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| **Ch** | **Topic** | **Course Tasks** | **Key Skills** | **Experiences & Outcomes** |
| **7** | **Money**  **Pages 65-80** |  | Introduce foreign currency, exchanging £’s for  euros, dollars, etc and vice versa.  (Basic examples only).  Given a buying price and a selling price, state whether  a profit or a loss has been made and how much.  Also include - given a buying price and the profit/  loss required, calculate the selling price. | *I can manage money, compare costs from different retailers, and determine what I can afford to buy.*  ***MNU 2-09a***  *I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.*  ***MNU 2-09b***  *I can use the terms profit and loss in buying and selling activities and can make simple calculations for this*.  ***MNU 2-09c*** |
| **8** | **Negative Numbers**  **Pages 81-86** |  | Introduce negative numbers using temperature,  time & bank balance - no calculator allowed.  Add/Subtract neg numbers .  (**No** “double negatives” at this point). | *I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used.*  ***MNU 2-04a*** |
| **9** | **Time 2**    **Pages 87-96** |  |  | *Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.*  ***MNU 2-10c*** |
| **10** | **2-Dimensions**  **Pages 96-107** |  | Name 2D shapes including the quadrilaterals (kite, rhombus, parallelogram and trapezium) and recognise their special properties.  Sketch (neatly) simple 2D shapes - triangles, quadrilaterals and circles. | Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment.  **MTH 2-16a** |
| **11** | **Algebra**  **Pages 108-118** |  | Consolidate use of number machines forward and reverse, including 2 or more operations.  Solve equations where the unknown value is shown as a symbol or a letter.  • \* + 10 = 19, • 2x - 1 = 11.  Solve simple inequalities  3a + 2 < 14  Solve word problems by constructing a simple  equation or inequality first. | I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter.  **MTH 2-15a** |
| **12** | **Fractions, Decimal & Percentages**  **Pages 119-126** |  | Find simple fractions of quantities :- e.g 3/5of20g.  Link fractions, decimals and %’s, changing from one to either of the other two.  Solve money and other word problems involving above, sometimes with the use of a calculator.  Simplify basic fractions and percentages like  • 8/10, • 45%.  Use this to calculate fractions and % age of whole number quantities, either mentally, by setting down working or by calculator.  Order a set of fractions like :-  • 1/3, 1/2, 2/3, 3/4, 7/10, 3/8 | *I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems.*  ***MNU 2-07a***    *I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method.*  ***MNU 2-07b***  I have investigated how a set of equivalent fractions can be created, understanding the meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions.  **MTH 2-07c** |