

Stage 7 2022-23

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	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	1A Numbers & the number system. 1B Checking and Approximating 2C Calculating	2D Exploring FDP 2E Calculating FDP 2F Manipulating Algebra	3G Solving equations & Inequalities 3H Probability 3I Sequences 3J Investigating Angles	4K Proportional Reasoning 4L Transformations 5M Statistics-Averages	5N Statistics-Graphs 5O Measuring Space 6P Calculating Space	6Q Visualising and Constructing
Knowledge & Understanding (National Curriculum)	1A <ul style="list-style-type: none"> Recall prime numbers up to 100 N30a Know how to test if a number up to 150 is prime N30a Know the meaning of 'highest common factor' and 'lowest common multiple' N31a, N31b <u>38-41</u> Recognise when 	2D <ul style="list-style-type: none"> Write one quantity as a fraction of another where the fraction is less than 1 R3 Write one quantity as a fraction of another where the fraction is greater than 1 R3 Write a percentage as a fraction N32 <u>73-</u> 	3G <ul style="list-style-type: none"> Solve two-step equations (including the use of brackets) when the solution is a fraction A12 <u>100-101</u> Solve three-step equations (including the use of brackets) when the solution is a whole number A19a <u>101-102</u> 	4K <ul style="list-style-type: none"> Describe a comparison of measurements or objects using the language 'a to b' <u>63</u> Describe a comparison of measurements or objects using ratio notation a:b <u>63-64</u> Use ratio notation to describe a comparison of 	5N <ul style="list-style-type: none"> Know the meaning of categorical data Know the meaning of discrete data 63 <u>310-311</u> Construct and interpret comparative bar charts 15 <u>328-329</u> Interpret pie charts and know their appropriate use 128a <u>332-336</u> Construct pie 	6Q <ul style="list-style-type: none"> Know the meaning of faces, edges and vertices <u>261</u> Use notation for parallel lines Know the meaning of 'perpendicular' and identify perpendicular lines Know the meaning of 'regular' polygons 10 <u>180</u>

	<p>a problem involves using the highest common factor of two numbers N31a <u>40-41</u></p> <ul style="list-style-type: none"> Recognise when a problem involves using the lowest common multiple of two numbers N31b <u>39, 41</u> Understand the use of notation for powers N25 Know the meaning of the square root symbol ($\sqrt{\quad}$) N25 <u>27</u> Use a scientific calculator to calculate powers and roots N44 <u>28</u> Make the connection between squares and square roots (and cubes and 	<p><u>75, 78</u></p> <ul style="list-style-type: none"> Write a quantity as a percentage of another <u>73-75</u> <p>2E</p> <ul style="list-style-type: none"> Apply addition to proper fractions, improper fractions and mixed numbers N35, N36, N41 <u>44-45, 48-51</u> Apply subtraction to proper fractions, improper fractions and mixed numbers N35, N36, N41 <u>44-45, 48-51</u> Multiply proper and improper fractions N35, N42a <u>51-53</u> Multiply mixed numbers N35, N42a <u>53-54</u> Apply division to improper fractions and 	<ul style="list-style-type: none"> Solve three-step equations (including the use of brackets) when the solution is a fraction A19a <u>101-102</u> Check the solution to an equation by substitution Solve linear equations with the unknown on one side when the solution is a negative number A12 <u>101-102</u> Solve linear equations with the unknown on both sides when the solution is a whole number A19b <u>102-104</u> Solve linear equations with the unknown on both sides when the solution is a fraction A19b <u>102-104</u> 	<p>more than two measurements or objects <u>63-64</u></p> <ul style="list-style-type: none"> Convert between different units of measurement State a ratio of measurements in the same units 38 <u>63-64</u> Simplify a ratio by cancelling common factors R5a <u>63-64</u> Identify when a ratio is written in its lowest terms R5a <u>63-64</u> Find the value of a 'unit' in a division in a ratio problem <u>65</u> Divide a quantity in two parts in a given part:part ratio R5b <u>70-71</u> Divide a quantity in two parts in a given part:whole ratio R5b <u>69</u> <p>Express correctly the solution to a division in a ratio</p>	<p>charts when the total frequency is not a factor of 360 128a <u>332-336</u></p> <ul style="list-style-type: none"> Choose appropriate graphs or charts to represent data Construct and interpret vertical line charts 64 Plot a scatter diagram of bivariate data 129 <u>338-341</u> Understand the meaning of 'correlation' 129 <u>338-341</u> <p>Interpret a scatter diagram using understanding of correlation 129 <u>338-341</u></p> <p>50</p> <ul style="list-style-type: none"> Convert fluently between metric units of length R2 , 112 <u>192-194</u> Convert fluently between metric units of mass 	<ul style="list-style-type: none"> Identify line and rotational symmetry in polygons 11 <u>184-186</u> Use AB notation for describing lengths Use $\angle ABC$ notation for describing angles Use ruler and protractor to construct triangles from written descriptions 47 <u>232-235</u> <p>Use ruler and compasses to construct triangles when all three sides known 147 <u>232-235</u></p>
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	<p>cube roots) N25 <u>26-27</u></p> <ul style="list-style-type: none"> Identify the first 10 triangular numbers A22 Recall the first 15 square numbers A22 <u>26</u> Recall the first 5 cube numbers <u>26</u> <p>Use linear number patterns to solve problems <u>129</u></p> <p>1B</p> <ul style="list-style-type: none"> Approximate by rounding to any number of decimal places N27b <u>19-20</u> Know how to identify the first significant figure in any number N38 <u>21-22</u> Approximate by rounding to the first significant figure in any number N38 <u>21-22</u> Understand 	<p>mixed numbers N35, N42b <u>54-56</u></p> <ul style="list-style-type: none"> Use calculators to find a percentage of an amount using multiplicative methods N24b Identify the multiplier for a percentage increase or decrease R9b <u>81-82</u> Use calculators to increase (decrease) an amount by a percentage using multiplicative methods R9b <u>80-82</u> Compare two quantities using percentages N39b <u>83</u> Know that percentage change = actual change ÷ original amount 109 Calculate the 	<ul style="list-style-type: none"> Solve linear equations with the unknown on both sides when the solution is a negative number A19b <u>102-104</u> <p>Solve linear equations with the unknown on both sides when the equation involves brackets A19b <u>102-104</u></p> <p>3H</p> <ul style="list-style-type: none"> Know that probability is a way of measuring likelihood P1 <u>342</u> Know and use the vocabulary of probability P1 <u>342-344</u> Understand the use of the 0-1 scale to measure probability P1 <u>342-344</u> Assess likelihood and place events on a probability scale P1 <u>342-344</u> 	<p>problem R5b <u>67-69</u></p> <p>4L</p> <ul style="list-style-type: none"> Write the equation of a line parallel to the x-axis or the y-axis A5, A14a, A14b, A14c <u>136-137</u> Draw a line parallel to the x-axis or the y-axis given its equation <u>136-137</u> Identify the lines A5 $y = x$ and $y = -x$ Draw the lines A5 $y = x$ and $y = -x$ Carry out a reflection in a diagonal mirror line (45° from horizontal) G4a, G4b <u>283-286</u> Find and name the equation of the mirror line for a given reflection <u>283-286</u> Describe a translation as a 2D vector G5 	<p>length R2 , 112 <u>192-194</u></p> <ul style="list-style-type: none"> Convert fluently between metric units of volume / capacity length R2 , 112 <u>192-194</u> Convert fluently between units of Convert fluently between units of money N7c Solve practical problems that involve converting between units length R2 , 112 <u>192-194</u> State conclusions clearly using the units correctly Convert between Imperial units; e.g. feet and inches, pounds and ounces, pints and gallons <u>197-199</u> Solve problems involving converting between measures <u>197-199</u> State conclusions 	
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	<p>estimating as the process of finding a rough value of an answer or calculation <u>23-24</u></p> <ul style="list-style-type: none"> • Use estimation to predict the order of magnitude of the solution to a (decimal) calculation • Estimate calculations by rounding numbers to one significant figure N38 <u>23-24</u> • Use cancellation to simplify calculations <p>Use inverse operations to check solutions to calculations</p> <p>2C</p> <ul style="list-style-type: none"> • Use knowledge of place value to multiply with decimals N15b, 	<p>percentage change in a given situation, including percentage increase / decrease 109 <u>84-85</u></p> <p>2F</p> <ul style="list-style-type: none"> • Know how to write products algebraically • Use fractions when working in algebraic situations • Identify common factors (numerical and algebraic) of terms in an expression A9 • Factorise an expression by taking out common factors A9 <u>95-96</u> • Simplify an expression involving terms with combinations of 	<ul style="list-style-type: none"> • List all the outcomes for an experiment P2a <u>348-350</u> • Identify equally likely outcomes P2a <u>344-345</u> • Work out theoretical probabilities for events with equally likely outcomes 59 <u>344-345</u> • Know how to represent a probability • Recognise when it is not possible to work out a theoretical probability for an event • Know that the sum of probabilities for all outcomes is 1 <p>Apply the fact that the sum of probabilities for all outcomes is 1 P1 <u>346-347</u></p>	<p><u>290-293</u></p> <ul style="list-style-type: none"> • Carry out a reflection in a given vertical or horizontal mirror line <u>283-286</u> • Carry out a translation G5 <u>290-293</u> • Understand the concept and language of rotations G6 <u>287-290</u> • Carry out a rotation using a given angle, direction and centre of rotation G6 <u>287-290</u> <p>Describe a rotation using mathematical language G6 <u>287-290</u></p> <p>5M</p> <ul style="list-style-type: none"> • Calculate the mean from a frequency table 130a <u>323-325</u> • Find the mode from a frequency table 130a <u>323-</u> 	<p>using the correct notation and units <u>197-199</u></p> <ul style="list-style-type: none"> • Know that one inch is roughly equivalent to 2.5 cm <u>197-199</u> • Know that one foot is roughly equivalent to 30 cm <u>197-199</u> • Know that one kilogram is roughly equivalent to 2.2 lb <u>197-199</u> • Know that one pint is roughly equivalent to 550 ml <u>197-199</u> <p>Use rough equivalents between metric and Imperial units when solving problems <u>197-199</u></p> <p>6P</p> <ul style="list-style-type: none"> • Understand how to estimate the area of irregular shapes • Estimate the area of irregular shapes bounded by 	
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	<p>N28b <u>11-13</u></p> <ul style="list-style-type: none"> • Use knowledge of place value to divide a decimal N29b <u>11</u> • Use knowledge of place value to divide by a decimal N29b <u>14 - 15</u> • Use knowledge of inverse operations when dividing with decimals • Be fluent at multiplying a three-digit or a two-digit number by a two-digit number N28a <u>4-5</u> • Be fluent when using the method of short division N16 <u>6-7</u> • Know the order of operations for the four operations N20 <u>15-16</u> • Use brackets in 	<p>variables (e.g. $3a^2b + 4ab^2 + 2a^2 - a^2b$) A6 <u>90</u></p> <ul style="list-style-type: none"> • Factorising single brackets A9 <u>95-96</u> <p>Expanding quadratic brackets A18 <u>96-97</u></p>	<p>31</p> <ul style="list-style-type: none"> • Use a term-to-term rule to generate a non-linear sequence 37 <u>127-129</u> • Find the term-to-term rule for a sequence 37 <u>127-128</u> • Solve problems involving the term-to-term rule for a sequence 37 <u>127-128</u> • Solve problems involving the term-to-term rule for a non-numerical sequence 37 <u>129</u> • Find the position-to-term rule for a given sequence 103 <u>130-133</u> <p>Use algebra to describe the position-to-term rule of a linear sequence (the nth term) 103 <u>130-133</u></p>	<p><u>325</u></p> <ul style="list-style-type: none"> • Find the median from a frequency table 130a <u>323-325</u> • Understand the range as a measure of spread (or consistency) 62 <u>323-325</u> • Analyse and compare sets of data <u>325-326</u> <p>Appreciate the limitations of different statistics (mean, median, mode, range) 62</p>	<p>straight lines or that include curved lines</p> <ul style="list-style-type: none"> • Recognise that the value of the perimeter can equal the value of area <u>244-248</u> • Use standard formulae for area and volume G9, G20a, G20b, G20c, G20d, G24, G21a, G25a <u>244-248</u>, <u>271-272</u> • Find missing lengths in 2D shapes when the area is known • Know that the area of a trapezium is given by the formula $\text{area} = \frac{1}{2} \times (a + b) \times h = \left(\frac{a+b}{2}\right)h = \frac{(a+b)h}{2}$ G20d • Calculate the area of a trapezium G20d <u>249-248</u> • Understand the 	
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	<p>problems involving the order of operations N20 <u>15-16</u></p> <ul style="list-style-type: none"> • Add or subtract from a negative number N19a <u>1-2</u> • Add (or subtract) a negative number to (from) a positive number N19a <u>2</u> • Add (or subtract) a negative number to (from) a negative number N19a <u>2</u> • Multiply with negative numbers N19b <u>2-3</u> • Divide with negative numbers N19b <u>2-3</u> 		<p>3j)</p> <ul style="list-style-type: none"> • Identify fluently angles at a point, angles at a point on a line and vertically opposite G10a, G18 <u>168-172</u> • Identify known angle facts in more complex geometrical diagrams G18 <u>168-172</u> • Use knowledge of angles to calculate missing angles in geometrical diagrams <u>168-172</u> • Find the missing angle in an isosceles triangle when only one angle is known G17 <u>168-172</u> • Find missing angles in isosceles triangles G17 <u>168-172</u> • Explain reasoning 		<p>meaning of surface area</p> <ul style="list-style-type: none"> • Find the surface area of cuboids (including cubes) when lengths are known G21b <u>275-276</u> • Find missing lengths in 3D shapes when the volume or surface area is known • Know the vocabulary of circles • Know that the number π (pi) = 3.1415926535... • Recall π to two decimal places • Know the formula circumference of a circle = $2\pi r = \pi d$ G22a <u>252-253</u> • Calculate the circumference of a circle when radius (diameter) is given G22a <u>252-253</u> • Calculate the perimeter of composite shapes 	
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			<p>using vocabulary of angles G10a <u>168-172</u></p> <ul style="list-style-type: none"> Identify alternate angles and know that they are equal G18 <u>173</u> Identify corresponding angles and know that they are equal G18 <u>174</u> <p>Use knowledge of alternate and corresponding angles to calculate missing angles in geometrical diagrams G18 <u>174-175</u></p>		<p>that include sections of a circle G22a <u>253-255</u></p> <ul style="list-style-type: none"> Know the formula area of a circle = πr^2 <p>Calculate the area of a circle when radius (diameter) is given G22b <u>255-257</u></p>	
Assessment	Teacher/Ass. Test Unit tests	7.1 EXAM Unit tests	Teacher/Ass. Test Unit tests	7.2 EXAM Unit tests	Teacher/Ass. Test Unit tests	7.3 EXAM Unit tests

Curriculum Area: Maths			
Subject:			
Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	Pupils use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They	Pupils develop their own strategies for solving problems and use these strategies both in working within mathematics and in applying	Pupils carry out substantial tasks and solve quite complex problems by independently and systematically breaking them down into

Curriculum Area: Maths			
Subject:			
Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	recognise and use a simple pattern or relationship.	mathematics to practical contexts. When solving problems, with or without ICT, they check their results are reasonable by considering the context. They look for patterns and relationships, presenting information and results in a clear and organised way, using ICT appropriately. They search for a solution by trying out ideas of their own.	smaller, more manageable tasks. They interpret, discuss and synthesise information presented in a variety of mathematical forms, relating findings to the original context. Their written and spoken language explains and informs their use of diagrams. They begin to give mathematical justifications, making connections between the current situation and situations they have encountered before.
8	Pupils select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.	In order to explore mathematical situations, carry out tasks or tackle problems, pupils identify the mathematical aspects and obtain necessary information. They calculate accurately, using ICT where appropriate. They check their working and results, considering whether these are sensible. They show understanding of situations by describing them mathematically using symbols, words and diagrams. They draw simple conclusions of their own and explain their reasoning.	Starting from problems or contexts that have been presented to them, pupils explore the effects of varying values and look for invariance in models and representations, working with and without ICT. They progressively refine or extend the mathematics used, giving reasons for their choice of mathematical presentation and explaining features they have selected. They justify their generalisations, arguments or solutions, looking for equivalence to different problems with similar structures. They appreciate the difference between mathematical explanation and experimental evidence.
9	Pupils try different approaches and find ways of overcoming difficulties that arise when they	Pupils carry out substantial tasks and solve quite complex problems by independently and	Pupils develop and follow alternative approaches. They compare and evaluate

Curriculum Area: Maths			
Subject:			
Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	are solving problems. They are beginning to organise their work and check results. Pupils discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Pupils show that they understand a general statement by finding particular examples that match it.	systematically breaking them down into smaller, more manageable tasks. They interpret, discuss and synthesise information presented in a variety of mathematical forms, relating findings to the original context. Their written and spoken language explains and informs their use of diagrams. They begin to give mathematical justifications, making connections between the current situation and situations they have encountered before.	representations of a situation, introducing and using a range of mathematical techniques. They reflect on their own lines of enquiry when exploring mathematical tasks. They communicate mathematical or statistical meaning to different audiences through precise and consistent use of symbols that is sustained throughout the work. They examine generalisations or solutions reached in an activity and make further progress in the activity as a result. They comment constructively on the reasoning and logic, the process employed and the results obtained.
10	Pupils develop their own strategies for solving problems and use these strategies both in working within mathematics and in applying mathematics to practical contexts. When solving problems, with or without ICT, they check their results are reasonable by considering the context. They look for patterns and relationships, presenting information and results in a clear and organised way, using ICT appropriately. They search for a solution by trying out ideas of their own.	Starting from problems or contexts that have been presented to them, pupils explore the effects of varying values and look for invariance in models and representations, working with and without ICT. They progressively refine or extend the mathematics used, giving reasons for their choice of mathematical presentation and explaining features they have selected. They justify their generalisations, arguments or solutions, looking for equivalence to different problems with similar structures. They appreciate the difference between mathematical explanation and experimental evidence.	Pupils critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks. They explain why different strategies were used, considering the elegance and efficiency of alternative lines of enquiry or procedures. They apply the mathematics they know in a wide range of familiar and unfamiliar contexts. They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. Their reports include mathematical justifications, distinguishing between evidence and proof and explaining

Curriculum Area: Maths			
Subject:			
Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
			their solutions to problems involving a number of features or variables
11	In order to explore mathematical situations, carry out tasks or tackle problems, pupils identify the mathematical aspects and obtain necessary information. They calculate accurately, using ICT where appropriate. They check their working and results, considering whether these are sensible. They show understanding of situations by describing them mathematically using symbols, words and diagrams. They draw simple conclusions of their own and explain their reasoning.	Pupils develop and follow alternative approaches. They compare and evaluate representations of a situation, introducing and using a range of mathematical techniques. They reflect on their own lines of enquiry when exploring mathematical tasks. They communicate mathematical or statistical meaning to different audiences through precise and consistent use of symbols that is sustained throughout the work. They examine generalisations or solutions reached in an activity and make further progress in the activity as a result. They comment constructively on the reasoning and logic, the process employed and the results obtained.	Pupils perform procedures accurately. They interpret, communicate complex information accurately and make deductions and inferences and draw conclusions. Pupils can construct substantial chains of reasoning, including convincing arguments and formal proofs. They generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes. Pupils make and use connections, which may not be immediately obvious, between different parts of mathematics and interpret results in the context of the given problem. They critically evaluate methods, arguments, results and the assumptions made.

LITERACY
Pupils will develop their spelling of key mathematical words. This will be monitored using spelling tests at the start and end of each unit. This will be SPAG marked. Pupils will be given opportunities to write in sentences and paragraphs when suited to the topic.

Why this?	Mathematics is an interconnected subject in which pupils need to be able to move fluently between
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Why now?	<p>representations of mathematical ideas. The programme of study for key stage 3 is organised into apparently distinct domains, but pupils should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge in science, geography, computing and other subjects. The structure is designed to bridge between KS2 and KS4, building both within and between key topic areas. The structure also builds the complexity levels within topics and gives a greater variation in the challenge given to pupils.</p>
Skills & Characteristics	<p>Resilience Pupils will increase their resilience during the course through learning new concepts, using prior knowledge to develop mathematical fluency and applying skills to a variety of situations and problems. Pupils will be challenged in all lessons and will show that they have learned from mistakes through a variety of tasks including connect exercises. The challenge activities will have the aim of developing both skills and high aspirations in both this subject and life beyond. Resilience will also be developed within the Key maths skills below (fluency, reasoning and problem solving).</p> <p>Collaboration Pupils will be given the opportunity to work together to develop and share their ideas on topics, discuss misconceptions and how these topics can be used in real-life situations.</p> <p>Creativity Pupils will develop creativity through a variety of problem solving activities within each topic, working on independent tasks beyond the classroom such as Mangahigh activities, and apply the key skills (fluency, reasoning and problem solving).</p> <p>Skills Builder COMMUNICATION = Listening & Speaking Pupils are expected to actively listen so that they can follow instructions and pick out misconceptions. (LISTENING) CREATIVE PROBLEM SOLVING = Problem Solving & Creativity Problem solving is an important part of Mathematics and ensures that they develop their mathematical thinking and helps build resilience. (PROBLEM SOLVING)</p>

SELF-MANAGEMENT: Staying Positive & Aiming High

All pupils attempt Bronze/Silver/Gold tasks and choose their starting point and aim for one or two steps of progress within each lesson. (AIMING HIGH)

COLLABORATION: Leadership & Teamwork

Pupils are expected to collaborate on many tasks, supporting each other to help all to progress. (TEAMWORK)

Develop fluency

☞ consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots

☞ select and use appropriate calculation strategies to solve increasingly complex problems

☞ use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships

☞ substitute values in expressions, rearrange and simplify expressions, and solve equations

☞ move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs]

☞ develop algebraic and graphical fluency, including understanding linear and simple quadratic functions

☞ use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.

Reason mathematically

☞ extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations

☞ extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically

☞ identify variables and express relations between variables algebraically and graphically

☞ make and test conjectures about patterns and relationships; look for proofs or counter- examples

☞ begin to reason deductively in geometry, number and algebra, including using geometrical constructions

☞ interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning

	<p>☞ explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.</p> <p>Solve problems</p> <p>☞ develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems</p> <p>☞ develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics</p> <p>☞ begin to model situations mathematically and express the results using a range of formal mathematical representations</p> <p>☞ select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems.</p>
Aspirations & Careers	<p>All pupils should be numerate and able to use mathematics at both work and in everyday life beyond school. Mathematics is fundamental to future success and closely linked with financial success. It enhances their ability to infer, problem solve, think logically, spot patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, mathematics empowers our pupils to operate in the modern world. CDI: 1, 11</p> <p>CEIAG</p> <p>AMSP days</p> <p>Careers Fairs</p> <p>Career themed lessons</p> <p>Finance lessons (CDI: 13)</p> <p>Cultural Capital</p> <p>Maths challenges</p> <p>Mangahigh challenges</p> <p>Mathematics in the real world</p> <p>Organising trips, days out and other events</p> <p>Extracurricular</p> <p>Stretch and challenge club</p>

	Chess & games club Homework club
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