

Subject: Maths **Year** 9 **Ability** Foundation

Half Term 2 / weeks	Week 1-2	Week 3-4	Week 5-6	
Topic	Index Laws, Expanding and Factorising Unit 3	Rounding and Estimation Unit 4	Substitution and solving equations Unit 5	Reteach and Retention
Topic overview Pupils will learn...	To introduce the key skills of algebra in context with particular focus on expanding and factorising.	To understand the meaning of an answer in “context” and to be able to see if this answer is of suitable magnitude and accuracy	To be able to substitute values into a formula or expression to find unknown values and to be able to solve simple equations that use the basic operations.	Focus on the process of reteach and retention, knitting together the learning in reaction to the assessments completed
Components	<ul style="list-style-type: none"> To be able to use the laws of Indices To be able to simplify and collect like terms To be able to expand single brackets To expand and simplify expressions with more than one pair of brackets To be able to expand a pair of double brackets and simplify to make a quadratic expression To factorise expressions with one pair of brackets 	<ul style="list-style-type: none"> To be able to round a number to a given amount of decimal places or significant places To be able to round numbers to 1 s.f to estimate calculations To be able to find upper and lower bounds To be able to use upper and lower bound in various calculations To be able to multiply and divide decimals To be able to use order of operations to correctly calculate an answer 	<ul style="list-style-type: none"> To be able to substitute both positive and negative numbers into expressions To be able to solve linear equations 	Staff complete a program of adaptive reteaching on specific topics based on the individual/class needs within their groups. Regular assessments are used to identify gaps in learning. Any gaps found are then addressed in lessons to help support learning and retention. Clear areas for improvement are monitored by individual staff and at a departmental level.
What pupils should already know (prior learning components)	Students will need to show knowledge of place value and good mental arithmetic as well as use of a calculator. Students will need to be able to identify factors of two numbers	Pupils base understanding of number work, in particular factors and multiples will be needed for this. Division of not just integers but also algebraic terms. Students need a basic algebra understanding (i.e. $3a$ means $3 \times a$)	Pupils will need to understand algebraic expressions, have good mental arithmetic, and be able to recall the formulas for area of 2D shapes	All the half term content will have been covered by this point. Staff will use departmental tracking documents to analyse the gaps in learning from the most recent assessments and all previous assessments. The ability to structure and breakdown a problem-solving question as exemplified in the TFI questions throughout the course.
Transferrable knowledge (skills)	These algebraic skills are used to increasing levels of difficulty from this point onwards. These skills are key to all future work in algebra especially solving quadratics. Confidence here with indices will be revisited later in KS4 with negative	Along with multiplication there are more marks for rounding to dp/sf than any other topic in maths due to it being a feature at the end of many questions. (this is a particular focus for money questions). The use of estimation should also be encouraged in all future topics	Substitution skills will be used consistently with any question that uses a formula. This will be used throughout KS3/4/5 and the understanding that BODMAS plays in this should be stressed. Solving equations here sets out the basic skills that will be needed in	This activity should serve to highlight and address areas of weakness in teaching and learning or retention. This early intervention to understand specific key areas for improvement or development. This should help to build

	and fractional problems as well as in KS5 for differentiation. The use of powers will also be needed when using standard form.	and questions to address the validity of the answers being given with students asking “does this sound right”	increasingly harder questions and the ability to manipulate algebra will be needed in numerous contexts and topics. Eq SUVAT equations that are used in KS5 use these skills	confidence and improve students’ ability to answer these and directly sequential problems.
Key vocabulary pupil will know and learn	Indices, Powers, Expressions, Roots, Expand, Brackets, Double brackets, Collect like terms, Simplify, Factorise, Quadratic, Coefficient, Algebraic fractions,	Rounding, Whole numbers, Nearest, Ten, Hundred, Thousand, Significant figures, Decimal places, Estimation, Bounds, Upper, Lower, Operations,	Substitution, Expressions, Letter, Negatives, Formulas, Solve Linear equations, Coefficients, Brackets, Expand, Forming, Angles, Perimeters, Area,	
Assessment activities	Year 9 Test 2 Homework Unit 3 Indices	Year 9 Test 2 Homework Unit 4 Rounding and Estimation	Year 9 Test 2 Homework Unit 5 Substituting and solving equations	AFL and adaptive teaching will continue to support staff to assess the address areas.
Resources available	Mathswatch clips 29,82,131, 33,34,35,93,134,94	Mathsclips 31,32,90,91,132,17,18,66,67,75,79,80,	Mathsclips 95.135.137	Before any assessments are completed, revision and guidance materials are provided for students to assist in independent study.
Notes Why this topic is important...	The start of this topic looks at the use of powers in maths and how this is used and written. These then move into the ideas of the laws of indices and how these can be used to great effect to simplify complex questions. Perhaps the most important skill seen here though is the ability to expand and factorise. This is a corner stone of maths that is used all the way through to degree level. These skills used here will be used to solve and understand quadratics at KS4 and cubic and beyond at KS5.	The ability to round (esp SF) is a key topic that is needed in many topics that are covered later in the curriculum. Many answers that use a calculator to find them (eg trig) will use these skills. An appreciation of the accuracy of an answer is important and the use of bounds shows this that should be shown to students in a context of possibly misleading information in real life.	Substitution is possibly the widest used mathematical skill outside of maths itself. The ability to use a formula or rule to find information is used in numerous different contexts. The solving of linear equations here does however provide the underpinning to a large proportion of algebra from rearranging to simultaneous equations and quadratic equations.	This is an important point in the curriculum plan that enables individual teachers to review the gaps in learning for the classes they teach. The half-termly assessments are used to track students’ progress and enable teachers to react quickly to any gaps in knowledge and prepare students for the next assessment. The feedback and modelling of the exam answers enables students to pick up exam techniques and the ability to communicate effectively.