


Subject	Year	Month		
<b>Mathematics</b>	10	October		
<b>Topic:</b>				
<b>Algebra the basics</b>			4 lessons	
Content (Intent)				
<b>Prior Learning</b> Year 9 Expanding and factorising November Year 9 Solving linear equations February		<b>Future Learning</b> Year 10 Expanding and factorising single brackets November Year 10 Expressions & substitution November		
<b>Objectives</b> <ul style="list-style-type: none"> <li>• Use notation and symbols correctly;</li> <li>• Write an expression;</li> <li>• Select an expression/equation/formula/identity from a list and introduce the identity <math>\equiv</math> sign;</li> <li>• Manipulate and simplify algebraic expressions by collecting 'like' terms; by multiplying e.g. <math>2a \times 3b</math> and by cancelling, e.g. <math>\frac{4x}{2} = 2x</math>;</li> <li>• Use index notation when multiplying or dividing algebraic terms including zero and negatives powers</li> <li>• Use index laws in algebra.</li> </ul>				
<b>Pedagogical notes (implementation)</b>		<b>How will understanding be assessed &amp; recorded (Impact)</b>		
Emphasise correct use of symbolic notation, i.e. $3 \times y = 3y$ and not $y3$ and $a \times b = ab$ . Use lots of concrete examples when writing expressions, e.g. 'B' boys + 'G' girls. Plenty of practice should be given and reinforce the message that making mistakes with negatives and times tables is a different skill to that being developed.		<b>End of half term</b> Oct <b>End of Year</b> Year 10 exams in April		
		<b>How can parents help at home?</b>		
		<b>MathsWatch clips (Qualification KS4)</b>  7, 33, 34, 35, 94, 134a		
<b>Further reading/discussion</b>				
<b>Reading / Enrichment</b>	<b>Literacy</b>	<b>Numeracy Links</b>	<b>Careers Links</b> Scientists Data analyst Computer programmer Mathematician Financial analyst	