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| **Curriculum Map 2023/24** |
| **Pathway** | **Subject** | **Teacher** | The Bridge Short Stay School: Welcome to The Bridge Short Stay School**For each student who enters P1 – they follow a laddered sequence of topics with the same starting point regardless of the term they start.** |
| **P1** | **Maths** | **Neil Laird** |
|  **HT 1** |  **HT 2** |  **HT3** | **Spring HT4** | **Summer HT5** | **Summer HT6** |
| **Topic/s****Place Value** | **Topic/s****Addition and subtraction** | **Topic/s****Multiplication and Division facts** | **Topic/s****Multiplication and Division Methods** | **Topic/s****Statisitics** | **Topic/s****Fractions, Decimals and Percentages** |
| **Composite Knowledge Sequence** | **Composite Knowledge Sequence** | **Composite Knowledge Sequence** | **Composite Knowledge Sequence** | **Composite Knowledge Sequence** | **Composite Knowledge Sequence** |
| 1.Numbers to 10,0002.Numbers to 100,0003.Numbers to a million4.Numbers to 10 million5.Compare and order numbers 100,0006.Compare and order numbers to 1 million7.Compare and order any number8.Rounding to 10,100 and 10009.Round numbers within 100,00010.Round numbers to 1 million11.Round any number12.Negative numbers and their place value | 1.Add two 4-digit numbers – one exchange2.Add two 4-digit numbers – more than one exchange3.Add whole numbers with more than 4 digits (column method)4.Subtract two 4-digit numbers – one exchange5.Subtract two 4-digit numbers more than one exchange6.Subtract whole numbers with more than 4 digits (column method)7.Round to estimate and approximate8.Inverse operations (addition and subtraction)9.Multi- step addition and subtraction problems | 1.Multiples2.Common Multiples3.Factors4.Common Factors5.Prime numbers6.Square numbers7.Multiply by 10,100, 10008.Divide by 10,100, 10009.9.Multiples of 10,100,1000 | 1.Multiply 2 digit by 1 digit2.Multiply 3 digit by 1 digit3.Multiply 4 digit by 1 digit4.Multiply 2 digit by 2 digit (Area model)5.Multiply 2 digit by 2 digit6.Multiply 3 digit by 2 digit7.Multiply 4 digit by 2 digit8.Divide 2 digit by 1 digit9.Divide 3 digit by 1 digit10.Divide 4 digit by 1 digit11.Divide with remainders | 1.Draw Line Graphs (5)2.Read and interpret line graphs (5)3.Read and interpret line graphs (6)4.Read and interpret tables (5)5.2 Way Tables (5)6.Read and interpret tables (5)7.Read and interpret Dual Bar Charts (6)8.Read and interpret Pie charts (6)9.Pie charts with percentages (6)10.Draw pie charts (6)of the same number11.Calculating the mean (6) | 1.What is a fraction?2.Equivalent fractions3.Convert improper fractions to mixed numbers4.Convert mixed numbers to improper fractions5.Compare and order fractions less than 16.Compare and order fractions greater than one7.Add and subtract fractions with the same denominator8.Add fractions greater than 1 whole9.Add mixed numbers10.Subtract mixed numbers11.Multiply fraction by integers12.Multiply fractions by mixed number13.Calculate fraction of an amount 14.Use fractions as operators15.Equivalent fractions and decimals16.Thousandths as decimals17.Thousandths as fractions18.Compare and order decimals19.Round to nearest whole20.Round to 1 decimal place21.Percentages as fractions22.Percentages as decimals23.Equivalent fractions, decimals and percentages |
| **Component Knowledge** | **Component Knowledge**  | **Component Knowledge**  | **Component Knowledge**  | **Component Knowledge**  | **Component Knowledge**  |
| Read and write numbers to at least 10000000 and determines the value of each digitOrder and compare numbers to at least 10000000Round any whole number to a required degree of accuracyUses negative numbers in context, and calculates intervals across zero Solves number problems and practical problems that involve all of the above |

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| Adds and subtracts whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)  |
| Adds and subtracts numbers mentally with increasingly large numbers  |
| Uses rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy |
| Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why |

 | Identifies multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Identifies common factors, common multiples and prime numbers Multiply and Divide any number by 10,100 and 1000 Multiply multi-digit numbers mentally drawing on known facts |

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| Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication  |
| Divide multi-digit numbers up to 4 digits by a single-digit whole number using the informal and formal written methods  |
| Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign |
| Performs mental calculations, including with mixed operations and large numbers |
| Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy |

 | Solve comparison, sum and difference problems using information presented in a line graph.Completes, reads and interprets information in tables, including timetables.Interpret pie charts and line graphs and use these to solve problems.Calculate and interprets the mean as an average. | Recognises mixed numbers and improper fractions and converts from one form to the other and writes mathematical statements > 1 as a mixed numerAdds and subtracts fractions with the same denominator and denominators that are multiples of the same numberCompares and orders fractions, including fractions > 1Reads and writes decimal numbers as fractions [e.g., 0.71 = 100 71Recognises and uses thousandths and relate them to tenths, hundredths and decimal equivalentsRounds decimals with two decimal places to the nearest whole number and to one decimal placeReads, writes, orders and compares numbers with up to three decimal placesIdentifies the value of each digit in numbers given to three decimal places and multiplies and divides numbers by 10, 100 and 1000 giving answers up to three decimal placesMultiplies one-digit numbers with up to two decimal places by whole numbersRecognises the per cent symbol (%) and understands that per cent relates to ‘number of parts per hundred’, and writes percentages as a fraction with denominator 100, and as a decimalRecalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts. |
| **Key Skills** | **Key Skills** | **Key Skills** | **Key Skills** | **Key Skills** | **Key Skills** |
| **Ordering numbers****Reading numbers****Understanding number value** | **Adding****Subtracting****Money****Change****Measures** | **Multiply****Divide****Money****Change****Measures** | **MultiplyDivide****Money****Change****Measures** | **Data handling****Statistics****Calculating avergaes** | **Recognising fractions****Understanding equivalence, Real life problem solving with F,D,P** |
| **Key Vocab** | **Key Vocab** | **Key Vocab** | **Key Vocab** | **Key Vocab** | **Key Vocab** |
| **Unit, ten, hundred, thousand, million****Column, rounding, nearest, ascending, descending, order, greater than, less than, more than, negative, positive** | **Number line, add, plus, more, subtract, takeaway, minus, difference, column** | **Multiple, factor, multiply, times, divide, lots of, groups of, common, prime, ten, hundred, thousand** | **Multiple, factor, multiply, times, divide, lots of, groups of, common, prime, ten, hundred, thousand** | **Mean, average, pie chart, line graph, bar chart, mode , frequency, data, patterns** | **Fraction, parts od, numerator, denominator, equivalent, percentage, decimal, tenths, hundredths , thousandths** |
| **Assessment** **Each small step is assessed formatively in preparation for next lesson.****Pre-unit summative assessment****Post unit summative assessment** | **Assessment** **Each small step is assessed formatively in preparation for next lesson.****Pre-unit summative assessment****Post unit summative assessment** | **Assessment** **Each small step is assessed formatively in preparation for next lesson.****Pre-unit summative assessment****Post unit summative assessment** | **Assessment** **Each small step is assessed formatively in preparation for next lesson.****Pre-unit summative assessment****Post unit summative assessment** | **Assessment** **Each small step is assessed formatively in preparation for next lesson.****Pre-unit summative assessment****Post unit summative assessment** | **Assessment** **Each small step is assessed formatively in preparation for next lesson.****Pre-unit summative assessment****Post unit summative assessment** |
| **Cross Curricula Link** | **Cross Curriculua Link** | **Cross Curriculua Link** | **Cross Curriculua Link** | **Cross Curriculua Link** | **Cross Curriculua Link** |
| All topic/humanities lessons taught by same staff so every opportunity to link maths work and learning into those lessons is incorporated wherever possible. This is done on an individual basis wherever possible as the staff know where each student is on their sequence of learning. Also extra practical games and activities such as cards, board games, darts and so on are used at regular intervals through the day, week, term.  | As previous term. | As previous term. | As previous term | As previous term |
| **Careers Link** | **Careers Link** | **Careers Link** | **Careers Link** | **Careers Link** | **Careers Link** |
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