

S2 Block 1 – Lower Course – 9 weeks (4 weeks of summer term plus first 5 weeks of first term).

Topic	EO	Content	Suggested Resource Teejay 2b	Time (hours)
NMM Chance and Uncertainty	<a href="#">MNU 2-22a</a> <a href="#">MNU 3-22a</a> By applying my understanding of probability, I can determine how many times I expect an event to occur, and use this information to make predictions, risk assessment, informed choices and decisions.	<ul style="list-style-type: none"> <li>○ Probability/chance – simple predictions</li> <li>○ Probability calculations</li> <li>○ Simplifying probabilities</li> </ul>	Pages 160-163	3
NMM Time (1)	<a href="#">MNU 2-10a</a> 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. <a href="#">MNU 2-10b</a> 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"> <li>○ Consolidation of time from S1</li> <li>○ Longer time intervals including overnight</li> <li>○ Further timetables</li> <li>○ Minutes and seconds</li> <li>○ Stopwatches</li> </ul>	Pages 20-30	5
NMM Money 1	<a href="#">MNU 2-09a/b/c</a> Click for further information	<ul style="list-style-type: none"> <li>○ Bank or debit cards/ credit cards</li> <li>○ Budgeting</li> <li>○ Profit and Loss</li> <li>○ Discount</li> <li>○ Hire purchase</li> <li>○ Foreign exchange</li> </ul>	Pages 65-80	5
NMM Number Work	<a href="#">MNU 2-01a</a> 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"> <li>○ Place value to 1000000 and beyond</li> <li>○ Multiply and divide by 20, 300 and 4000 (extension)</li> <li>○ Round to nearest 10, 100 and 1000</li> <li>○ Problems with a calculator</li> <li>○ Order of Operations</li> </ul>	Pages 6-10	5
SSM Angle Properties	<a href="#">MNU 2-17b</a> I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context.	<ul style="list-style-type: none"> <li>○ Consolidation of S1 angle work</li> <li>○ Draw triangles using protractor, compass and ruler</li> <li>○ Calculate missing angles in a right angle and on a straight line.</li> </ul>	Pages 41-50	4
<b>Enrichment/consolidation activities</b>				2
<b>Block Assessment (5<sup>th</sup> week after Summer Holidays).</b>				3
<b>Total Time</b>				<b>27</b>

S2 Block 2 – Lower Course – 9 Weeks (Last 3 weeks of first term and first 6 weeks of second term)

Topic	EO	Content	Suggested Resource 2b	Time (hours)
SSM Scale Drawing	<a href="#">MTH 2-17c</a> 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"> <li>○ Using scales</li> <li>○ Basic scale drawing</li> <li>○ Harder scale drawings using a protractor</li> <li>○ 3 figure bearings</li> <li>○ Measuring and drawing 3 figure bearings</li> </ul>	Pages 51-64	5
SSM Coordinates	<a href="#">MTH 4-18a</a> I can plot and describe the position of a point on a 4-quadrant coordinate grid.	<ul style="list-style-type: none"> <li>○ Coordinates in all 4 quadrants</li> </ul>	Pages 142-145	2
SSM Rotational Symmetry/ Line Symmetry	<a href="#">MNU 2-19a/2-19b</a> 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.	<ul style="list-style-type: none"> <li>○ Revision of line symmetry</li> <li>○ Introduction of rotational symmetry</li> </ul>	2b P19 Other resource	3
Information Handling	<a href="#">MTH 2-21a</a> 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. <a href="#">MTH 4-20b</a> ..... I can find the mean, median, mode and range of sets of numbers,	<ul style="list-style-type: none"> <li>○ Consolidation of statistics work from S1: line graph, bar chart, reading tables etc</li> <li>○ Mean , mode , median and range</li> </ul>	2b Pages 153-156  3b Pages 128-131	5
NMM FDP - Percentages	<a href="#">MNU 2-07a</a> 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.	<ul style="list-style-type: none"> <li>○ Percentages without a calculator</li> <li>○ Percentages with a calculator</li> <li>○ Linking fractions, decimals and percentages</li> </ul>	Pages 46-53	4
SSM – Length, area volume and weight	<a href="#">MTH 2-11b</a> I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	<ul style="list-style-type: none"> <li>○ Length – measuring and conversion</li> <li>○ Area – counting squares, area of rectangle and triangle</li> <li>○ Volume – comparing and conversion</li> <li>○ Weight – comparing and conversion</li> </ul>	127-130	3
<b>Enrichment/consolidation activities</b>				<b>2</b>
<b>Block Assessment (6<sup>th</sup> week after October Holidays).</b>				<b>3</b>
<b>Total Time</b>				<b>27</b>

S2 Block 3 – Lower Course –10 Weeks (Last 3 weeks of second term and first 7 weeks of third term)

Topic	EO	Content	Suggested Resource 3a	Time (hours)
NMM Time, Speed and Distance	<a href="#">MNU 2-10c</a> Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.	<ul style="list-style-type: none"> <li>○ Basic calculations of distance</li> <li>○ Basic calculations of time</li> <li>○ Basic calculations of speed</li> <li>○ Mixed problems using SDT triangle</li> </ul>	2b Pages 87-95	5
NMM FDP - Fractions	<a href="#">MTH 3-07c</a> 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.	<ul style="list-style-type: none"> <li>○ Simplifying and equivalence</li> <li>○ Mixed to top heavy</li> <li>○ Add and subtract mixed fractions with same denominators</li> </ul>	Pages 78-83	4
NMM Ratio	<a href="#">MNU 3-08a</a> I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts.	<ul style="list-style-type: none"> <li>○ Understanding ratio</li> <li>○ Simplifying ratio</li> <li>○ Solving problems using ratio</li> </ul>	Pages 96-103	4
NMM Algebra 1	<a href="#">MTH 3-14a</a> I can collect like algebraic terms, simplify expressions and evaluate using substitution. <a href="#">MTH 2-15a</a> 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"> <li>○ Simply expressions like <math>3x + 4y - 4x - y</math> P54 Q1 only</li> <li>○ Expand brackets P56 Q1 and 2 only</li> <li>○ Solving equations up to <math>4x - 5 = 15</math> P58 only</li> <li>○ Evaluating expressions P 60 only</li> </ul>	Pages 54 - 60	4
SSM 3 Dimensions	<a href="#">MTH 2-16b</a> Through practical activities, I can show my understanding of the relationship between 3D objects and their nets.	<ul style="list-style-type: none"> <li>○ Nets of cubes and cuboids</li> <li>○ Nets of triangular prisms and other shapes</li> <li>○ Skeletons of solids – practical work</li> </ul>	Pages 146 - 155	4
Maths Past, Present and Future	<a href="#">MTH 2-12a</a> I have worked with others to explore, and present our findings on, how mathematics impacts on the world and the important part it has played in advances and inventions.	<ul style="list-style-type: none"> <li>○ Investigation into historical mathematical figure/number/event etc</li> </ul>	internet	3
<b>Enrichment/consolidation activities</b>				<b>3</b>
<b>Block Assessment (7<sup>th</sup> week after Christmas Holidays).</b>				<b>3</b>
<b>Total Time</b>				<b>30</b>

S2 Block 4 – Lower Course – Weeks 8-12 of term 3 plus Weeks 1-6 of term 4

Topic	EO	Content	Suggested Resource Teejay 3a	Time (hours)
SSM The Circle - Circumference	<a href="#">MNU 3-11a MTH 3-11b</a> I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area or volume when required. Having investigated different routes to a solution, I can find the area of compound 2D shapes and the volume of compound 3D objects, applying my knowledge to solve practical problems.	<ul style="list-style-type: none"> <li>○ The circumference of a circle - practical</li> <li>○ The circumference of a circle from a formula</li> <li>○ Problems involving circumference</li> </ul>	Pages 88-92, 95	4
SSM The Circle – Area		<ul style="list-style-type: none"> <li>○ Area of a circle practical</li> <li>○ Area of a circle from formula</li> <li>○ Problems involving area</li> </ul>	Pages 125-132	4
SSM Volume		<ul style="list-style-type: none"> <li>○ Volume of cubes and cuboids</li> <li>○ Composite volume (2+ cuboids)</li> <li>○ Liquid volume including conversion</li> </ul>	Pages 104-106, 110-112	3
NMM Money	<a href="#">MNU 3-09b MTH 4-09b</a> I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses. I can source information on earnings and deductions and use it when making calculations to determine net income.	<ul style="list-style-type: none"> <li>○ Wages and salaries – Hourly rates, Annual/Monthly/Weekly Pay</li> <li>○ Bonuses and Commission</li> <li>○ Overtime</li> <li>○ Gross pay, deductions and net pay.</li> </ul>	Pages 113-124	7
SSM Angles	<a href="#">MTH 3-17a</a> I can name angles and find their sizes using my knowledge of the properties of a range of 2D shapes and the angle properties associated with intersecting and parallel lines.	<ul style="list-style-type: none"> <li>○ Complementary and Supplementary</li> <li>○ Angle around a point</li> <li>○ Vertically opposite angles</li> <li>○ Angles in a triangle</li> <li>○ Mixed exercise</li> </ul>	Pages 23-31 Routine questions only	6
<b>Enrichment/consolidation activities</b>				2
<b>Block Assessment (4<sup>th</sup> week after Easter Holidays).</b>				3
<b>Total Time</b>				<b>33</b>
SSM Perimeters and Area	<a href="#">MNU 3-11a MTH 3-11b</a> I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area or volume when required.	<ul style="list-style-type: none"> <li>○ Revise areas of squares, rectangles and triangles</li> <li>○ Area of a rhombus and a kite</li> <li>○ Area of a parallelogram</li> <li>○ Area of a trapezium</li> <li>○ Composite areas</li> </ul>		4