

Year Group:

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Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	How to apply the content listed above in the real-world address why the skills are learned in school. Contextual questions related to the learning designed to embed the ideas to allow the concepts to be used later in the curriculum where they are built upon in other topics that rely of the fluency of these skills. All skills listed above are used later in the course, so it is essential to build solid foundations before moving on.	How to apply the content listed above in the real-world address why the skills are learned in school. Contextual questions related to the learning designed to embed the ideas to allow the concepts to be used later in the curriculum where they are built upon in other topics that rely of the fluency of these skills. All skills listed above are used later in the course, so it is essential to build solid foundations before moving on.	How to apply the content listed above in the real-world address why the skills are learned in school. Contextual questions related to the learning designed to embed the ideas to allow the concepts to be used later in the curriculum where they are built upon in other topics that rely of the fluency of these skills. All skills listed above are used later in the course, so it is essential to build solid foundations before moving on.	How to apply the content listed above in the real-world address why the skills are learned in school. Contextual questions related to the learning designed to embed the ideas to allow the concepts to be used later in the curriculum where they are built upon in other topics that rely of the fluency of these skills. All skills listed above are used later in the course, so it is essential to build solid foundations before moving on.	How to apply the content listed above in the real-world address why the skills are learned in school. Contextual questions related to the learning designed to embed the ideas to allow the concepts to be used later in the curriculum where they are built upon in other topics that rely of the fluency of these skills. All skills listed above are used later in the course, so it is essential to build solid foundations before moving on.	How to apply the content listed above in the real-world address why the skills are learned in school. Contextual questions related to the learning designed to embed the ideas to allow the concepts to be used later in the curriculum where they are built upon in other topics that rely of the fluency of these skills. All skills listed above are used later in the course, so it is essential to build solid foundations before moving on.
SEND - how will support be seen? Seating plans? Simplified questions?	<ul style="list-style-type: none"> SEND and identified pupils placed strategically to ensure the best possible support. Colour copies for all Irlen's students All SEND notes taken into consideration for the pupils that this affects. Support given to pupils who struggle or have been identified as weaker in the groups. Classrooms and boards uncluttered to ensure an optimal learning environment (only relevant information given) 	<ul style="list-style-type: none"> SEND and identified pupils placed strategically to ensure the best possible support. Colour copies for all Irlen's students All SEND notes taken into consideration for the pupils that this affects. Support given to pupils who struggle or have been identified as weaker in the groups. Classrooms and boards uncluttered to ensure an optimal learning environment (only relevant information given) 	<ul style="list-style-type: none"> SEND and identified pupils placed strategically to ensure the best possible support. Colour copies for all Irlen's students All SEND notes taken into consideration for the pupils that this affects. Support given to pupils who struggle or have been identified as weaker in the groups. Classrooms and boards uncluttered to ensure an optimal learning environment (only relevant information given) 	<ul style="list-style-type: none"> SEND and identified pupils placed strategically to ensure the best possible support. Colour copies for all Irlen's students All SEND notes taken into consideration for the pupils that this affects. Support given to pupils who struggle or have been identified as weaker in the groups. Classrooms and boards uncluttered to ensure an optimal learning environment (only relevant information given) 	<ul style="list-style-type: none"> SEND and identified pupils placed strategically to ensure the best possible support. Colour copies for all Irlen's students All SEND notes taken into consideration for the pupils that this affects. Support given to pupils who struggle or have been identified as weaker in the groups. Classrooms and boards uncluttered to ensure an optimal learning environment (only relevant information given) 	<ul style="list-style-type: none"> SEND and identified pupils placed strategically to ensure the best possible support. Colour copies for all Irlen's students All SEND notes taken into consideration for the pupils that this affects. Support given to pupils who struggle or have been identified as weaker in the groups. Classrooms and boards uncluttered to ensure an optimal learning environment (only relevant information given)

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