

# Maths Learning Programme



## Curriculum Intent:

We want students to enjoy Maths, have fun learning it and understand its value.

Our Maths curriculum helps to prepare students for adult life, maintaining their Numeracy skills and developing their problem solving skills.

Students are encouraged to have a growth mindset which builds their resilience and focusses on their effort.

We guide them to use Sparx Maths to secure skills they have learned recently.

Our students are highly aspirational and want to leave with good grades for the next steps in their journey, whether that is the world of work or higher education.

Y7	Y8	Y9	Y10	Y11
<ul style="list-style-type: none"> <li>Numerical Skills</li> <li>Order of operations</li> <li>Introduction to Algebra</li> </ul>	<ul style="list-style-type: none"> <li>Powers and Roots</li> <li>Prime Factorisation</li> <li>Rounding</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Decimal Manipulation</li> <li>Estimation and Limits of accuracy</li> <li>HCF &amp; LCM of large numbers</li> <li>Fraction Calculations</li> </ul>	<ul style="list-style-type: none"> <li>Solving equations and rearranging formulae</li> <li>Linear Graphs</li> <li>Linear Simultaneous Equations</li> <li>Volume 2</li> </ul>	<ul style="list-style-type: none"> <li>Compound Measures</li> <li>Quadratics</li> <li>Graphs</li> </ul>
<ul style="list-style-type: none"> <li>Primes, Factors, Multiples</li> <li>Expanding and Factorising 1</li> <li>Addition and Subtraction</li> <li>Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>Solving equations 1</li> <li>Angles in Parallel Lines</li> </ul>	<ul style="list-style-type: none"> <li>Algebraic Manipulation</li> <li>Index Laws</li> <li>Standard Form</li> <li>Expanding &amp; Factorising 2</li> </ul>	<ul style="list-style-type: none"> <li>Compound Measures</li> <li>Quadratics - graphical</li> <li>Quadratics - algebraic</li> <li>Further graphs</li> </ul>	<ul style="list-style-type: none"> <li>Ratio</li> <li>Statistics</li> <li>Revision and Trial Exams</li> </ul>
<ul style="list-style-type: none"> <li>Mean</li> <li>Multiplication and Division</li> <li>Area of triangles and quadrilaterals</li> </ul>	<ul style="list-style-type: none"> <li>Circumference</li> <li>Direct Proportion</li> <li>Fractions, decimals and percentages</li> <li>Percentage calculations</li> </ul>	<ul style="list-style-type: none"> <li>Forming expressions &amp; substitution</li> <li>Direct and Inverse Proportion</li> <li>Probability 1</li> </ul>	<ul style="list-style-type: none"> <li>Probability 2</li> <li>Statistics 2</li> </ul>	<ul style="list-style-type: none"> <li>Proportion</li> <li>Pythagoras and Trigonometry</li> <li>Recurring Decimals (Higher)</li> <li>Functions (Higher)</li> <li>Circle Theorems (Higher)</li> </ul>
<ul style="list-style-type: none"> <li>Fraction Manipulation</li> <li>Adding Fractions</li> <li>Comparing Fractions</li> <li>Fractions of amounts</li> </ul>	<ul style="list-style-type: none"> <li>Ratio 1</li> <li>Area of circles</li> </ul>	<ul style="list-style-type: none"> <li>Solving equations 2</li> <li>Inequalities 1</li> <li>Sequences</li> <li>Pythagoras</li> </ul>	<ul style="list-style-type: none"> <li>Ratio 2</li> <li>Growth &amp; Decay</li> </ul>	<ul style="list-style-type: none"> <li>Similarity</li> <li>Constructions</li> <li>Revision and Trial Exams</li> </ul>
<ul style="list-style-type: none"> <li>Polygons</li> <li>Angles</li> <li>Coordinates</li> </ul>	<ul style="list-style-type: none"> <li>Statistics 1 (presenting and interpreting data)</li> <li>Averages and Spread</li> </ul>	<ul style="list-style-type: none"> <li>Interior and Exterior Angles</li> <li>Vectors 1</li> <li>Transformations 1</li> </ul>	<ul style="list-style-type: none"> <li>Pythagoras</li> <li>Algebraic proportion</li> <li>Surds</li> <li>Right angled Trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>Revision and Preparation for Final Exams</li> </ul>
<ul style="list-style-type: none"> <li>Time</li> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>3-D visualisation</li> <li>Volume</li> </ul>	<ul style="list-style-type: none"> <li>Plans and Elevations</li> <li>Arcs and Sectors</li> <li>Surface Area</li> </ul>	<ul style="list-style-type: none"> <li>Bounds</li> <li>Bearings and scale drawings</li> <li>Transformations 2</li> </ul>	
Resources to support your child				
Sparx Maths	Sparx Maths	Sparx Maths	Sparx Maths Practice Exam Papers	Sparx Maths Practice Exam Papers

# Music Department Learning Programme

## Curriculum Intent:

Our ambitious music curriculum develops students into confident performers, composers, and listeners, but also skilled improvisers, open-minded collaborators, and creative entrepreneurs. Students will develop transferrable skills that are key to their wider learning, such as leadership, determination, confidence, teamwork, decision making, and problem-solving. Students learn how to play a range of instruments, sing, and compose music with increasing accuracy, control, expression, fluency, and technique. They will develop their musical literacy, exploring how to read and write music for a range of instruments and styles.

Students choosing music at KS4 will explore the skills and understanding necessary to pursue a career in music, or to study music at higher education. Students will take part in entrepreneurial projects and digital music making.

Y7	Y8	Y9	Y10	Y11
<p><b>Singing &amp; The Elements</b>  <b>Genres:</b> Folk, Hip Hop, Pop, and Classical.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn to sing with confidence, quality, and enthusiasm.</li> <li>Participate in choirs to explore form, melody, texture, and sonority.</li> <li>Develop timing and rhythm through beat boxing, unison, and call and response.</li> <li>Develop their musical literacy.</li> </ul> <p><b>Keyboard Skills</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn tonality, harmony, theme, and variation in practical tasks.</li> <li>Rehearse independently.</li> <li>Perform in front of an audience.</li> <li>Evaluate their own performance and outline methods for improvement.</li> </ul>	<p><b>Singing &amp; Composition</b>  <b>Genres:</b> Gospel, Opera, and Disco.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn to sing with increasing confidence, quality, and enthusiasm.</li> <li>Explore three-part harmony and performance skills.</li> <li>Learn to create their own music using compositional tools from popular genres and styles.</li> </ul> <p><b>Keyboard Skills Development</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Build on prior learning by continuing to develop their skills on the keyboard.</li> <li>Rehearse independently.</li> <li>Perform in front of an audience.</li> <li>Evaluate their own performance and outline methods for improvement.</li> </ul>	<p><b>Singing &amp; Performance Skills</b>  <b>Genres:</b> Blues, Pop, and EDM.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn to sing with increasing confidence, quality, and enthusiasm.</li> <li>Explore performance skills for professional musicians in a modern industry.</li> <li>Review their own performances and the performances of others.</li> </ul> <p><b>Keyboard Skills Development</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Build on prior learning by learning complex scales, arpeggios, and broken chords to develop dexterity.</li> <li>Rehearse independently.</li> <li>Perform in front of an audience.</li> <li>Evaluate their own performance and outline methods for improvement.</li> </ul>	<p><b>Unit 2 - Creating</b>  September – December</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explore composers and songwriters across history.</li> <li>Explore the stylistic features of a broad range of genres.</li> <li>Learn compositional devices and advanced music theory.</li> <li>Participate in digital music making and recording.</li> </ul> <p><b>Unit 2 trial:</b> January</p> <p><b>Unit 2 controlled assessment:</b> February – May</p> <p><b>Unit 1 – Performance:</b> June – July</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn about key musicians and performers in history.</li> <li>Complete a skills audit and personal progression plan.</li> </ul>	<p><b>Unit 1 – Performance</b>  September – October</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Rehearse independently and complete a rehearsal diary.</li> <li>Develop their skill on a chosen instrument.</li> <li>Perform to a live audience and evaluate their own successes.</li> </ul> <p><b>Unit 1 trial:</b> November</p> <p><b>Unit 1 controlled assessment:</b> November - December</p>

<p><b>Drumming &amp; Band Skills</b>  <b>Genres:</b> Rock and Roll, Blues, Pop, and Classical.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Embed rhythm and timing using the drum kit with control.</li> <li>• Learn to play the drums focussing on simple grooves and improving co-ordination.</li> <li>• Compose their own fills using standard notation and improvisation tasks.</li> <li>• Rehearse in groups of varied sizes.</li> <li>• Perform to an audience and evaluate their own successes.</li> <li>• Build on prior learning by continuing to develop their skills on the keyboard.</li> <li>• Listen to a variety of genres to explore musical history, societal context, style, and band skills.</li> </ul>	<p><b>Drumming &amp; Ensemble Practice</b>  <b>Genres:</b> Ska, Spirituals, and Mento.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Build upon their prior knowledge of rhythm and timing, learning to play percussive instruments with increasing control and accuracy.</li> <li>• Rehearse in groups of varied sizes.</li> <li>• Perform to an audience and evaluate their own successes.</li> <li>• Build on prior learning by continuing to develop their skills on the keyboard.</li> <li>• Listen to a variety of genres to explore musical history, societal context, style, and ensemble skills.</li> </ul>	<p><b>Drumming &amp; Band Skills</b>  <b>Genres:</b> Pop, Soul, and Rock and Roll.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Build upon their prior knowledge of rhythm and timing, learning to play percussive instruments with increasing control and accuracy.</li> <li>• Rehearse in groups of varied sizes.</li> <li>• Perform to an audience and evaluate their own successes.</li> <li>• Build on prior learning by continuing to develop their skills on the keyboard.</li> <li>• Listen to a variety of genres to explore musical history, societal context, style, and ensemble skills.</li> </ul> <p style="text-align: center;"><b>Guitar/Bass</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Listen to guitar music, learn basic chords, strumming patterns, and playing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore health &amp; safety and professional practices.</li> </ul>	<p><b>Unit 3 – Performing Arts in Practice.</b>  January – February</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Explore marketing and advertisement in music industry.</li> <li>• Research audiences and key demographics</li> <li>• Create a professional business proposal for a music event.</li> <li>• Pitch to a live judging panel</li> </ul> <p><b>Unit 3 Controlled assessment:</b>  February to April</p>
<p><b>Term 3: Ukulele/Guitar, Chords &amp; Songwriting</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn chords and rhythm using the ukulele.</li> <li>• Explore song and lyric writing in practical workshops.</li> <li>• Rehearse in groups of varied sizes.</li> <li>• Perform to an audience and evaluate their own successes.</li> <li>• Build on prior learning by continuing to develop their skills on the keyboard.</li> </ul>	<p><b>Term 3: World Music &amp; Musical Cultures</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Explore music from Japan, Africa, India, Britain, and Brazil through practical activities.</li> <li>• Experience different musical cultures and develop their understanding of how music relates to the wider world they live in.</li> <li>• Use the djembe, cajons, percussion, samba kit, to embed rhythm, timing, and textures.</li> </ul>	<p><b>Term 3: Film Music &amp; Music Technology</b></p> <p>Students learn about how music is used in films and TV. Students will conduct independent research on various practitioners.</p> <p>Students perform a variety of film music from different composers.</p> <p>Students explore the key components of music technology using recording software, composition programmes, and post-production processes.</p>		