

Key Stage 3 Maths - The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children's numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 7	Areas	Term 1	Term 2	Term 3
		<ul style="list-style-type: none"> Place Value Properties of Number Arithmetic Procedures with integers & Decimals 	<ul style="list-style-type: none"> Expressions & Equations Perimeter & Area Arithmetic Procedures involving Fractions 	<ul style="list-style-type: none"> Multiplicative Relationships: Fractions & Ratio Transformations Pythagoras
	Literacy link	Vocabulary introduced with definitions, examples and non-examples. Recalled during assessments. Focus on reading mathematically with worded/reasoning questions	Vocabulary introduced with definitions, examples and non-examples. Recalled during assessments Focus on reading mathematically with worded/reasoning questions	Vocabulary introduced with definitions, examples and non-examples. Recalled during assessments Focus on reading mathematically with worded/reasoning questions
	Assessment	Summative – PUMA assessment End of unit – Declarative, Procedural and transferable knowledge assessed at the end of each unit	Summative – PUMA assessment End of unit – Declarative, Procedural and transferable knowledge assessed at the end of each unit	Summative – PUMA assessment End of unit – Declarative, Procedural and transferable knowledge assessed at the end of each unit
	Cross curricular links	DT, Science, P.E.	Art, D.T.	History, D.T.

Year 8	Areas	Term 1	Term 2	Term 3
		<ul style="list-style-type: none"> • Rounding & Estimation • Sequences • Graphical Representations of Linear Relationships • Solving Equations 	<ul style="list-style-type: none"> • Multiplicative Relationships: Percentages & Proportionality • Statistics 	<ul style="list-style-type: none"> • Perimeter, Area & Volume • Geometric Properties • Constructions
Literacy link		Vocabulary introduced with definitions, examples and non-examples. Recalled during assessments Focus on reading mathematically with worded/reasoning questions	Vocabulary introduced with definitions, examples and non-examples. Recalled during assessments Focus on reading mathematically with worded/reasoning questions	Vocabulary introduced with definitions, examples and non-examples. Recalled during assessments Focus on reading mathematically with worded/reasoning questions
Assessment		Summative – PUMA assessment End of unit – Declarative, Procedural and transferable knowledge assessed at the end of each unit	Summative – PUMA assessment End of unit – Declarative, Procedural and transferable knowledge assessed at the end of each unit	Summative – PUMA assessment End of unit – Declarative, Procedural and transferable knowledge assessed at the end of each unit
Cross curricular links		Science	Science, Geography	Art, D.T.