



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Number	Solve problems set in a real life context Using rounding to estimate calculations Identify different types of number Calculate fluently with all types of number in different contexts, including fractions, decimals and percentages Generate and use the nth term of sequences including quadratics	Power Roots Factor Rational Irrational	Solve problems set in a real life context Using rounding to estimate calculations Identify different types of number Calculate fluently with all types of number in different contexts, including fractions, decimals and percentages Generate and use the nth term of sequences including quadratics	A firm grasp of place value and the ability to order integers and decimals and use the four operations Knowledge of integer complements to 10 and to 100, multiplication facts to 10 x 10, strategies for multiplying large numbers Be able to recognise and recall squares, cubes and their associated roots and have knowledge of classifying integers	There will be a written piece of homework each week to asses learning. Videos and additional work can be accessed via www.corbettmaths.com Www.keshmaths.org.uk
Averages and graphs	Use and interpret Scatter diagrams Use averages to solve more complex problems Identify the advantages and disadvantages of each type of average Know which average to use in a given situation Calculate averages from grouped frequency tables	Continuous Qualitative Quantitative Correlation Population Sample frequency	Use and interpret Scatter diagrams Use averages to solve more complex problems Identify the advantages and disadvantages of each type of average Know which average to use in a given situation Calculate averages from grouped frequency tables	Read scales on graphs, draw circles, measure angles and plot coordinates in all four quadrants Fluent with tally charts and inequality notation Ability to find the midpoint of two numbers	There will be a written piece of homework each week to asses learning. Videos and additional work can be accessed via www.corbettmaths.com Www.keshmaths.org.uk



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Number	Calculate fluently with ratio Recognise and solve problems using direct proportion Recognise and solve problems involving compound measures Calculate compound interest and repeated percentage change Calculate the original amount after a known percentage change	Recurring Reciprocal Integer Termination VAT Multiplier	Calculate fluently with ratio Recognise and solve problems using direct proportion Recognise and solve problems involving compound measures Calculate compound interest and repeated percentage change Calculate the original amount after a known percentage change	Know the four operations of number Be able to find common factors Have an understanding of fractions as being parts of a whole Define percentage as number of parts per hundred Awareness that percentages are used in everyday life	There will be a written piece of homework each week to assess learning. Videos and additional work can be accessed via www.corbettmaths.com www.keshmaths.org.uk
Shape and transformations	Use geometric properties to calculate the size of angles in special quadrilaterals Calculate fluently with interior and exterior angles Draw and interpret diagrams using bearings and scale Demonstrate that two triangles are congruent using proof	Elevation Depression Quadrilateral Corresponding Alternate Co-interior	Use geometric properties to calculate the size of angles in special quadrilaterals Calculate fluently with interior and exterior angles Draw and interpret diagrams using bearings and scale Demonstrate that two triangles are congruent using proof	Recall basic angle facts Rearrange simple formulae and equations Understand that fractions are more accurate in calculations than rounded percentage or decimal equivalents	There will be a written piece of homework each week to assess learning. Videos and additional work can be accessed via www.corbettmaths.com www.keshmaths.org.uk