Y9, 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 | Wee |
| Straight Line Graphs (5) | | Forming and Solving Equations (5) | | Testing Conjectures (5) | | 3D Shapes (12) | October Half-Term Holiday | 3D Shapes (12) | |
| | | 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 | Wee |
| | tions and ence (5) | Revision and Assessment (2) | | nbers 5) | Assessment Feedback (3) | Christmas Holiday | | Using Percentag (5) | |
| Half Te | erm 3: 8 th Jan - 9 th Feb (5 v | veeks) | February | | | Half Term 4: 19 th Feb - 2 | 29 th March (6 weeks) | | |
| Week 18 | Week 19 | Week 20 | | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Wee |
| Maths and Money (5) | | Deduction (5) | Half-Term Holiday | Deduction (5) | Rotation and (5 | | Pythagoro | oras' Theorem (5) Revision Assess (2) | |
| | | Half Term 5: 15 th April - 24 th May (6 weeks) | | | | | | | Half T |
| Easter Holiday | | Week 27 | Week 28 | Week 29 | Week 30 | Week 31 | Week 32 | | Wee |
| | | Enlargement and Similarity (5) | | Ratio and Proportion Problems (5) | | Rates (5) | | Spring Bank Holiday | Probo (|
| | | Half Term 6: 3 rd June | - 19 th July (7 weeks) | | | Curriculum Intent: | | | |
| Week 34 | Week 35 | Week 36 | Week 37 | Week 38 | Week 39 | To be numerate, confidently and effectively using mathematics to m everyday demands of life Enabling pupils to be able to make informe | | | |
| Probability (5) | Probability Algebraic Representation | | Revision and Assessment (2) | Rev | eedback and view 5) | everyday lives and contribute to building a strong economy, allowing the UK to compete globally Share a love and satisfaction of maths. It is satisfying to finise problem and find a new way in which they can use their mathematical toolkit We wish it to be like a work of art – they spend time learning to draw, at first they then they get more confident and before long they're drawing it on every surface Increasing the ability of our pupils in maths; pupils who are competent in Maths I greater options in life, whether through further study or in their careers | | | |

