

Assessment Cycle	Topic/Unit Title – Big Question	Rationale/Skill Development	Link to Assessment Objectives/Progression Scales Skills The following areas will be assessed
1	Why are Number and Ratio so important?	Students will revise gaps in their knowledge of number and ratio that have been identified from their mock exams at the end of year 10. As together these strands make up 50% of the GCSE Foundation exam, it is important to consolidate these skills at the start of year 11. These skills are also foundational for everything else in Maths so need to be solid before moving onto other topics.	<p><b>Consolidating various Number/Ratio skills:</b></p> <ul style="list-style-type: none"> <li>• Place value and ordering decimals.</li> <li>• Prime numbers.</li> <li>• Worded fraction and ratio problems.</li> <li>• Estimation.</li> <li>• Laws of indices.</li> <li>• Best Buys including percentages.</li> <li>• Simple and compound interest.</li> <li>• Standard form.</li> </ul>
2	Is maths only about numbers?	Students will focus in this cycle on topics that make up the remaining 50% of the GCSE Foundation exam, including algebra, probability, statistics and geometry. This will deal with common misconception amongst foundation students that a topic is only mathematical if it focuses on calculating with numbers. Whilst these skills are important in this cycle, the topics included show the breadth of the subject.	<p><b>Consolidating various Algebra, Statistics, Probability and Geometry skills:</b></p> <ul style="list-style-type: none"> <li>• Substitution.</li> <li>• Expanding and factorising.</li> <li>• Solving and rearranging linear and simultaneous equations.</li> <li>• Finding the probability of an event happening using theoretical probability and relative frequency, including the use of probability tree diagrams.</li> <li>• Calculating the probability of repeated events.</li> <li>• Understanding and using set notation.</li> <li>• Using Venn Diagrams and frequency trees to solve worded problems.</li> <li>• Generating sequences and finding the nth term of an arithmetic sequence.</li> <li>• Similarity and congruence.</li> <li>• Describe transformations.</li> <li>• Pythagoras and Trigonometry.</li> </ul>
3	Where are the gaps in your knowledge?	Students will complete frequent past papers in this cycle, and the topics covered will be based on the Question Level Analysis from each paper, to fill in the gaps in students' knowledge. Students will have a clear breakdown of the topics they need to work on, and they will be encouraged to work independently on their individual topics, alongside the usual independent learning.	<p><b>Consolidating a wide range of skills</b></p> <ul style="list-style-type: none"> <li>• Completing past papers to identify and address knowledge gaps.</li> </ul>
4	How can you maximise your marks?	In the lead up to the final exams, as well as lessons based on the QLA, students will focus heavily on exam technique, in order to maximise the number of marks they score per question.	<ul style="list-style-type: none"> <li>• Completing past papers to identify and address knowledge gaps.</li> <li>• Improving exam technique to maximise marks.</li> </ul>



**Overall Curriculum Aim:**

*To develop all students as creative mathematicians who can apply, reason, question, challenge and be successful*

**Scheme for Learning**

**Curriculum Area – Maths**

**Overview – Year 11 Foundation Maths 2021-22**

**Personnel Responsibility – Mr D Albon (Curriculum Director)**

**Quality Assured by – Mr C Mills (VP)**

**Exam Board/Qualification at KS4 – Edexcel 1MA1**