

## **MATHEMATICS**

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Consolidation POOLS (in-class interventions)

sequences Consolidation POOLS (in-cla

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world POOLS (in-class interventions) The planning and delivery follows a hierarchical model which builds on core skills to begin with, e.g. the four operators before progression of other skills, as number underpins the rest of maths. These underpinning concepts build firm Time & Money Initial assessments
Reading and writing
numbers
Number bonds
The four operators
Inverse calculations
Positive and negative
numbers
Number patterns and
sequences
Number Consolidation Introduction
Fractional amounts
Equivalent fractions
Improper and mixed number fractions
The four operators
Decimals and conversions foundations for the assimilation of new knowledge. The sequential planning is as follows: number, fractions, decimals, 0000000000 Estimating and rounding
The four operators
Monetary increase and decrease
Discounts
Practical – tuck shop
Telling the time
24-hour clock
Reading and using timetables
Planning a journey
Consolidation
POOLS (in-class interventions) KS3 YEAR 1 0000 percentages, ratio. measure, shape and space and then statistics and handling data

Building on complexity the deliberate approach to repetitive sequencing via differentiated level shows that one concept relies on prior knowledge, e.g. at bronze a learner is expected to count reliably to 100 and add and subtract two-digit numbers where silver learners are expected to count reliably to 1000 and add and subtract three-digit numbers.
These outcomes are not based on a learner's academic year group, but their individualised starting point and personalised spiral of assessment and progression.