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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 10,000  2.Numbers to 100,000  3.Numbers to a million  4.Numbers to 10 million  5.Compare and order numbers 100,000  6.Compare and order numbers to 1 million  7.Compare and order any number  8.Rounding to 10,100 and 1000  9.Round numbers within 100,000  10.Round numbers to 1 million  11.Round any number  12.Negative numbers and their place value | 1.Add two 4-digit numbers – one exchange  2.Add two 4-digit numbers – more than one exchange  3.Add whole numbers with more than 4 digits (column method)  4.Subtract two 4-digit numbers – one exchange  5.Subtract two 4-digit numbers more than one exchange  6.Subtract whole numbers with more than 4 digits (column method)  7.Round to estimate and approximate  8.Inverse operations (addition and subtraction)  9.Multi- step addition and subtraction problems | 1.Multiples  2.Common Multiples  3.Factors  4.Common Factors  5.Prime numbers  6.Square numbers  7.Multiply by 10,100, 1000  8.Divide by 10,100, 10009.  9.Multiples of 10,100,1000 | 1.Multiply 2 digit by 1 digit  2.Multiply 3 digit by 1 digit  3.Multiply 4 digit by 1 digit  4.Multiply 2 digit by 2 digit (Area model)  5.Multiply 2 digit by 2 digit  6.Multiply 3 digit by 2 digit  7.Multiply 4 digit by 2 digit  8.Divide 2 digit by 1 digit  9.Divide 3 digit by 1 digit  10.Divide 4 digit by 1 digit  11.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 number  11.Calculating the mean (6) | 1.What is a fraction?  2.Equivalent fractions  3.Convert improper fractions to mixed numbers  4.Convert mixed numbers to improper fractions  5.Compare and order fractions less than 1  6.Compare and order fractions greater than one  7.Add and subtract fractions with the same denominator  8.Add fractions greater than 1 whole  9.Add mixed numbers  10.Subtract mixed numbers  11.Multiply fraction by integers  12.Multiply fractions by mixed number  13.Calculate fraction of an amount  14.Use fractions as operators  15.Equivalent fractions and decimals  16.Thousandths as decimals  17.Thousandths as fractions  18.Compare and order decimals  19.Round to nearest whole  20.Round to 1 decimal place  21.Percentages as fractions  22.Percentages as decimals  23.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 digit  Order and compare numbers to at least 10000000  Round any whole number to a required degree of accuracy  Uses negative numbers in context, and calculates intervals across zero  Solves number problems and practical problems that involve all of the above | |  | | --- | | 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 | |  | | --- | | 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 numer  Adds and subtracts fractions with the same denominator and denominators that are multiples of the same number  Compares and orders fractions, including fractions > 1  Reads and writes decimal numbers as fractions [e.g., 0.71 = 100 71  Recognises and uses thousandths and relate them to tenths, hundredths and decimal equivalents  Rounds decimals with two decimal places to the nearest whole number and to one decimal place  Reads, writes, orders and compares numbers with up to three decimal places  Identifies 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 places  Multiplies one-digit numbers with up to two decimal places by whole numbers  Recognises 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 decimal  Recalls 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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