Y8, Mathematics, 2023-24

Half Term 1: 4 ^h Sept - 20 st Oct (7 weeks)								Half Term 2	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Octobor	Week 8	
Ratio and Scale (5)		Multiplicative Change (5)		Multiplying and Dividing Fractions (5)		Working in the Cartesian Plane (7)	Half-Term Holiday	Working in the Co Plane (7)	
		Half Term 2: 30 th Oct - 22 nd Dec (8 weeks)						Half Term 3	
Week 10	Week 11	Week 12	Week 13	Week 14	Week 15			Week 16	v
Representing Data (5)		Tables and Probability (3)	Revision and Assessment (2)	Brackets, Equations and Inequalities (3)	Assessment Feedback (2)	Christmas Holiday		Brackets, Equatio Inequalities (4)	
Half Te	rm 3: 8 th Jan - 9 th Feb (5 w	veeks)				Half Term 4: 19 th Feb - 2	29 th March (6 weeks)		
Week 18	Week 19	Week 20	February Half-Term Holiday	Week 21	Week 22	Week 23	Week 24	Week 25	V
Sequences (3)	Indices (3)	Fractions and Percentages (5)		Fractions and Percentages (5)	Standard Index Form (3)	Number Sense (5)		Revision and Assessment (2)	Angle Lir Pc
		Half Term 5: 15 th April - 24 th May (6 weeks)							Нс
Easter Holiday		Week 27	Week 28	Week 29	Week 30	Week 31	Week 32		V
		Assessment Feedback (2)	Angles in Par Poly (allel Lines and gons 5)	Area of Tra Circ (5	pezia and les)	Line Symmetry and Reflection (3)	Spring Bank Holiday Har	
		Half Term 6: 3 rd June	- 19 th July (7 weeks)			<u>Curriculum Intent:</u>	athe and offectively using	mathematics to meat the o	
Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	life Enabling pupils to be	able to make informed d	ecisions in their everyday	veryday d
The Data Handling Cycle (7)		Measures of Location (5)		Revision and Assessment (2)	Assessment Feedback (2)	lives and contribute to bu and satisfaction of maths which they can use their We wish it to be like a wo more confident and befor Increasing the ability of c in life, whether through fu	uilding a strong economy, s. It is satisfying to finish a mathematical toolkit ork of art – they spend tin re long they're drawing it our pupils in maths; pupils urther study or in their ca	allowing the UK to compet a maths problem and find a ne learning to draw, at first to on every surface they find s who are competent in Mat reers	e globally new way they can't, hs have g

