| 2A 2B/C | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| $\begin{aligned} & \text { Topic (s) } \\ & 8 A \\ & 8 B / C \end{aligned}$ | NUMBER 4 $\begin{aligned} & 12 \\ & 12 \end{aligned}$ | NUMBER 5 RATIO 2 <br> 56 <br> 34 | NUMBER 6 ALGEBRA 2 $\begin{aligned} & 37 \\ & 58 \end{aligned}$ | NUMBER 7 <br> ALGEBRA 3 $\begin{aligned} & 48 \\ & 67 \end{aligned}$ | GEOMETRY 3 $\begin{aligned} & 910 \\ & 910 \end{aligned}$ | GEOMETRY 4 STATISTICS 2 $1112$ $1112$ |
| Topic Objectives | Develop 4 Operations with Integers <br> Extend application of number to include prime factorisation including roots and rounding to significant figures | Develop Percentage Calculation and Percentage Change, Consolidate applications of Ratio and ratio of quantities <br> Extend by calculating reverse percentages and repeated percentage change calculations. Link ratio to scale plans, maps rate and speed | Develop converting fractions and sums with fractions. <br> Develop Algebra through Simplification, but extend Operations, include Evaluation of Expressions and look at Number Patterns <br> Extend by factorising expressions and proof and finding the general term of a sequnce | Consolidate place value and calculations with decimals <br> Consolidate and then extend to Linear Equations using brackets and fractions. Introduce Inequalities in one variable <br> Work with Coordinates and Linear Functions <br> Extend by forming linear equations to solve problems and calculating the gradient of a linear function | Consolidate and develop work with 2D Shape including Angles in Parallel Lines and work on Area and Perimeter. <br> Extend by looking at angles in polygons | Develop work on 3D Surface Area and Volume Consolidate and develop work on data and graphs, introducing Stem and Leaf, Pie Charts and Scatter Graphs. Emphasis on working with grouped data <br> Extend by looking at volume and surface area of further 3D shapes and the misuse of statistical graphs |
| Acquired Knowledge / Skills | - Negative integers <br> - Integers and the four operations <br> - HCF and LCM <br> - Approximation and estimation (dp and sf) | - Percentage change <br> - Reverse and repeated percentage change calculations | - Convert between FDP <br> - Recap core terminology of algebraic manipulation | - Combined operations with fractions and decimals <br> - Recap/introduce forming, rearranging and | - Angles on lines, points and in parallel lines <br> - Angle and symmetry properties of polygons | - Work with grouped data <br> - Draw and interpret pie charts |

## YEAR 8 OVERVIEW

|  | - Integer ratios <br> - Scales and plans <br> - Rate and speed calculations |  | including brackets <br> - Multiplicative notation <br> - Factorisation <br> - Patterns, sequences and general terms <br> - Proof | solving linear equation in 1 variable. <br> - Cartesian coordinates <br> - Linear functions, graphs and grads <br> - Inequality relationships and solving | - Perimeter/area: parallelograms, trapezia, comp shapes and circles <br> - Conversion of square units | - Draw and interpret scatter graphs <br> - Use graphs for analysis and prediction |
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| Target Vocabulary | Estimate <br> Approximate <br> Factor <br> Multiple <br> Prime <br> Significant <br> Negative <br> Scale <br> Rate | Decimal multiplier Equivalent <br> Reverse <br> Original value <br> Compound | Expand <br> Expression <br> Factorise <br> Index <br> Sequence <br> Prove <br> Proof | Solve <br> Equation <br> Variable <br> Terms <br> Axes / axis <br> Function <br> Linear <br> Inequality | Parallel <br> Vertically opposite <br> Corresponding <br> Alternate <br> Trapezium <br> Parallelogram <br> Radius <br> Diameter <br> Circumference <br> Symmetry <br> Polygon | Frequency <br> Correlation Line of best fit Analyse Predict |
| Assessment |  | DECEMBER <br> ASSESSMENT 4 <br> 4 levels of assessment <br> Crossover questions between each assessment |  | APRIL <br> ASSESSMENT 5 <br> 4 levels of assessment <br> Crossover questions between each assessment |  | JULY <br> ASSESSMENT 6 <br> 4 levels of assessment <br> Crossover questions between each assessment |

