

Stone Hill School

Long Term Curriculum Plan

Subject Mathematics Functional Skills Y10

**Subject Intent**

Our Mathematics curriculum aims to ensure that all pupils become confident mathematicians, who can solve real life problems and reach their full potential in qualification work. The curriculum is based on the Maths Mastery principles. Pupils are encouraged to build their fluency by securing their knowledge of mathematical facts and models, and then use this understanding to solve a wide range of problems. Mathematics skills are further embedded through the foundation subject curriculums, and the leaders of these subjects contribute to the assessment of pupils in areas such as measures, money and statistics. We also plan multiple opportunities for our pupils to use mathematics in real world situations, through for example, role play, enterprise projects and visits out of school.

Year Group	10	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to:  Literacy, Numeracy  SMSC and British Values  Gatsby Benchmarks  Learning Behaviours/Skills Builder
Autumn		1-6	Budgeting	<ul style="list-style-type: none"> <li>Name wants and needs</li> <li>Create a personal budget</li> </ul>	<p><b>Gatsby Benchmarks 3 and 8</b></p> <p><b>Literacy</b> Answer questions, speak coherently, take part in a discussion, develop vocabulary.</p> <p><b>SMSC and British Values</b> Understand consequences, cooperate with others, understand different socio-economic groups in Britain (Democracy and Rule of Law)</p> <p><b>Skills Builder</b> Aiming high</p> <p><b>Careers</b></p>

				Show how you are developing the qualities and skills which will help you to improve your employability
	7-12	Banking Services	<ul style="list-style-type: none"> <li>• Understand what key services are offered by banks (visit Halifax bank).</li> <li>• Understand the pros and cons of borrowing money.</li> <li>• Suggest advantages of saving money.</li> </ul>	<p><b>Gatsby Benchmarks 5 and 6</b></p> <p><b>Literacy</b> Ask questions, comprehend, take part in a discussion, research.</p> <p><b>SMSC and British Values</b> Understand consequences, socialise with other pupils and other people, accept the rule of law, offer reasoned views, enjoy learning about the world around them. (Rule of Law)</p> <p><b>Skills Builder</b> Aiming high, speaking, listening.</p> <p><b>Careers</b> Explain different types of business organisational structures, how they operate and how they measure success</p> <p>Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you</p>
Spring	1-4	Deductions from earnings	<ul style="list-style-type: none"> <li>• Know what deductions are taken from our earnings.</li> </ul>	<p><b>Gatsby Benchmark 2</b></p> <p><b>Literacy</b></p>

			<ul style="list-style-type: none"> <li>Know what these deductions are used for.</li> </ul>	<p>Give an opinion, develop vocabulary, take notes.</p> <p><b>SMSC and British Values</b> Investigate moral and ethical issues, Accept the rule of law, Accept British values, Offer reasoned views. (Tolerance and Mutual Respect)</p> <p><b>Skills Builder</b> Problem solving</p>
	5-12	OCR Entry Level Coursework: organise a visit	<ul style="list-style-type: none"> <li>Apply understanding of time and money to arranging buses and trains.</li> <li>Apply money work to budgeting for a lunch.</li> <li>Use statistics to choose lunch venues.</li> </ul>	<p><b>Gatsby Benchmarks 4 and 6</b></p> <p><b>Literacy</b> Summarise, take notes, give an opinion, ask questions, answer questions.</p> <p><b>SMSC and British Values</b> Socialise with other pupils and other people, cooperate with others, offer reasoned views, enjoy learning about the world around them, reflect on own success. (Mutual Respect and Individual Liberty)</p> <p><b>Skills Builder</b> Aiming high, staying positive</p> <p><b>Careers</b> Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p>
<b>Summer</b>	1-4	Revision for Entry Level test papers.	<ul style="list-style-type: none"> <li>Area and perimeter</li> <li>Measuring accurately.</li> <li>Patterns and sequences.</li> </ul>	<p><b>Literacy</b> Answer questions, develop vocabulary.</p> <p><b>Skills Builder</b> Aiming high, staying positive.</p>
	5-10	Statistics	<ul style="list-style-type: none"> <li>Carry out surveys (linked to jobs and workplaces)</li> </ul>	<p><b>Gatsby Benchmarks 1,2,3 and 4</b></p> <p><b>Literacy</b></p>

			<ul style="list-style-type: none"> <li>• Sort data on Venn diagrams</li> <li>• Create pictograms and bar charts</li> </ul>	<p>Ask questions, summarise, give an opinion, research.</p> <p><b>SMSC and British Values</b>          Enjoy learning about the world around them, offer reasoned views, understand different socio-economic groups in Britain. (Tolerance and Mutual Respect)</p> <p><b>Skills Builder</b>          Problem solving, speaking, listening.</p>
<p><b>Intended impact:</b>          Pupils will gain qualifications that will help them to access Mathematics at a Post 16 provision. Pupils will have a wider understanding of Mathematics in the workplace, and they will be more aware of the importance of budgeting and money management at home. In addition, by working together to organise events and visits out of school, pupils will have developed teamwork, leadership and problem solving skills.</p>				

