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| **Ch** | **Topic** | **Course Tasks** | **Key Skills** | **Experiences & Outcomes** |
| **1** | **Rounding**  **P7-12** |  | Round to 1, 2 or 3 decimal places.  Round to any number of significant figures.  Know how many significant figures a number has.  Estimate answers by rounding to 1 sig. fig. e.g.  59360 ÷ 216 is approximately 60000 ÷ 200 = about 300  Checking answers using this approximation technique. | **MNU 3-01a**  I can round a number using an appropriate degree of accuracy, having taken into account the context of the problem |
| **2** | **Whole numbers**  **P13-22** | Cfe book:   * Football * Money Matters 1 * Darts * Bridges * Stickers * Shuffleboard   Tarsia- order of operations | Solve problems involving addn, subn, multn or divn of any whole numbers and any decimals using various methods - mental, non-calculator and calculator.  Explain what method is being used. | **MNU 3-03a**  I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions. |
| Contextualised problems involving multiplying and dividing by multiples of 10, 100, 1000 without calculator.  Use brackets to make an expression correct  e.g Insert brackets to make 3 + 2 x 5 = 25 correct | **MNU 3-03b**  I can continue to recall number facts quickly and use them accurately when making calculations |
| \*\*\* Bomdas has been introduced to Level 3 | **MTH 4-03b**  I have investigated how introducing brackets to an expression can change the emphasis and can demonstrate my understanding by using the correct order of operations when carrying out calculations. |
| **3** | **Angles**  **P23-31** | * Geometric Definitions Mix N Match   group work (Break out room )   * Angle Calculation Cards group work ( in filing cabinet ) * [Online practice](http://www.mathsrevision.com/index_files/Maths/Presentations/S1_Presentations/S1_Angles.xls) | Know that :- the sum of the 3 angles in a triangle =180°; angles round a point add to 360°; angles making up a straight angle add to 180°.  Supplementary and complementary angles.  Vertically opposite (X shape),  corresponding (F shape) and alternate (Z shape) angles, involving parallel lines.  Be able to calculate angles in diagrams using all these. | **MTH 3-17a**  I can name angles and find their sizes using my knowledge of the properties of a range of 2D shapes and the angle properties associated with intersecting and parallel lines. |
| **4** | **Integers**    **P32-40** | * Ten Quick questions   ( on computer )   * Tarsia – negative Nos   ( Break out room )   * [Online practice](http://www.mathsrevision.com/index_files/Maths/Presentations/S2_Presentations/S2_Harder_Integer_Practice.xls) | Add/subtract/divide/multiply using negative numbers  (including double negative) with and without  contextualisation. | **MNU 3-04a**  I can use my understanding of numbers less than zero to solve simple problems in context |
| **5** | **Coordinates**  **P41-45** |  | Read the coordinates of a point or plot a point on  a 4 quadrant grid. e.g. (–2.–5).  Given some points, be able to select another point to form a recognised shape.  Reflect a shape in the x-axis or the y-axis. | **MTH 3-18a**  I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. |
| \*\*\* Plotting/reading points in all 4 quadrants has been introduced to Level 3 | **MTH 4-18a**  I can plot and describe the position of a point on a 4-quadrant coordinate grid.  **MTH 4-18b**  I can apply my understanding of the 4-quadrant coordinate system to move, and describe the transformation of, a point or shape on a grid. |