



# Wightwick Hall High School Maths Long Term Plan



2025-2026

Discoverers/Navigators/Pathfinders/Pioneers

| GCSE Maths Curriculum   |   |  |  |  |  |   |
|---|---|--|--|--|--|---|
| Term  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
| Topic   | Baseline Assessment<br>Negative Numbers<br>BIDMAS<br>Fractions<br>Decimals<br>Percentages<br>Powers, Roots, Primes  | Linear Graphs<br>Metric & Imperial Units<br>Ratio & Proportion<br>Mock Assessment<br>Week<br>Algebra   | Indices<br>Standard Form<br>Algebra<br>Sequences<br>Geometry &<br>Measures Circles<br>Volume & Surface<br>Area   | Angles & Lines<br>Polygons<br>Loci & Construction<br>Bearings<br>Pythagoras' Theorem<br>Transformations<br>Probability   | Statistics<br>Graphs & Charts<br>Trigonometry (if time)<br>Revision  | Revision  |
| Pre-Teaching Assessment Suggestions   | Foundational skills check using past paper questions<br>Recall activity<br>Check understanding of key words<br>Diagnostic questions, e.g. "correct the errors"  | Foundational skills check using past paper questions<br>Recall activity<br>Check understanding of key words<br>Diagnostic questions, e.g. "correct the errors"   | Foundational skills check using past paper questions<br>Recall activity<br>Check understanding of key words<br>Diagnostic questions, e.g. "correct the errors" | Foundational skills check using past paper questions<br>Recall activity<br>Check understanding of key words<br>Diagnostic questions, e.g. "correct the errors"   | Foundational skills check using past paper questions<br>Recall activity<br>Check understanding of key words<br>Diagnostic questions, e.g. "correct the errors" | Past paper questions  |
| 'Step On' Knowledge-Embedded literacy work and weekly class reading sessions. | Four operations fluency (add, subtract, multiply, divide integers)<br>Place value knowledge (including decimals)<br>Times tables; basic understanding of factors, multiples<br>Recognise fractions and convert between simple forms<br>Basic understanding of percentages (fraction of 100) | Co-ordinates in the first two quadrants<br>Recognise straight-line graph patterns<br>Convert between common metric units<br>Understand equivalence and scaling (KS3 ratio)<br>Use letters to represent unknowns<br>Basic substitution into expressions | Square numbers, cube numbers<br>Multiply/divide by powers of 10<br>Recognise patterns in number sequences<br>Use substitution in expressions                   | Properties of 2D shapes<br>Knowing $\pi \approx 3.14$<br>Read scales and measuring accurately<br>Angles on a straight line / around a point<br>Co-ordinates<br>Understand right-angled triangles<br>Reflect/rotate simple shapes | Interpret bar charts, pie charts and scatter diagrams<br>Read tables and frequency tallies<br>Understand right-angled triangles<br>Use calculators confidently | Retrieval of key skills from across the year<br>Calculator and non-calculator fluency<br>Understand command words in exam questions |



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|                          | Read number lines, including negatives<br>Simple square numbers and square roots<br>Understand what a prime number is  |   |  |  |   |   |
| 'Extending up' Knowledge | Order of operations with brackets and multi-step calculations<br>Fraction → decimal → percentage conversions in real contexts<br>Calculate percentage increase/decrease with a calculator<br>Powers and roots beyond squares/cubes (but not full index laws)<br>Prime factor decomposition | Plot straight-line graphs from $y = mx + c$<br>Use conversion graphs<br>Solve ratio problems in real-life contexts (recipes, maps, etc.)<br>Simplify expressions and form basic equations<br>Two-step equations (e.g. $3x + 2 = 11$ ) | Basic index laws for multiplication/division<br>Standard form conversions<br>Generate terms from nth-term (simple linear)<br>Form and solve equations involving sequences  | Use formulae for area/circumference of a circle<br>Volume of cubes, cuboids and prisms<br>Angle reasoning in multi-step problems<br>Bearings (three-figure format)<br>Construct perpendicular or angle bisectors<br>Apply Pythagoras' Theorem to real-life contexts<br>Describe all four transformations | Draw and interpret frequency polygons<br>Averages and range from raw and grouped data<br>Time-series graphs<br>SOHCAHTOA in right-angled triangles (only the basics if time allows) | Multi-topic mixed past papers<br>Strategies for unfamiliar problems<br>Calculator tips (memory, Ans, fraction button, etc.)<br>Time management and general exam strategies          |
| Cross Curricular Links   | Science: use of decimals, units, and converting measurements<br>Cooking: ratio in recipes, scaling quantities<br>ICT/Computing: understanding number systems and logical operations; spreadsheet calculations<br>Life Skills: money calculations, budgeting, percentages                   | Geography: interpreting climate graphs, map scales, ratios<br>Science: distance-time graphs; unit conversions<br>Art: symmetry and basic transformations<br>DT: precision measurement and scale drawings                              | Science: standard form for large or small numbers, powers in equations<br>Computing: indices in binary and data storage (powers of 2)<br>Music: repeating patterns and sequences<br>English: pattern identification in texts or structures | Geography: bearings, map interpretation<br>Art: symmetry, rotations, transformations<br>DT: nets, 3D shapes, measurements, accuracy<br>PE: angles of movement, spatial awareness   | Geography: population data; climate graphs<br>PE: performance statistics; scatter graphs<br>Science: data handling from experiments<br>ICT: spreadsheets and data entry             | Whole-school literacy (exam command words, vocabulary building)<br>ICT (using calculators effectively, spreadsheet practice)<br>Life Skills (applying maths to real-life scenarios) |



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|  |  |  |  |   |   |   |
|--|--|--|--|---|---|---|
| <p>Careers in the Curriculum Opportunities</p> | <p>Finance and banking (percentages, interest)<br/>Construction trades (measurements, fractions, decimals)<br/>Retail (discounts, stock quantities, pricing)<br/>STEM pathways (importance of numeracy in science and engineering)</p> | <p>Engineering (graph interpretation, measurement accuracy)<br/>Transport and logistics (metric/imperial conversions)<br/>Architecture or technical drawing (scales, straight-line graphs)<br/>Data and admin roles (reading simple charts and spreadsheets)</p> | <p>Lab technician (standard form)<br/>IT and computing careers (binary powers, algorithms)<br/>Data analyst (identifying patterns, generating rules)<br/>Engineering apprenticeships (use of formulae)</p> | <p>Construction trades (angles, measurements, area/volume)<br/>Mechanical engineering (3D shapes, Pythagoras in real structures)<br/>Surveying and architecture (bearings, constructions, scale)<br/>Graphic design (symmetry, transformations)</p> | <p>Healthcare (interpreting charts and basic statistics)<br/>Sports analysis (data trends and comparisons)<br/>Business/admin (graphs, charts, interpreting data)<br/>Public services (risk assessment, probability basics)</p> | <p>Any post-16 destination requiring Maths (highlighting importance of revision, resilience, numeracy)<br/>Discussion of pathways accessible with a Grade 4</p> |
| <p>LOtC Opportunities</p>                      | <p>Measuring tasks around school (lengths of corridors, areas of playground)<br/>Percentage/ratio challenges using real-world objects outdoors</p>   | <p>Outdoor co-ordinate graphing (mapping points around the school)<br/>Walk a simple "conversion trail" - convert distances measured around site<br/>Collecting real data outside (temperature, footfall counts, traffic surveys)</p>                            | <p>Pattern spotting outdoors (natural sequences: spacing of fences, paving patterns)<br/>Number trail linking powers of 10 with real objects (labels around school)</p>                                    | <p>Bearings activity on the school field (simple directional tasks)<br/>Angle hunt outdoors (architectural angles, ramps, roof pitches)<br/>Estimating and measuring areas/volumes of outdoor spaces (playground, planters)</p>                     | <p>Collecting data around school (traffic counts, plant growth, temperature)<br/>Simple outdoor surveys feeding into bar charts and pie charts</p>  | <p>Quiet outdoor revision spaces in good weather</p>  |