

Long Term Plan Maths



Functional Skills Level 1

	Autumn (Using Numbers and the Number System)	Spring (Using Numbers and the Number System/Common Measures, shape and space)	Summer (Handling Data and information)
Unit	<p>Read, write, order and compare large numbers (up to one million) (1)</p> <p>Recognise and use positive and negative numbers (2)</p> <p>Multiply and divide whole numbers and decimals by 10, 100, 100 (3)</p> <p>Add, subtract decimals up to two decimal places (11)</p> <p>Divide decimals up to two decimal places (11)</p> <p>Use multiplication facts and make connections with division facts (4)</p> <p>Multiply decimals up to two decimal places (11)</p> <p>Use multiplication facts and make connections with division facts</p> <p>Approximate by rounding to a whole number or to one or two decimal places (12)</p> <p>Read, write, order and compare decimals up to three decimal places (10)</p> <p>Follow the order of precedence of operators (7)</p> <p>Use simple formulae expressed in words for one or two-step operations (5)</p> <p>Calculate the squares of one-digit and two-digit numbers (6)</p>	<p>Find fractions of whole number quantities or measurements (9)</p> <p>Recognise and calculate equivalences between common fractions, percentages and decimals (16)</p> <p>Read, write, order and compare percentages in whole numbers (13)</p> <p>Estimate answers to calculations using fractions and decimals (15)</p> <p>Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof (14)</p> <p>Work with simple ratio and direct proportions (17)</p> <p>Calculate simple interest in multiples of 5% on amounts of money (18)</p> <p>Calculate discounts in multiples of 5% on amounts of money (19)</p> <p>Convert between units of length, weight, capacity, money and time, in the same system (20)</p> <p>Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles (24)</p> <p>Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles (22)</p>	<p>Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs (27)</p> <p>Group discrete data and represent grouped data graphically (28)</p> <p>Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs (27)</p> <p>Group discrete data and represent grouped data graphically (28)</p> <p>Find the mean and range of a set of quantities (29)</p> <p>Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events (30)</p> <p>Use equally likely outcomes to find the probabilities of simple events and express them as fractions (31)</p> <p>Review of units at FS Lv1 level including past papers</p> <p>Exam preparation</p>

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	Review of units at FS Lv1 level including past papers	<p>Calculate the volumes of cubes and cuboids (23)</p> <p>Interpret plans, elevations and nets of simple 3-D shapes (25)</p> <p>Use angles when describing position and direction, and measure angles in degrees (26)</p> <p>Recognise and make use of simple scales on maps and drawings (21)</p> <p>Use Coordinates in the four quadrants (L2 standard)</p> <p>Review of units at FS Lv1 level including past papers</p>	
Skills, Knowledge and Learning	<p>Pupils should feel they have concrete knowledge of how to use all of the basic operations, and as a result should feel confident in their ability to tackle many everyday maths problems using these. Examples include dividing up money, being able to calculate money after subtracting purchases, or being able to work out the price of multiple items they may purchase using multiplication. Knowing when to apply the correct basic operation is also vital for pupils confidence in using operations and will be key to this unit of work</p>	<p>Pupils should develop a confidence in FDP in real word application. Pupils should feel they know how to calculate percentages of amounts, including being able to work out percentage drops on products, or calculate tax amounts from future wages. Pupils should also be able to use fractions in context. For example pupils should again feel confident in using $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ for specific situations such as fuel in a car tank and the estimated miles left based on this. Pupils should also have learnt how to convert between different units of measure, again linking this to real life problems such as how cars run to MPG despite fuel prices being in litres.</p> <p>Pupils should also become familiar with units on maps, and how we read these. Pupils should be able to look at different maps and be confident in drawing out information</p>	<p>Within this term, pupils should develop their confidence in being able to pick out information from a range of different tables and graphs. Due to the large number of charts, graphs and diagrams in the real world, it's important students develop a keen eye for picking out key information in a chart or graph to be able to understand what it is displaying. From this students should be given the skills and knowledge to extract the important pieces of necessary information. Further to this pupils should develop knowledge of how to display their own information and the most purposes chart or graph for doing this. Finally pupils can tie this up by being able to confidently draw out key information such as the Mean or range of data, alongside links to probability.</p>
NC/Qualification Objectives	All units above relate to objectives taken directly from FS curriculum Numbers next to objectives above relate to curriculum point	All units above relate to objectives taken directly from FS curriculum Numbers next to objectives above relate to curriculum point	All units above relate to objectives taken directly from FS curriculum Numbers next to objectives above relate to curriculum point

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Enrichment/ Experiences	<ul style="list-style-type: none"> - <i>Sea life centre/ MarwellZoo</i> <ul style="list-style-type: none"> o <i>– Planning the journey to Sea Life Centre</i> o <i>Time it takes to get there & time to visit the attraction</i> o <i>Costs of visiting</i> o <i>Weight of animals/ feed needed for animals</i> - <i>Christmas shopping</i> <ul style="list-style-type: none"> o <i>– Planning a shopping list for Christmas Dinner/ Presents</i> o <i>Working with budgets, discounts and sales</i> - 		
Curriculum End Point / Goal	<ul style="list-style-type: none"> - That pupils feel confident in their own ability to use operations in real life contexts - That pupils are able to break down real life problems and identify the correct operations to use - That pupils can use estimation in a range of contexts to help speed up their ability to solve problems, but also to check their own calculations 	<ul style="list-style-type: none"> - That pupils feel confident in their knowledge of FDP - That pupils are able to use FDP confidently in a range of real world problems - That pupils understand different measures, how these relate to each other and why we have different measures, including which are most appropriate and when - That pupils feel confident in the real world, to access maps and have the skills to understand how to use them 	<ul style="list-style-type: none"> - That pupils feel confident in their ability to access any chart/graph/table that you would find in the real world such as bus timetables, flight information boards, online tables such as sports tables so that pupils feel prepared for life after school - For pupils to be able to easily calculate averages in real life problems