KEVICC Key Stage 4 Curriculum Subject: Mathematics				Key Vocabulary and notation.		
Autumn Half-Term				Fraction	Tonth	
Term: Year 9 Autumn Term – Block Six Topic: Fractions				Decimal	Poduco	
What is the essential knowledge from this unit?				Numberline	Reduce	
What do students need to remember and understand?					Declease	
				Fercentage	Hundrodths	
	specification content		specification notes	Denominator	Tonths	
N1	Order positive and negative	fractions		Numerator	Hundrod	
					Fifth	
 know and use the word integer and the equality and inequality symbols 				Subtract	Quarter	
•	recognise integers as positive or negative whole numbers, including zero				Thousandths	
•	improper fractions.			Divide	Fighths	
				Part	Eighnis	
N2	Apply the four operations, includir methods to simple fractions (pror	ng formal written		Whole	Three-	
	mixed numbers - both positive and	d negative		Faual	quarters	
Students should be able to:				Eraction key	Order	
 add, subtract, multiply and divide integers using both mental and written methods add, subtract, multiply and divide decimals using both mental and written methods 				Estimate	Negative	
				Rounding	Improper	
•	 add, subfract, multiply and aivide positive and negative numbers interpret a remainder from a division problem 			Conversion	Mixed	
•	recall all positive number complements to 100				number	
•	facts			Simplify	Hombol	
•	perform money and other calculations, writing answers using the correct notation					
	 apply the four foles to fractions with and without a calculator multiply and divide a fraction by an integer, by a unit fraction and by a general fraction 				Mathematical questioning	
•	divide an integer by a fraction.			the structure of the maths and		
N8	Calculate exactly with fractions	and multiples of π		deepen the stud	lent's Moon students	
				talk about mathematical concepts, they should develop the vital mathematical language that helps them		
Students should be able to:						
write a fraction in its simplest form						
 simplify a fraction by cancelling all common factors, using a calculator where appropriate, for example, simplifying fractions that represent probabilities. 				explain their idea	as fully.	
 convert between mixed numbers and improper fractions 				Students are exp	pected and	
compare fractions compare fractions in statistics and accompany questions				encouraged to a	use terminology	
 add and subtract fractions by writing them with a common denominator 				feedback and ir	n written	
 convert mixed numbers to improper fractions and add and subtract mixed numbers and use values given in terms of a red use values given in terms of a in calculations 				content.		
• give answers in terms of it and use values given in terms of it in calculations.						
What	orior learning supports understanding	of this content?	How does this content link to future	e learning?		
Work with number lines. Order positive and negative			Order positive and negative	decimals.		
• C	Order decimal numbers. Apply the tour operations, in decimals – both positive and decimals – b			cluding formal writi negative	ten methods, to	
Find simple fractions of an amount. Understand and			Understand and use place vo	alue (e.g. when co	Iculating with	
Cancel tractions to their simplest terms. decimals). Use rounding to find mental estimates for arithmetic Work interc			 decimals). Work interchangeably with terms 	erminatina decimo	Ils and their	
C	alculations.		corresponding fractions (such	n as 3.5 and 72 or ().375 and 38)	
Including ordering. Including ordering. Writing: Independent writing tasks				and how they are	structured	
complex academic text?				cific terminology f	or numbers and	
• R	 Reading and understanding mathematical questions and problems' – teacher input. Responding to questions that 			rs, class books. ask for an explan	ation or a	
• D	Decoding complex examination questions - explain what reason - examination papers			, class books.		
 they are asking the student to do' – teacher input. Self-evaluation, reviewing, refl Class books, personalised less 				flecting and analy amina checklists o	sis of own work	
tasks – teacher input.				sed later for revisio	on purposes -	
Kecognising terminology, numbers, and symbols. Class books, revision cards, mind maps etc. Key assessments:						
How will do students review the information learned?						
End o	block assessments. And of block assessments provide a c	uick progress check at th	ne end of each block of learning to	make sure studen:	ts have	
understood the content being covered. These are available for both foundation and higher tiers.						
End of term/year assessments and mock examinations. End of term assessments assessing the students' progress towards targets and provide diagnostic information to modify future teaching.						
End of year 9 and 10 examinations assessing the students' progress towards targets and provide diagnostic information to modify future						
teaching.						

Two mock examinations seasons take place during year 11 using previous years AQA 8300 examination papers. Students to experience the full suite of papers at both Foundation and higher tiers using Non-calculator and Calculator requirements. All examinations will explore the three examination papers at both foundation and higher tiers using non-calculator and higher tiers using non-calculator and calculator an

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 potential.