



HALF TERM 1 SEPT - OCT	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
TOPIC (S)	Calculating with percentages	Calculating with percentages Measures	Measures	Statistical measures	Statistical measures	Indices	Review and Revision
Knowledge & Skills development	<p><b>Calculating with percentages</b></p> <ul style="list-style-type: none"> <li>• solve problems involving percentage change, including:               <ul style="list-style-type: none"> <li>• percentage increase/decrease problems</li> <li>• original value problems</li> <li>• simple interest, including in financial mathematics</li> <li>• problems set in context</li> <li>• using a multiplier</li> </ul> </li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• apply and interpret limits of accuracy</li> <li>• use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money etc.)</li> <li>• use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate</li> <li>• change freely between related standard units (eg time, length, area, volume/capacity, mass) and compound units (eg speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts</li> <li>• use compound units such as speed, rates of pay, unit pricing, density and pressure</li> </ul> <p><b>Statistical Measures</b></p> <ul style="list-style-type: none"> <li>• interpret, analyse and compare the distributions of data sets from univariate empirical distributions through:               <ul style="list-style-type: none"> <li>• appropriate measures of central tendency (median, mean, mode and modal class)</li> <li>• spread (range, including consideration of outliers)</li> </ul> </li> <li>• apply statistics to describe a population</li> <li>• infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling</li> </ul> <p><b>Indices</b></p> <ul style="list-style-type: none"> <li>• use positive integer powers and associated real roots:               <ul style="list-style-type: none"> <li>• square</li> <li>• cube</li> <li>• higher</li> </ul> </li> <li>• recognise powers of 2, 3, 4 and 5</li> <li>• calculate with roots, and with integer indices</li> </ul>						

<b>Assessment / Feedback Opportunities</b>	Topic assessments	Self-assessment sheets	Homework (written and online)	Formative teacher assessment - verbal	Retrieval practice	
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Percentages with populations</li> <li>Data handling</li> </ul>					
<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	Willingness to participate in, and respond to mathematical opportunities. Use of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.					
<b>Reading opportunities</b>						
<b>Key Vocabulary</b>	Percentage Increase Decrease Multiplier Change Interest Compound Limits Bounds Pressure Force Area Density Speed Mass Volume Distance Time Rate Data Bivariate Univariate Mode Mean Median Range Population Sample Integer Power Root Index Indices					
<b>Digital Literacy</b>	Excel spreadsheet Desmos					
<b>Careers</b>	Finance, Engineering, Business, Medical.					