



love the journey

Curriculum Implementation 2025-2026

Secondary

LCA Strand	Maths
Subject	Maths
Key Stage	Key Stage 3 (Chapter 7-9)

What are the key concepts taught?	<ul style="list-style-type: none"> • Number • Algebra • Geometry and measures • Ratio, proportion and rates of change • Probability • Statistics • Problem solving • Enjoyment of maths, curiosity, resilience
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What is the sequencing of units?	<ul style="list-style-type: none"> • The order of units is based on the prerequisites for each unit and to vary which key concepts are addressed each term • Students who are more successful with number work are more confident mathematicians so number is emphasised throughout • Interleaving is a key element of the scheme
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How do we encourage pupils to see the links between different units and concepts?	<ul style="list-style-type: none"> • Teachers know the scheme of work and emphasise links between topics covered • Key skills are woven throughout the curriculum so that key concepts are revisited at a higher level in subsequent years • Questioning and retrieval starters are used to link back to, and gauge students' understanding of prior learning
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What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	<ul style="list-style-type: none"> • Students are taught in broad sets to help teachers to adapt planning • Scheme of work highlight higher level content (more challenging topics not higher-level GCSE) so teachers can decide on the scaffolding needed to challenge their students at the highest level possible • Individual and team maths challenges eg UKMT
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	<ul style="list-style-type: none"> • Awareness by staff of pupil profiles and/or EHCP so as to plan appropriately • Seating plans strategically designed • Manipulatives and models used to support movement of students from concrete, through pictorial to abstract understanding
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> • Retrieval starters in every lesson • Regular assessments covering the whole year of content to date and often previous years too • Topic tests used as homework tasks and act as memory retrieval
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<ul style="list-style-type: none"> • All assessments answers are modelled by teachers post assessment • Pupils make note of the main topic areas for review and use resources provided to do this for homework • Similar questions are presented to students to see if they have improved, often as part of the retrieval starters
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<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> • Key terms are identified on the scheme of work and teacher ensure that these are defined and used in context
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<ul style="list-style-type: none"> • Mastery teaching style puts vocabulary to the forefront of teaching, addressing literacy • Students are encouraged to explain their work both verbally and in writing
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