KEVICC Key Stage 4 Curriculum Subject: Mathematics					Key Vocabulary and notation.				
Spring Half-Term									
Term: Year 9 Spring Term – Block Two Topic: Basic Percentages						Fraction	Multiplier		
What is the essential knowledge from this unit?						Decimal	Increase		
	What do students need to remember and understand?						Growth		
						Equivalent	Express		
		Specification content		Specification notes		Denominator	Factor		
	DO					Numerator	Multiple		
	K 7	Define percentage as 'number of parts per hundred' Interpret percentages and percentage changes as a fraction or decimal and interpret these multiplicatively Express one quantity as a percentage of another Compare two quantities using percentages				Fraction key	Round		
						Ectimato	Intogor Profit		
						Estimole			
						Rounding	Loss		
		Work with percentages greater than 100%				Conversion I	Interest		
						Hundredth	Change		
	Studer	Jdents should be able to:				Tenth	Original		
	• C(example with probabilities					Invest		
	• US	use percentages in real-life situations interpret percentage as the operator 'so many hundredths of' work out the percentage of a shape that is shaded shade a given percentage of a shape				Decrease	Reverse		
	• in					Decledie	NO VOISO		
	• w • sh								
	• C(calculate a percentage increase or decrease solve percentage increase and decrease problems, for example, use 1.12 × Q to calculate a 12% increase in the value of Q and 0.88 × Q to calculate a 12% decrease in the value of Q work out one quantity as a percentage of another quantity 					Mathematical questioning should be designed to unpick the structure of the maths and		
	• SC								
	• W								
	• US	use percentages, decimals or fractions to calculate proportions				understanding. When students			
	 calculate reverse percentages solve simple interest problems. 				talk about mathematical concepts, they should develop				
	N12	Interpret fractions and percente	including interpreting pe	ncluding interpreting percentage problems using a multiplier		natical Jelps them			
			problems using a multipli			explain their ideas fully.			
	Students should be able to:				Students are exp	use terminology			
	• C0	 calculate a fraction of a quantity calculate a percentage of a quantity use fractions, decimals, or percentages to find quantities use fractions, decimals, or percentages to calculate proportions of shapes that are shaded use fractions, decimals, or percentages to calculate lengths, areas or volumes understand and use unit fractions as multiplicative inverses multiply and divide a fraction by an integer, by a unit fraction and by a general fraction interpret a fraction, decimal or percentage as a multiplier when solving problems 					during all discussions, verbal feedback and in written		
	• US								
	• US								
	• Us								
	• m								
	• in								
	What pri	or learning supports understandi	ng of this content?	How does this conton	t link to future	e learning?			
	• Rou	and numbers to one/two significa	int figures.	 Know, use, and u 	understand th	ne term standard f	from		
	Convert between other fractions, decimals, and Write an ordinary number in standard form								
Percentages. Write a number written in standard form as an ordin Order and calculate with number written in standard						ordinary number			
	Order positive and negative decimals. Order positive and negative fractions. Solve simple equations where					the numbers are	written in		
Apply the four operations, including formal written methods, stance					standard form				
	to c	to decimals – both positive and negative and simple fractions • Interpret calculator display					for standard form calculations		
	and	 (proper and improper) and mixed numbers - both positive and negative. Understand and use place value (e.g. when calculating with 				ms with and without a calculator.			
	• Unc								
decimals). Reading: Where in the unit are students supported to read Writing: Independent writing tasks and how they are structure									
complex academic text?							or numbers and		
	 Rec 	ading and understanding mather	symbols – examin	 symbols – examination papers Responding to questions that reason – examination papers, Self-evaluation reviewing ref 		rs, class books. c), class books. c), class books. flecting and analysis of own work			
	pro	blems' – teacher input.	Responding to q						
	 December 	coding complex examination que	reason – examine						
	 Foll 	owing instructions to solve proble		- class books, personalised learning checklists and analysis.					
	tas	ks – teacher input.		Creating notes the second	hat can be u	sed later for revisio	on purposes -		
	· Par	coanising terminology numbers (and symbols	class books revis	sion cards m	ind mans etc			

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