

Southbrook Mathematics Department

Key Stage 3 Schemes of work



This scheme of work was devised because KS3 schemes of work available nationally fail to cater to the specific learning needs of our school community. That is to say, classes of learners who often have a significant stretch in ability and gaps in learning which other schemes of work fail to address and also do not provide adequate differentiation to meet their needs. It is also the case that they often have a very spoked profile and therefore work at different levels in different areas of mathematics. The aim therefore was to create a scheme of work which was flexible enough to meet the needs of learners at a very low ability whilst also being able to secure and extend higher ability learners. Since the majority of students are below age-related expected ability, the structure of the KS3 curriculum has been designed to work to support the foundation skills in order that gaps and misconceptions in learner's knowledge and understanding are picked up and addressed. Finally, we aim to provide effective support to all learners in their ability to leave school being able to use money and tell the time. To this end, across all years 7-9, there is a weekly input of skills relating to both time and money; these units are considered ongoing and students would be expected to progress across these two units separately to the others as these are vital functional skills with which our learners often progress in differently to other areas within the subject.



Southbrook Mathematics Department Schemes of work

Yearly Overview: Year 7

The primary purpose of the year 7 scheme is to concentrate on being fluent at counting and understanding place value. The bulk of the units cover a variety of objectives to support this focus, the goal of which is to provide a platform on which to build other key skills in subsequent years.

- Counting and comparing 1
- Calculating - addition and subtraction 1
- Exploring measure 1
- Patterns and sequences
- Counting and comparing 2
- Exploring shapes 1
- Calculating - multiplication and division
- Number and place value
- Calculating - addition and subtraction 2
- Mathematical movement
- Exploring fractions
- Working with data
- Counting and comparing 3
- Exploring shapes 2
- Grid Algebra
- Exploring measure 2
- Functional Project
- Time
- Money



Southbrook Mathematics Department Schemes of work

Yearly Overview: Year 8

The primary purpose of the year 8 scheme is to build on the foundation work done in year 7 of developing fluency in counting and comparing numbers by concentrating on becoming fluent at using and applying the four operations. As with year 7, the bulk of the units cover a variety of objectives to support this focus, with skills in counting and comparing remaining an emphasis across the year in order to support learners who find retaining skills difficult. Therefore the structure of the year is similar but not identical to year 7.

- Counting and comparing 1
- Calculating - addition and subtraction 1
- Exploring measure 1
- Patterns and sequences
- Calculating - multiplication and division 1
- Exploring shapes 1
- Calculating - addition and subtraction 2
- Number and place value
- Mathematical movement
- Addition and subtraction 3
- Exploring fractions 1
- Working with data
- Calculating - multiplication and division 2
- Exploring shapes 2
- Grid Algebra
- Exploring measure 2
- Calculating - the four operations
- Functional Project
- Time
- Money



Southbrook Mathematics Department Schemes of work

Yearly Overview: Year 9

The primary purpose of the year 9 scheme is to prepare students for their KS4 pathway. Therefore during the course of year 9, we supplement the curriculum with a number of functional projects. As with year 7 and 8, there is a weekly input of skills relating to both time and money but during year 9 we aim to include a greater number of projects which draws together multiple areas of the curriculum. We also aim to have a greater emphasis on fractions now that students have developed greater fluency with basic number and operations. This supports students who are not suited for a GCSE pathway, whilst also providing key skills for life for those learners who will follow the GCSE syllabus.

Therefore the structure of the year is similar but not identical to years 7 & 8.

- Counting and comparing 1
- Calculating - addition and subtraction 1
- Exploring fractions/decimals/percentages 1
- Exploring measure 1
- Functional Project 1
- Calculating - multiplication and division 1
- Working with data
- Exploring shapes 1
- Exploring fractions/decimals/percentages 2
- Functional Project 2
- Calculating - addition and subtraction 2
- Mathematical movement
- Exploring fractions/decimals/percentages 3
- Working with data - functional project 3
- Calculating - multiplication and division 2
- Exploring shapes 2
- Grid Algebra
- Exploring measure 2
- Functional Project 4
- Time
- Money