<u>Curriculum Map – Alternative curriculum – Entry Level Maths - Year 9</u>

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Y9	Topic Title: Place Value (to 1000)	Topic Title: Effective methods and the four operations.	Topic Title: Shape, angles and direction	Topic Title: Statistics, data and graphs	Topic Title: Place Value (to 100,000) and money	Topic Title: Effective methods and the four operations
	Big questions: How can I distinguish between digits, values and numbers? How can numbers be partitioned into values? Can I round to a degree of accuracy? How can place value help me to compare and order values? Can I recognise patterns in number? (Number bonds / halving / doubling)	Big questions: How can I use place value to solve addition problems? How can I use pace value to solve subtraction problems? What models can I use to help solve missing number problems? What effective methods can I apply to solve multiplication problems? How can I apply patterns in halving to find effective methods to divide? What effective methods can I apply to solve division problems?	Big questions: What are the names of common 2-D and 3-D shapes? What language can be applied to describe position? How do you identify an angle as a measurement of turn? What are the four points of the compass used to show direction?	Big questions: What is an effective method to collect and present raw data? How can I extract data from tables and lists, and present it in an effective way? What is the most effective way to present different sets of data? How are graphs constructed?	Big questions: How can I round to a given degree of accuracy? What is the value of different coins, and how can these be combined to make a given sum of money? How can I calculate change?	Big questions: How can I recognise common properties of numbers, including odd, even, multiples and factors? What is the benefits of using formal methods for addition, subtraction, multiplication and division? How can the inclusion of a symbol be used to represent an unknown?

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Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Rollover:					
CFU / diagnostic	CFU / diagnostic	CFU – Diagnostic	CFU – Diagnostic	CFU / diagnostic	CFU / diagnostic
assessment – pre unit	assessment – Pre unit	assessment – Shape	assessment – Data and	assessment – pre unit	assessment – Pre
place value (level	place value (level 4)	and space (Year 3 / 4)	stats (Year 3 / 4)	place value (level	place value (level !
3/level 4)				4/level 5)	,
,	CFU / diagnostic	CFU – Testbase	CFU – Testbase	,	CFU / diagnostic
	assessment – post unit	Arithmetic test 5 – 8	Arithmetic test 9 – 10	CFU / diagnostic	assessment – post
	place value (level 4)	(Level 3 / 4)	(Level 3 / 4)	assessment – post unit	place value (level)
Aut 1:				place value (level	, ,
CFU / diagnostic	CFU – Testbase	HW / CFU	HW / CFU	4/level 5)	CFU – Testbase
assessment – post unit	Arithmetic test 1 – 4	Shape 1 −	Pictograms 1		Arithmetic test 5 –
place value (level	(Level 3 / 4)	properties of	Pictograms 2	CFU – Testbase	(Level 4 / 5)
3/level 4)		2d/3d shapes	Bar graphs 1	Arithmetic test 1 – 4	
	HW / CFU		Bar graphs 2	(Level 4 / 5)	HW / CFU
HW / CFU	Formal addition	<u>measuring</u>			☐ Formal ad
Rounding	Subtraction	<u>angles</u>		HW / CFU	☐ Subtraction
Adding	Multiples			Rounding	☐ Multiples/
<u>mentally</u>		drawing angles		Adding	☐ Missing nu
Ordering values				<u>mentally</u>	problems
Money				Ordering	
Spotting				<mark>values</mark>	
<u>patterns</u>				Money	