

Bishop Stopford's School

Curriculum Map Year 11

| 1 | Autumn 1 | Autump 2 | Spring 1 | Spring 2 | Summor 1 | Summor 2 |
|---|-----------------------------------|----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|----------|
| | Automini | Autumitz | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| rk | 17. Perimeter, area and volume | 19. Congruence and Vectors | Bespoke teaching based on | Bespoke teaching based on | In class exam practice | Exams |
| | 18. Fractions, indices and | 20. Further Algebra | gaps identified from Trial Exam | gaps identified from Trial Exam | Exams begin | |
| | standard form | | 1. Consolidation and extension | 1/2. Consolidation and | | |
| ž | 19. Similarity | | of knowledge of the different | extension of knowledge of the | | |
| of | | | strands of Maths (Number | different strands of Maths | | |
| , nit | | | Algebra Coometry and | (Number Algebre Cosmetry | | |
| ⊃ | | | Algebra, Geometry and | (Number, Algebra, Geometry | | |
| | | | Measures and Statistics) | and Measures and Statistics) | | |
| | Know the formula for | Lise of column vectors from | Short form plans will be | Short form plans will be | | |
| | | ose of column vectors from | Short term plans will be | Short term plans will be | | |
| | calculating the area of 2D | transmation | developed for Spring term 2 | developed for Spring term 2 | | |
| | shapes. | Adding and subtracting negative | based on the DTT model | based on the DTT model | | |
| | Know how to use the four | numbers | (Diagnosis - from assessments | (Diagnosis - from assessments | | |
| | operations on a calculator. | Know that the sum of the angles | to identify gaps in core skills | to identify gaps in core skills | | |
| | Name common 3D shapes. | in a triangle must be 180° | and knowledge. Therapy - areas | and knowledge. Therapy - areas | | |
| | To convert between mixed | Find corresponding and | where students are less secure | where students are less secure | | |
| iii) | numbers and improper | alternate angles | will be taught to students and | will be taught to students and | | |
| S S | numbers and improper | | will be tadgitt to students and | will be taught to students and | | |
| Core | tractions. | Substitute into and solve | then Testing will ensure that the | then Testing will ensure that the | | |
| | Know least common multiples. | equations | therapy/teaching has been | therapy/teaching has been | | |
| | Four operations with fractions | Plot coordinates and sketch | effective. The short term plans | effective. The short term plans | | |
| | Recall the index laws for | simple functions with a table of | will be shared with students by | will be shared with students by | | |
| | multiplying and dividing positive | values | their relevant class teacher | their relevant class teacher | | |
| | integer nowers | | | | | |
| | integer poners. | | | | | |
| | | | | | | |
| | 17.1 Circle and Comisirelas | 10.1 December and use | All aspects of Number Algebra | All aspects of Number Algebra | | |
| tnowledge | 17.1 Circle and Semicircles | 19.1 Recognise and use | All aspects of Number, Algebra, | All aspects of Number, Algebra, | | |
| | 17.2 Composite 2d snapes and | congruence | Geometry, Measures and | Geometry, Measures and | | |
| | cylinders | 19.2 Vectors arithmetic using | Statistics covered in the Edexcel | Statistics covered in the Edexcel | | |
| | 17.3 Pyramids and cones | column vectors | specification that have been | specification that have been | | |
| | 17. 4 Spheres and composite | 20.1 Graphical representations | identified as areas for | identified as areas for | | |
| | solids | of vectors | development | development | | |
| | 18 1 Fractions | 20.2 Non linear graphs | | | | |
| | 19.3 Laws of indians | 20.2 Fimultaneous equations | | | | |
| | 18.2 Laws of mulces | 20.3 Simultaneous equations | | | | |
| | 18.3 Converting large numbers | graphically | | | | |
| e X | in standard form | 20.4 Rearranging formula | | | | |
| õ | 18.4 Converting small numbers | 20.5 Proof | | | | |
| - | in standard form | | | | | |
| | 18.5 Calculating with standard | | | | | |
| | form | | | | | |
| | 19 1 Similarity and enlargement | | | | | |
| | 19.2 Lisng similarity | | | | | |
| | 19.2 Olsing similarity | | | | | |
| | | | | | | |
| ~ | MINI Assessment at the end of | Mini assessment at the end of | Mini assessment at the end of | Bespoke mini assessment at the | Bespoke mini assessment at the | 1 |
| act | every unit and end of half term | every unit and end of half term | every unit and end of half term | end of every unit and end of | end of every unit and end of | |
| qp | term assessment. A feedback | term assessment. A feedback | term assessment. A feedback | half term term assessment. A | half term term assessment. A | |
| Ę | sheet will be afixed to the | sheet will be afixed to the | sheet will be afixed to the | feedback sheet will be afixed to | feedback sheet will be afixed to | |
| ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ | students books, while their | students books, while their | students books, while their | the students books, while their | the students books, while their | |
| sut | assessments will be kept in a | assessments will be kept in a | assessments will be kept in a | assessments will be kept in a | assessments will be kept in a | |
| Ĕ | folder in the classroom | folder in the classroom | folder in the classroom | folder in the classroom | folder in the classroom | |
| SSE | Tolder in the classiconi. | loider in the classicom. | loider in the classicom. | Tolder in the classiconi. | | |
| ٩ | | | | | | |
| | Core skills are reviewed as | Core skills are reviewed as | Core skills are reviewed as | Core skills are reviewed as | Core skills are reviewed as | |
| ing | starters and set as homework to | starters and set as homework to | starters and set as homework to | starters and set as homework to | starters and set as homework to | 1 |
| arn | reinforce core knowledge | reinforce core knowledge | reinforce core knowledge | reinforce core knowledge | reinforce core knowledge | 1 |
| <u>–</u> | remorce core knowledge | reiniorce core knowledge | remonce core knowledge | remorce core knowledge | reinforce core knowledge | 1 |
| i. | | | | | | 1 |
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