Term: Year 10 Autumn Term — Block Tapic: Sequences	KEVICC Key Stage 4 Curriculum Subject: Mathematics			Key Vocabulary and notation.		
Term	Autumn Half-Term					
Position New York	Term: Year 10 Autumn Term – Block Five Topic: Sequences				Geometric	
Specification content Specification notes				Term	Fibonacci	
A23 Generate terms of a sequence from either a term-to- including from patterns and diagrams	What do students need to remember and understand?			Position	n th term	
A23 Generate terms of a sequence from either a term-to- term or a position-to-term rule Students should be able to: generate sequence where the nit herm of a linear sequence for any given value of n generates sequence where the nit herm of signars and complete a table of results that describes the patients whom by the diagrams describes how a sequence continues. A24 Recognise and use: sequences of triangular, square and cube numbers simple critimatelic progression infloarment progression guardifact sequences and similes expenditured. Ascending Ascending According Ascending According Ascending According Acc				Rule	Common ratio	
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Item or a position-to-term rule diagrams Table Cube	A23	Generate terms of a sequence from either a term-to-	including from patterns and	term	Triangular	
Students should be able to:	7120			Table	Cube	
Students should be able to:				Graph	Oscillate	
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Using the correct subject specific terminology for numbers and

Self-evaluation, reviewing, reflecting and analysis of own work – class books, personalised learning checklists and analysis.

Creating notes that can be used later for revision purposes -

Responding to questions that ask for an explanation or a

symbols - examination papers, class books.

reason – examination papers, class books.

class books, revision cards, mind maps etc.

complex academic text?

problems' – teacher input.

tasks – teacher input.

Reading and understanding mathematical questions and

Decoding complex examination questions - explain what

they are asking the student to do' – teacher input. Following instructions to solve problems - break down the

Recognising terminology, numbers, and symbols.

Key assessments:

How will do students review the information learned?

How will feedback be seen?

Marked end of block, term assessments and mock examinations.

Personalised learning checklists for all assessments identifying strengths and areas of development.

Written teacher feedback and marking in compliance with faculty and College Marking Policies. Student responses to marking. Students self-mark using purple pen. Verbal feedback given every lesson from teacher and peers as appropriate. Teacher and student self-assessment of presentation of class books will be completed to ensure written work is of high standard and students are achieving their