	<ul style="list-style-type: none"> ○ Multiples ○ Factors ○ Problems involving factors and primes 	2a Pages 168-172	3
SPM 3D Shape Volume	<p>MNU 2-11b I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.</p> <p>MNU 2-11c I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object.</p>	<ul style="list-style-type: none"> ○ What is volume? Bigger/smaller ○ Litres and millilitres, converting ○ Volumes by counting cubes ○ Volume of a cuboid by formula 	Pages 130 – 140	5
Enrichment/consolidation activities				2
Block Assessment (5th week after Christmas Holidays).				3

Total Time

30

S1 Block 3 – Lower Course – Weeks 6-12 of term 3 plus Weeks 1-6 of term 4

Topic	EO	Content	Suggested Res	Time
Information handling	<p>MNU 2-20a MNU 2-20b MTH 2-21a</p> <p>Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.</p> <p>I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.</p> <p>I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.</p>	<ul style="list-style-type: none"> ○ Organising/interpreting information from tables, line graphs and bar charts ○ Interpreting simple pie charts ○ Draw line, bar and simple pie charts ○ Misinterpretation of data ○ Conducting a survey 	2a Pages 173-187	6
NMM Decimals	<p>MNU 2-03b</p> <p>I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods.</p>	<ul style="list-style-type: none"> ○ Working with decimals ○ Reading decimal scales ○ + - x / decimals ○ Multiply / divide decimals by 10, 100, 1000 	2b Pages 31-37 (or 2a Pages 37-50, 62-68)	7
NNM – Integers	<p>MNU 2-04a</p> <p>I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used.</p>	<ul style="list-style-type: none"> ○ Interpret negative numbers ○ Simple up and down using a thermometer ○ Simple adding and subtracting using a thermometer 	2b Pages 81-84 not Exercise 3	3
NMM Percentages	<p>MNU 2-07a/b/c</p> <p>I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems.</p> <p>I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method.</p> <p>I have investigated how a set of equivalent fractions can be created, understanding the meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions.</p>	<ul style="list-style-type: none"> ○ Review of fractions, decimals and percentages ○ Percentages to fractions and reducing to simplest form ○ Calculating a simple percentage with and without a calculator 	2b Pages 121-126	6
SPM Symmetry	<p>MTH 2-19a / MTH 3-19a</p> <p>I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns.</p>	<ul style="list-style-type: none"> ○ Line symmetry recap. ○ Symmetry with vertical, horizontal and oblique lines on a grid 	2b Pages 14-19	3
NMM Algebra 2	<p>MTH 2-15a</p> <p>I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter.</p> <p>MTH 3-15a</p> <p>Having discussed ways to express problems or statements using mathematical language, I can construct, and use appropriate methods to solve, a range of simple equations.</p>	<ul style="list-style-type: none"> ○ Consolidation of Algebra 1 ○ Extended number machines to include two steps ○ Basic equations of the form $x+2=11$, $3x=15$ ○ Solve equations up to $3x-2=16$ including word problems 	2b Pages 108-113	5
Enrichment activities /consolidation (reviewing topics from block 1 and 2)				6
Block Assessment (5th or 6th week after Easter Holidays).				3
Total Time				39

