



YEAR 12 FM Summer TERM 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Consolidation of Decision 1, Revision for the AS examination

Medium Term Planning – Core Pure 1: Ch5, Consolidation and Revision Volumes of Revolution

Curriculum Intent	<u>Core Pure 1: Ch 5 Volumes of Revolution</u> Skills/Assessment Objective Links Chapter 5: Volumes of revolution: Chapter 5: Volumes of revolution			
Skills/Assessment Objective Links	FM21 I can find the volume of revolution when a curve is rotated around the x-axis			
	FM22 I can find the volume of revolution when a curve is rotated around the y-axis			
	FM23 I can find more complicated volumes of revolution			
	FM24 I can model real-life objects using volumes of revolution			
Prior Knowledge	Prior knowledge <ul style="list-style-type: none">• Integration (Pure Y1 Ch13)			
Current learning to be developed in the future	Learning further developed in the future in: <ul style="list-style-type: none">• Volumes of Revolution (Core Pure 2 Ch4)			
Spiritual, moral, social, and cultural development	SMSC: Making choices, looking for patterns which may reflect the natural world, supporting and collaborating with each other, realisation that mathematics is an international language and making cultural links as we explore the history of mathematics. PSHE/British Values: Working collaboratively, being respectful during discussion and valuing contributions made by others Skills Builder: Key skills in numeracy used in all topic areas.			
Numeracy	Focus on key skills.			
Literacy	Vocabulary Tier 2: Command words displayed in the classroom and italicized/bold font used in shared resources/presentations. These are a constant focus in discussion and questioning, Vocabulary Tier 3: Title slide in all shared resource presentations show the key vocabulary for each topic. Reading: Underlining command words, Writing: Modelling solutions Oracy: Think, pair, share, discussion, verbal feedback (peer to peer), questioning, student modelling			
Becoming future ready	Personal Skills: As a Mathematics student you will learn many skills: you will gain opportunities to listen to others supportively and to use questioning to develop your own understanding, you will learn how to cope with challenging questions and how to build up your resilience, you will get the chance to work on your own and with others. You will develop problem solving skills and you will learn how to break a problem down into smaller more manageable steps. You will learn how to collaborate with others when solving problems and you will learn how to articulate your solution to a problem. Employability: Mathematical skills are invaluable in the workplace. There are many transferable skills which are much valued by employers. Specific career paths for each topic are discussed at the beginning of each unit of work.			
Adaptation				

QFT/SEND Provision	<ul style="list-style-type: none"> • By progressive questioning: exploring pupils' understanding through interactive dialogue. • By outcome: different learners will produce different outcomes. • By resource: worksheets are clearly presented and accessible. • By intervention: by providing different levels of supervision and support. • By offering optional activities: In class or as homework, to extend learning.
Implementation Curriculum Delivery	See curriculum intent
Learning Outcomes (Knowledge)	
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.