Key stage 3 Curriculum map 2019-20			Subject: Mathematics			
Year 7	Half term 1 Sept – October	Half term 2 November – December	Half term 3 January - Feb	Half term 4 February – April	Half term 5 April - May	Half term 6 June - July
Weeks	7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7.5 weeks
Module	Calculating					
Key learning questions and intent	Understand and apply the order in simple calculations (no brackets) Apply the principles of the commutative, distributive and associative laws with numbers Add and subtract several numbers, looking for strategies Solve simple problems using ideas of ratio and proportion ('one for every … and one in every ...') Develop calculator skills					

	involving negative number input, sign change, squares and square root keys Consolidate the rapid recall of addition and subtraction facts and positive integer complements to 100 Use standard column procedures to add and subtract whole numbers Recognise and extend number sequences formed by counting on or counting back Approximate before carrying out an addition or subtraction					

	Round positive whole numbers to the nearest 10 Consolidate the rapid recall of multiplication facts to 10 × 10 Know square numbers, 1 × 1 up to 10 × 10 Check a result by considering if it is of the right order of magnitude Multiply and divide integers by 10 and 100 and 1000 and explain the effect Divide a quantity into two parts in a given ratio where ratio is given in worded form Order positive and negative integers in context; show					

	positions on number lines					
What is the 'powerful knowledge' you want students to learn	**Manipulate Integers**					
Skills and abilities students will be learning and developing	understand and use place value for integers order positive and negative integers use the symbols =, ≠, <, >, ≤, ≥ use the four operations, including formal written methods, with positive and negative integers use integer powers and associated real roots (square, cube and higher)					

	use a calculator and other technologies to calculate results accurately and then interpret them appropriately					
How will you develop SEMH aspects of learning						
Off-site opportunity						
Extended writing						
Assessment End of module and impact						

Celebration of achievement: **outcome, display, presentation, class book etc.**						
Cultural & Personal development – what will this contribute to the passport						