

Elements Curriculum Plan

Subject: Mathematics (Entry Curriculum)

Building Block 6a ≈ KS4 (Y10)

Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	1. Properties of Number	<p>1.1 Count reliably up to 20 items</p> <p>1.2 Read, write order and compare numbers up to 20, including 0</p> <p>1.3 Complete a number line up to 20</p> <p>2.1 read write order and compare numbers up to 100</p> <p>2.2 recognise place value in two digit numbers</p> <p>2.3 Count from 0 in steps of two ,three, five and ten</p> <p>2.4 Round numbers less than 100 to the nearest ten</p> <p>2.5 Understand and identify odd and even numbers</p> <p>3.1 Read and write numbers up to 1000</p> <p>3.2 order and compare numbers up to 1000</p> <p>3.3 Recognise place value in three digit numbers</p> <p>3.4 Round numbers less than 100 to nearest 10</p> <p>3.5 Round numbers less than 100 to nearest 100</p> <p>3.6 Find 10, 100 more or less than a given number</p> <p>3.7 Recognise and use multiples of 2,3,4,8,10, 50 and 100</p>	Communication Problem Solving Life Skills
	2. The four operations (without a calculator).	<p>1.1 Add two whole numbers with a total of 20</p> <p>1.2 Subtract one number up to 20 from another</p> <p>1.3 Understand and use the + and – signs to solve simple number problems</p> <p>2.1 Add whole numbers with a total up to 100</p> <p>2.2 Subtract one number up to 100 from another</p> <p>2.3 Multiply using single digit whole numbers</p> <p>2.4 Use and interpret +, -, x and = in real life situations for solving problems</p> <p>2.5 Recall and use multiplication facts for the 2, 5 and 10 multiplication tables</p> <p>3.1 Add and subtract using three digit numbers</p> <p>3.2 Multiply a two digit number by a single digit whole Number</p>	Communication Problem Solving Life Skills

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		<p>3.3 Divide a two digit whole number by a single digit whole Number</p> <p>3.4 Use and interpret +, - x, ÷ and equals in real life situations for solving problems</p> <p>3.5 Use inverse operations to find missing numbers</p> <p>3.6 Estimate the answer to a calculation</p> <p>3.7 Recall and use the multiplication facts for the 3, 4 and 8 multiplication tables</p>	
Assessment			
Autumn 2	3. The four operations (without a calculator).	<p>1.1 Understand equality</p> <p>1.2 Identify or show one half of a quantity up to 20</p> <p>1.3 Work out half an even number up to 20</p> <p>2.1 Identify or show one third or one quarter of a quantity up to 20</p> <p>2.2 Work out one third or one quarter of a number up to twenty four</p> <p>2.3 Count in fractions of one half, one third and one quarter</p> <p>2.4 Work out amounts two, three or four times the size of a given amount.</p> <p>2.5 Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$</p> <p>3.1 Identify or show unit fractions up to one tenth of a quantity up to 100</p> <p>3.2 Work out unit fractions to one tenth of a number up to 100</p> <p>3.3 Identify or show any number of thirds, quarters, fifths or tenths of a quantity</p> <p>3.4 Work out any number of thirds, quarters, fifths or tenths of a quantity</p> <p>3.5 Recognise and identify equivalent fractions</p> <p>3.6 Add and subtract fractions with the same denominator within one whole</p> <p>3.7 Work out amounts 5, 8 or 10 times the size of given amount</p>	<p>Communication</p> <p>Problem Solving</p> <p>Life Skills</p>

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	4. Money	<p>1.1 Recognise coins and notes up to £20</p> <p>1.2 Exchange money up to 20p for an equivalent amount in other denominations</p> <p>1.3 Add up to 20 coins</p> <p>2.1 Appreciate the purchasing power of amounts of money(coins)</p> <p>2.2 Convert from pence to pounds and vice versa</p> <p>2.3 Make amounts of money up to £2 from given coins</p> <p>2.4 Make amounts of money in multiples of £5, £10, £20 notes</p> <p>2.5 Calculate with amounts of money in pence up to £1 and whole pounds up to £100 and give change.</p> <p>3.1 Appreciate the purchasing power of money (notes)</p> <p>3.2 Exchange notes for equivalent value in coins</p> <p>3.3 Use decimal notation of money</p> <p>3.4 Interpret a calculator display</p> <p>3.5 Solve real life problems involving what to buy and how to pay</p> <p>3.6 Add amounts of money and give change</p> <p>3.7 Carry out investigations involving money</p>	<p>Communication</p> <p>Problem Solving</p> <p>Life Skills</p> <p>Staying safe (financially safe)</p>
Assessment			
Spring 1	5. The calendar and time	<p>1.1 Know the days of the week and their order</p> <p>1.2 Read time to the hour or half hour on an analogue clock and draw the hands on a clock to show these times</p> <p>1.3 Order familiar events</p>	<p>Communication</p> <p>Problem Solving</p> <p>Life Skills</p> <p>Staying Safe</p>

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		<p>2.1 Know and order season and months and their order</p> <p>2.2 Know that 1 week= 7 days; 1 day =24 hours; 1 hour = 60 minutes and 1 minute= 60 seconds</p> <p>2.3 Read the time displayed on a analogue or 12 hour digital clock in hours , half hours, quarter hours and draw the hands on a clock or write a display to show these times</p> <p>2.4 Read time to the nearest 5 minutes on an analogue clock, draw the hands on the clock to show the time or to draw a digital representation</p> <p>2.5 Find the difference between two times given in hours, half hours and quarter hours</p> <p>3.1 Solve some problems involving time</p> <p>3.2 Know that there are 365 days in a year 366 days in a leap year, 12 months in a year and 52 full weeks in a year</p> <p>3.3 Use a calendar and write the date correctly (day/month /year)</p> <p>3.4 Tell and write the time from an analogue clock, including using Roman Numerals from I to XII</p> <p>3.5 Understand and use the 12 hour and 24 hour clock systems and convert from one system to another</p> <p>3.6 Convert between hours minutes and seconds</p> <p>3.7 Add three lengths of time given in minutes and hours</p>	
	<p>6. Measures</p>	<p>1.1 Compare lengths, heights, weights and capacities</p> <p>1.2 Give a length of a line drawn on a centimetre grid</p> <p>1.3 Describe capacity in fractions</p> <p>2.1 Choose appropriate standard units of length, capacity and weight</p> <p>2.2 Compare and order lengths, capacities and weights in the same units</p> <p>2.3 Select a possible length, capacity or weight given an item</p> <p>2.4 Measure or draw a length using a ruler</p>	<p>Communication</p> <p>Problem Solving</p> <p>Life Skills</p> <p>Staying Safe</p>

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		<p>2.5 Estimate the weight capacity or length of given items</p> <p>3.1 Add lengths, capacities and weights and compare the total to another total</p> <p>3.2 Convert standard units of length, capacity and weight</p> <p>3.3 Compare and order lengths capacities and weights in different standard units</p> <p>3.4 Measure the perimeter of a simple shape</p> <p>3.5 Choose the appropriate measuring instrument</p> <p>3.6 Read values from an appropriate scale</p> <p>3.7 Read and compare temperature including with negative values</p>	
Assessment			
Spring 2	7. Geometry	<p>1.1 Recognise the names squares, rectangles, circles and cubes</p> <p>1.2 Compare and order a group of shapes or pictures or similar shapes of different size and recognise congruent shapes</p> <p>1.3 Use and understand positional vocabulary</p> <p>2.1 Recognise and name shapes including pentagons, hexagons and octagons, and identify different types of triangles</p> <p>2.2 Recognise and name cuboids, pyramids and spheres</p> <p>2.3 Describe properties of 2D shapes including straight line and curved edges</p> <p>2.4 Describe properties of solids</p> <p>2.5 Understand angle as a measure of turn</p> <p>3.1 Recognise and name prisms, cylinders and cones</p> <p>3.2 Draw lines of symmetry on shapes of pictures</p> <p>3.3 Recognise and draw nets of cubes and cuboids</p> <p>3.4 Identify different types of angles, acute, obtuse and their sizes.</p> <p>3.5 Identify horizontal, vertical, diagonal and parallel lines</p>	<p>Communication</p> <p>Problem Solving</p> <p>Life Skills</p> <p>Staying Safe</p> <p>Teamwork</p>

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		<p>3.6 Denote the position of a point on a grid using co-ordinates or identify a point using co-ordinates.</p> <p>3.7 Use the four main compass direction to give directions and position on a map.</p>	
	8. Statistics	<p>1.1 Sort and classify objects using a single criteria</p> <p>1.2 Interpret and draw conclusions from a list or group of objects</p> <p>1.3 Construct and interpret simple line graphs</p> <p>2.1 Sort and classify objects using more than one criteria</p> <p>2.2 Collect Information by survey</p> <p>2.3 Record results in lists tally charts and tables</p> <p>2.4 Construct and interpret pictograms where one picture represents one item</p> <p>2.5 Interpret simple diagrams lists and graphs</p> <p>3.1 Construct and interpret bar charts with the vertical axis scaled in ones or twos</p> <p>3.2 Construct and interpret pictograms where one picture represents more than one diagram</p> <p>3.3 Extract numerical information from lists, tables, diagrams and charts</p> <p>3.4 Complete a frequency table given the original list of results</p> <p>3.5 Complete a tally chart and the resulting frequency table</p> <p>3.6 Solve one and two step problems based on statistical information.</p>	<p>Communication</p> <p>Problem Solving</p> <p>Life Skills</p> <p>Self-Awareness</p> <p>Self- Motivation</p>
Assessment			
Summer 1	Assessment and Review	Complete assessments required to achieve qualification revise everything in readiness to move onto to either a Functional Skills level of Mathematics or GCSE.	<p>Self- Awareness</p> <p>Communication</p> <p>Problem Solving</p> <p>Life Skills</p>

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Assessment			
Summer 2	Introduction to Algebra (If not in year 11).	<ul style="list-style-type: none"> • Making links with finding missing numbers to using letters in sums and equations • Introduction to language of Algebra, - term, expression, inequality • Simplify expressions with one variable, of the form $a+a+a$, and $a \times a \times a$ and of the form $2a+5a$ and $3a \times 5a$ • Simplify expressions with two variables of the form $2a +3b -4b +7a$ • Solve one step equations of the form $3a=12$ or $9+a= 12$ • Solve equations involving division and negative numbers of the above form. • Introduction to two step equations of the form $3a+6= 21$ 	Communication Problem Solving Self- motivation
Assessment			

Rationale – The Maths Entry Level qualification gives every pupils the opportunity to gain a mathematical qualification. It is independent of the GCSE Mathematics qualification but supports and underpins the skills required for both a Level 1 and Level Functional skills qualification and a GCSE Foundation Mathematics

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As above, plus:

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