**Year 11**

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| Week | Strand | Topic | Estimated hours |
| 1 | N6, N7 | Number 1c – Indices, powers, roots | 6-8 |
| 2 | Number 1c – Indices, powers, roots |  |
| 3 | A2, A4, A5, A7, A21 | Algebra 2c – Expressions – Expressions + Substitution | 6-8 |
| 4 | Algebra 2c – Expressions – Expressions + Substitution |  |
| 5 | G2, G15, S2, S4 | Statistics 3c – Pie charts | 3-5 |
| 6 | S4, S6 | Statistics 3d - Scattergraphs | 5-7 |
| 7 |  | **Common Topics** |  |
| 8 |  | **REVIEW/ASSESS/DIRT WEEK 1** |  |
| 9 | N12, R9 | Number 4c – Basic percentages | 6-8 |
| 10 | Number 4c – Basic percentages |  |
| 11 | A7, A23, A24, A25 | Algebra 5c – Basic sequences and nth term | 6-8 |
| 12 | Algebra 5c – Basic sequences and nth term |  |
| 13 | N7, N15, A4,G6, G20, G21 | Geometry 12- Trigonometry + Pythagoras – Review | 5-7 |
| 14 | Geometry 12- Trigonometry + Pythagoras – Review |  |
| 15 |  | **Mocks** |  |
| 16 | **Mocks** |  |
| 17 | N11, N13, R1, R4, R5, R6, R7, R8, R10, R12, R14 | Ratio 11a,b –Ratio and proportion review.  | 5-7 |
| 18 | A11, A12, A18 | Algebra 16b - Properties of quadratic graphs. | 3-5 |
| 19 | G24, G25 | Geometry 19b - Vectors | 6-8 |
| 20 | Geometry 19b - Vectors |  |
| 21 |  | **REVIEW/ASSESS/DIRT WEEK 2** |  |
| 22 | N1, A3, A5, A6, A9, A12, A14, A19, A21, A22, R10, R14 | Algebra 20 - Simultaneous eqns & rearranging eqns | 4-6 |
| 23 | Algebra 20 - Simultaneous eqns & rearranging eqns |  |
| 24 |  | **Consolidation and Revision** |  |
| 25 |  | **Consolidation and Revision** |  |
| 26 |  | **Consolidation and Revision** |  |
| 27 |  | **Consolidation and Revision** |  |
| 28 |  | **Consolidation and Revision** |  |
| 29 |  | **Consolidation and Revision** |  |
| 30 |  | **Consolidation and Revision** |  |
| 31 |  | **Consolidation and Revision** |  |
| 32 |  | **Consolidation and Revision** |  |
| 33 |  | **Consolidation and Revision** |  |
| 34 |  | **Consolidation and Revision** |  |
| 35 |  | **Consolidation and Revision** |  |
| 36 |  | STUDENTS LEAVE |  |
| 37 |  |  |  |
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**Number 1c – Indices, powers and roots**

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| **OBJECTIVES**By the end of the sub-unit, students should be able to:* Find squares and cubes:
* recall integer squares up to 10 x 10 and the corresponding square roots;
* understand the difference between positive and negative square roots;
* recall the cubes of 1, 2, 3, 4, 5 and 10;
* Use index notation for squares and cubes;
* Recognise powers of 2, 3, 4, 5;
* Evaluate expressions involving squares, cubes and roots:
* add, subtract, multiply and divide numbers in index form;
* cancel to simplify a calculation;
* Use index notation for powers of 10, including negative powers;
* Use the laws of indices to multiply and divide numbers written in index notation;
* Use the square, cube and power keys on a calculator;
* Use brackets and the hierarchy of operations with powers inside the brackets, or raising brackets to powers;
* Use calculators for all calculations: positive and negative numbers, brackets, powers and roots, four operations.

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**Algebra 2c – Expressions and substitution**

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| **OBJECTIVES**By the end of the sub-unit, students should be able to:* Write expressions to solve problems representing a situation;
* Substitute numbers in simple algebraic expressions;
* Substitute numbers into expressions involving brackets and powers;
* Substitute positive and negative numbers into expressions;
* Derive a simple formula, including those with squares, cubes and roots;
* Substitute numbers into a word formula;
* Substitute numbers into a formula.

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**Statistics 3c – Pie charts**

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| **OBJECTIVES**By the end of the sub-unit, students should be able to:* Draw circles and arcs to a given radius;
* Know there are 360 degrees in a full turn, 180 degrees in a half turn, and 90 degrees in a quarter turn;
* Measure and draw angles, to the nearest degree;
* Interpret tables; represent data in tables and charts;
* Know which charts to use for different types of data sets;
* Construct pie charts for categorical data and discrete/continuous numerical data;
* Interpret simple pie charts using simple fractions and percentages; ,  and multiples of 10% sections;
* From a pie chart:
	+ find the mode;
	+ find the total frequency;
* Understand that the frequency represented by corresponding sectors in two pie charts is dependent upon the total populations represented by each of the pie charts.
 | **POSSIBLE SUCCESS CRITERIA** From a simple pie chart identify the frequency represented by  and  sections.From a simple pie chart identify the mode.Find the angle for one item. **COMMON MISCONCEPTIONS**Same size sectors for different sized data sets represent the same number rather than the same proportion.**NOTES**Relate , , etc to percentages. Practise dividing by 20, 30, 40, 60, etc.Compare pie charts to identify similarities and differences.Angles when drawing pie charts should be accurate to 2°. |

**Statistics 3d – Scatter graphs**

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| **OBJECTIVES**By the end of the sub-unit, students should be able to:* Draw scatter graphs;
* Interpret points on a scatter graph;
* Identify outliers and ignore them on scatter graphs;
* Draw the line of best fit on a scatter diagram by eye, and understand what it represents;
* Use the line of best fit make predictions; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing;
* Distinguish between positive, negative and no correlation using lines of best fit;
* Use a line of best fit to predict values of a variable given values of the other variable;
* Interpret scatter graphs in terms of the relationship between two variables;
* Interpret correlation in terms of the problem;
* Understand that correlation does not imply causality;
* State how reliable their predictions are, i.e. not reliable if extrapolated.
 | **POSSIBLE SUCCESS CRITERIA** Justify an estimate they have made using a line of best fit.Identify outliers and explain why they may occur.Given two sets of data in a table, model the relationship and make predictions. **COMMON MISCONCEPTIONS**Lines of best fit are often forgotten, but correct answers still obtained by sight. Interpreting scales of different measurements and confusion between *x* and *y* axes when plotting points.**NOTES**Students need to be constantly reminded of the importance of drawing a line of best fit.Support with copy and complete statements, e.g. as the \_\_\_ increases, the \_\_\_ decreases. Statistically the line of best fit should pass through the coordinate representing the mean of the data. Students should label the axes clearly, and use a ruler for all straight lines and a pencil for all drawing.Remind students that the line of best fit does not necessarily go through the origin of the graph. |

**Number 4c – Basic percentages**

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| **OBJECTIVES**By the end of the sub-unit, students should be able to:* Express a given number as a percentage of another number;
* Find a percentage of a quantity without a calculator: 50%, 25% and multiples of 10% and 5%;
* Find a percentage of a quantity or measurement (use measurements they should know from Key Stage 3 only);
* Calculate amount of increase/decrease;
* Use percentages to solve problems, including comparisons of two quantities using percentages;
* Percentages over 100%;
* Use percentages in real-life situations, including percentages greater than 100%:
* Price after VAT (not price before VAT);
* Value of profit or loss;
* Simple interest;
* Income tax calculations;
* Use decimals to find quantities;
* Find a percentage of a quantity, including using a multiplier;
* Use a multiplier to increase or decrease by a percentage in any scenario where percentages are used;
* Understand the multiplicative nature of percentages as operators.

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**Algebra 5c – Basic sequences and nth term**

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| **OBJECTIVES**By the end of the sub-unit, students should be able to: * Recognise sequences of odd and even numbers, and other sequences including Fibonacci sequences;
* Use function machines to find terms of a sequence;
* Write the term-to-term definition of a sequence in words;
* Find a specific term in the sequence using position-to-term or term-to-term rules;
* Generate arithmetic sequences of numbers, triangular number, square and cube integers and sequences derived from diagrams;
* Recognise such sequences from diagrams and draw the next term in a pattern sequence;
* Find the next term in a sequence, including negative values;
* Find the *n*th term for a pattern sequence;
* Find the *n*th term of a linear sequence;
* Find the *n*th term of an arithmetic sequence;
* Use the *n*th term of an arithmetic sequence to generate terms;
* Use the *n*th term of an arithmetic sequence to decide if a given number is a term in the sequence, or find the first term over a certain number;
* Use the *n*th term of an arithmetic sequence to find the first term greater/less than a certain number;
* Continue a geometric progression and find the term-to-term rule, including negatives, fraction and decimal terms;
* Continue a quadratic sequence and use the *n*th term to generate terms;
* Distinguish between arithmetic and geometric sequences.

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**Geometry 12- Trigonometry + Pythagoras – Review**

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| **OBJECTIVES**By the end of the unit, students should be able to:* Understand, recall and use Pythagoras’ Theorem in 2D, including leaving answers in surd form;
* Given 3 sides of a triangle, justify if it is right-angled or not;
* Calculate the length of the hypotenuse in a right-angled triangle, including decimal lengths and a range of units;
* Find the length of a shorter side in a right-angled triangle;
* Apply Pythagoras’ Theorem with a triangle drawn on a coordinate grid;
* Calculate the length of a line segment AB given pairs of points;
* Understand, use and recall the trigonometric ratios sine, cosine and tan, and apply them to find angles and lengths in general triangles in 2D figures;
* Use the trigonometric ratios to solve 2D problems;
* Find angles of elevation and depression;
* Round answers to appropriate degree of accuracy, either to a given number of significant figures or decimal places, or make a sensible decision on rounding in context of question;
* Know the exact values of sin *θ* and cos *θ* for *θ* = 0°, 30°, 45°, 60° and 90°; know the exact value of tan *θ* for *θ* = 0°, 30°, 45° and 60°.

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**Ratio 11a,b –Ratio and proportion review.**

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| **OBJECTIVES**By the end of the sub-unit, students should be able to:* Understand and express the division of a quantity into a of number parts as a ratio;
* Write ratios in their simplest form;
* Write/interpret a ratio to describe a situation;
* Share a quantity in a given ratio including three-part ratios;
* Solve a ratio problem in context:
* use a ratio to find one quantity when the other is known;
* use a ratio to compare a scale model to a real-life object;
* use a ratio to convert between measures and currencies;
* problems involving mixing, e.g. paint colours, cement and drawn conclusions;
* Compare ratios;
* Write ratios in form 1 : *m* or *m* : 1;
* Write a ratio as a fraction;
* Write a ratio as a linear function;
* Write lengths, areas and volumes of two shapes as ratios in simplest form;
* Express a multiplicative relationship between two quantities as a ratio or a fraction.
* Understand and use proportion as equality of ratios;
* Solve word problems involving direct and indirect proportion;
* Work out which product is the better buy;
* Scale up recipes;
* Convert between currencies;
* Find amounts for 3 people when amount for 1 given;
* Solve proportion problems using the unitary method;
* Recognise when values are in direct proportion by reference to the graph form;
* Understand inverse proportion: as *x* increases, *y* decreases (inverse graphs done in later unit);
* Recognise when values are in direct proportion by reference to the graph form;
* Understand direct proportion ---> relationship *y* = *kx*.

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**Algebra 16b - Properties of quadratic graphs**.

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| **OBJECTIVES**By the end of the sub-unit, students should be able to:* Generate points and plot graphs of simple quadratic functions, then more general quadratic functions;
* Identify the line of symmetry of a quadratic graph;
* Find approximate solutions to quadratic equations using a graph;
* Interpret graphs of quadratic functions from real-life problems;
* Identify and interpret roots, intercepts and turning points of quadratic graphs.

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**Geometry 19b - Vectors**

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| **OBJECTIVES**By the end of the sub-unit, students should be able to:* Understand and use column notation in relation to vectors;
* Be able to represent information graphically given column vectors;
* Identify two column vectors which are parallel;
* Calculate using column vectors, and represent graphically, the sum of two vectors, the difference of two vectors and a scalar multiple of a vector.
 | **POSSIBLE SUCCESS CRITERIA**Know that if one vector is a multiple of the other, they are parallel.Add and subtract vectors using column vectors.**COMMON MISCONCEPTIONS**Students find it difficult to understand that two vectors can be parallel and equal as they can be in different locations in the plane. **NOTES**Students find manipulation of column vectors relatively easy compared to the pictorial and algebraic manipulation methods – encourage them to draw any vectors that they calculate on the picture.  |

**Algebra 20 - Simultaneous eqns & rearranging eqns**

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| **OBJECTIVES**By the end of the unit, students should be able to:* Know the difference between an equation and an identity and use and understand the ≠ symbol;
* Change the subject of a formula involving the use of square roots and squares;
* Answer ‘show that’ questions using consecutive integers (*n*, *n* + 1), squares *a*2, *b*2, even numbers 2*n*, and odd numbers 2*n* +1;
* Solve problems involving inverse proportion using graphs, and read values from graphs;
* Find the equation of the line through two given points;
* Recognise, sketch and interpret graphs of simple cubic functions;
* Recognise, sketch and interpret graphs of the reciprocal function  with *x* ≠ 0;
* Use graphical representations of indirect proportion to solve problems in context;
* identify and interpret the gradient from an equation *ax* + *by* = *c*;
* Write simultaneous equations to represent a situation;
* Solve simultaneous equations (linear/linear) algebraically and graphically;
* Solve simultaneous equations representing a real-life situation, graphically and algebraically, and interpret the solution in the context of the problem;

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