

Math - Term 5

Year: 7				
Subject: Maths				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A 10-week unit based on the ability group.</p> <p>Year 7's will be looking at angles and polygons. Gaining understanding of how to find missing angles, its application in real- life and insight and the background of polygons – this will form 4 weeks units</p> <p>They will then proceed to Percentages, scaling and correspondence problems</p> <p>Year 7 set 1 and 2 follow Kangaroo Maths STG 7 syllabus and year 7 set 3 follow STG 6 syllabus.</p> <ul style="list-style-type: none"> <li>To improve literacy in Math by exploring Tier 2 &amp; 3 vocabulary</li> <li>There will be focus on how these mathematical skills taught can be used in real-life. This is aimed at enhancing student's awareness to the math around them.</li> </ul>	<ul style="list-style-type: none"> <li>To give students continuity, the co-ordinating and delivering of the lesson will be done by their respective teachers.</li> <li>For each group, the person responsible will deliver the lessons via TEAM and they will produce and share the associated resources for the lessons on TEAMS and Classchart</li> <li>Some of the scheduled lesson time might be dedicated to watching mathswatch of key content followed by answering some questions either on a worksheet or in a live Q&amp;A session.</li> </ul>	<ul style="list-style-type: none"> <li>As this is only for 14 days we would attempt to keep to the timetable and teach via TEAMS.</li> <li>For top set and second set students we would deliver 40 mins of live teaching followed by students completing relevant activity.</li> <li>For third set students we would attempt to do 20 mins of live TEAMS teaching, give them a task to do and mark, then a final 15 mins to go through the work with them. This would take 50mins of teaching time.</li> <li>We will also explore using Mathswatch with groups to allow them to work independently in a structured way where relevant and possible.</li> </ul>	<ul style="list-style-type: none"> <li>48-hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process'</li> <li>Class teacher puts work on MS TEAMS and on Class Charts.</li> <li>Use of other platforms to support Maths where appropriate (e.g. Mathswatch)</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>👉 Knowledge/recall for the second unit.</li> <li>👉 When in lockdown more frequent recall quizzes will be set to check understanding.</li> </ul> <p><b>Depth Assessment:</b> Word problems and skills check on the topics taught</p> <p><b>Skills being assessed -</b></p> <p>Knowledge and application of the below</p>
				Types of angles
				Measuring angles
				Calculating angles
				Estimation of angles
				Application of angles
				Types of polygons
				Missing angles in and out of polygons
				Applications

**Teaching & Learning: Remote Learning Contingency Plan**



**Math - Term 5**

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**Math - Term 5**

<b>Year: 8</b>				
<b>Subject: Maths</b>				
<b>WHAT?</b>	<b>HOW?</b>			<b>HOW WELL?</b>
<b>Curriculum Content/LO</b>	<b>In the event of a localised lockdown</b>	<b>In the event of a bubble being unable to attend school</b>	<b>In the event of individual students who are shielding</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>4 weeks unit on investigating angles. This will include ability to understand and use alternate and corresponding angles on parallel lines derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)</li> <li>4- 6 Weeks unit on calculating Fractions, decimals, and percentages.</li> <li>interpret fractions and percentages as operators</li> <li>work with percentages greater than 100%</li> <li>solve problems involving percentage change, including original value problems, and simple interest including in financial mathematics calculate exactly with fractions</li> </ul> <p>Year 8 set 1 and 2 follow Kangaroo Maths STG 8 syllabus and year 8 set 3 and 4 follow STG 7 syllabus.</p> <ul style="list-style-type: none"> <li>To improve literacy in Math by exploring Tier 2 &amp; 3 vocabulary</li> <li>There will be focus on how these mathematical skills taught can be</li> </ul>	<ul style="list-style-type: none"> <li>To give students continuity, the co-ordinating and delivering of the lesson will be done by their respective teachers.</li> <li>For each group, the person responsible will deliver the lessons via TEAM and they will produce and share the associated resources for the lessons on TEAMS and Classchart</li> <li>Some of the scheduled lesson time might be dedicated to watching mathswatch of key content followed by answering some questions either on a worksheet or in a live Q&amp;A session.</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher</li> <li>Use of other platforms to support Maths where appropriate (e.g. Mathswatch)</li> <li>Resources linked to topics shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>48-hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process'</li> <li>Class teacher puts work on MS TEAMS and Class Charts.</li> <li>Use of other platforms to support Maths where appropriate (eg. Mathswatch)</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>Knowledge/recall for the taught unit.</li> <li>When in lockdown more frequent recall quizzes will be set to check understanding.</li> </ul> <p><b>Depth Assessment:</b></p> <p>Application questions on the taught unit</p> <p><b>Skills being assessed</b></p> <ul style="list-style-type: none"> <li>Mathematical Vocabulary</li> <li>Fluency</li> <li>Assessment of understanding</li> <li>Problem solving</li> </ul>

## Teaching & Learning: Remote Learning Contingency Plan



### Math - Term 5

used in real-life. This is aimed at enhancing student's awareness to the math around them.				
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<b>Year: 9</b>				
<b>Subject: Maths</b>				
<b>WHAT?</b>	<b>HOW?</b>			<b>HOW WELL?</b>
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment

**Math - Term 5**

<ul style="list-style-type: none"> <li>Year 9's follows the Edexcel GCSE 3-year scheme. Year 9s are in sets. Set 1 aims towards the higher tier, set 2 and 3 towards foundation tier. Sets allocation is based on ability and students can be moved based on their progress.</li> <li>Set 1' will focus on Length, area and volume</li> <li>Set 2 will focus on Expressions and formulae and continue the unit on linear graphs.</li> <li>. Set 3 will aim to cover the same content as set 2 but at a slower rate</li> <li>Students are being introduced to a lot of new tier 3 vocabulary and this is a focus in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>Use of other platforms to support English where appropriate (eg.Mathswatch )</li> <li>Remote learning resources shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>Use of other platforms to support where appropriate (eg. Mathswatch)</li> <li>Remote learning resources shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>48-hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process'</li> <li>Class teacher puts work on MS TEAMS and on Class Charts.</li> <li>Use of other platforms to support Maths where appropriate (eg. Mathswatch)</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>👉 Knowledge/recall for the taught unit.</li> <li>👉 When in lockdown more frequent recall quizzes will be set to check understanding.</li> </ul> <p><b>Depth Assessment:</b></p> <p>Application questions on the taught unit</p> <p><b>Skills being assessed</b></p> <p>Mathematical Vocabulary</p> <p>Fluent knowledge, skills and understanding of mathematical methods and concepts</p> <p>Application of mathematical techniques to solve problems</p> <p>Ability to reason mathematically, make deductions and inferences and draw conclusions</p> <p>Ability to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</p>
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<p><b>Year: 10</b></p>				
<p><b>Subject: Maths</b></p>				
<p><b>WHAT?</b></p>	<p><b>HOW?</b></p>			<p><b>HOW WELL?</b></p>
<p>Curriculum Content/LO</p>	<p>In the event of a localised lockdown</p>	<p>In the event of a bubble being</p>	<p>In the event of individual students who are shielding</p>	<p>Assessment</p>

## Teaching & Learning: Remote Learning Contingency Plan

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		unable to attend school		
<p>Year 10s are following the Edexcel 2-year scheme of work.</p> <p>Year 10 set 1 will be doing the higher tier exams. They will start with Polygons, angles in a parallel line approximately 6 lessons and then do a unit on Trigonometry. This should take approximately 8 lessons</p> <p>Year 10 set 2 and 3 will continue with equations and inequalities and will spend approximately 5 lessons. They will also aim to move to Angles and polygons</p>	<ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• Use of other platforms to support Math where appropriate (eg. Mathswatch)</li> <li>• Remote learning resources shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• Use of other platforms to support Maths where appropriate (eg. Mathswatch)</li> <li>• Remote learning resources shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>• 48-hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process'</li> <li>• Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>• Use of other platforms to support English where appropriate (eg. Mathswatch)</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>• Mid-topic recall test</li> <li>• When in lockdown more frequent recall quizzes will be set to check understanding</li> </ul> <p><b>Depth Assessment:</b></p> <p>Application questions on the taught unit</p> <p><b>Skills being assessed</b></p> <p>Mathematical Vocabulary</p> <p>Fluent knowledge, skills and understanding of mathematical methods and concepts</p> <p>Application of mathematical techniques to solve problems</p> <p>Ability to reason mathematically, make deductions and inferences and draw conclusions</p> <p>Ability to comprehend, interpret and communicate mathematical information</p>

# Teaching & Learning: Remote Learning Contingency Plan

## Math - Term 5

Year: 11				
Subject: Maths				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>Preparation for GCSE Maths</p> <ul style="list-style-type: none"> <li>Students have internal exams on the 22<sup>nd</sup> April.</li> <li>They will be expected to sit a non-calculator paper and later in the term a calculator paper</li> <li>Once their Paper 1, 2 and 3 mocks for each subject are marked we will RAG them and provide feedback on these.</li> <li>Students in set 1 will be doing the Edexcel higher paper and set 2 and 3 foundation paper.</li> <li>Currently taught lessons are aimed at closing the knowledge gaps seen in their March mocks.</li> <li>Students are assessed every two weeks to ensure continuous revision is being done, to aid retention and address any misconception noticed before new materials are taught.</li> <li>Students will be given a RAG sheet which highlights their areas of weakness and strength. The RAG sheet will</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>Use of other platforms to support Maths where appropriate (eg. Mathswatch)</li> <li>Remote learning resources shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>Use of other platforms to support Maths where appropriate (eg. Mathswatch)</li> <li>Remote learning resources shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>48-hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the ‘individual self-isolating process’</li> <li>Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>Use of other platforms to support English where appropriate (eg. Mathswatch)</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>Bi-weekly test</li> <li>Mid-topic recall test</li> <li>When in lockdown more frequent recall quizzes will be set to check understanding.</li> </ul> <p><b>Depth Assessment:</b></p> <p>Exam style papers</p> <p><b>Skills being assessed:</b></p> <p>Mathematical Vocabulary</p> <p>Fluent knowledge, skills and understanding of mathematical methods and concepts</p> <p>Application of mathematical techniques to solve problems</p> <p>Ability to reason mathematically, make deductions and inferences and draw conclusions</p> <p>Ability to comprehend, interpret and communicate mathematical information</p>

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<p>also indicate the next step they need to take to enable them to achieve their target grade.</p> <ul style="list-style-type: none"><li>• Currently set 1 is working on Functions and will continue in term 4. Set 2 will also focus on Algebra and measure</li><li>• Set 3 is working on the Number unit</li><li>•</li></ul>				
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