

CORE MATHS: Pathway Curriculum Intent

Entry Level

Qualifications aims and outcomes.

The Pearson Edexcel Functional Skills Qualifications in Mathematics at Entry Levels 1 to 3 should:

- enable learners to become confident in their use of fundamental mathematical knowledge and skills
- indicate that learners can demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or to carry out simple tasks.

Progression opportunities

Learners who achieve Pearson Edexcel Functional Skills Qualifications in Mathematics at Entry Levels 1- to 3 can progress through the levels (from Entry Level 1 to Entry Level 2, and Entry Level 2 to Entry Level 3), and to Functional Skills Qualifications in Mathematics at Levels 1 and 2 or further mathematical study, such as GCSE.

Functional skills Level 1&2

Qualifications aims and outcomes.

Functional Skills mathematics qualifications at these levels should:

- indicate that students can demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity
- introduce students to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life
- enable students to develop an appreciation of the role played by mathematics in the world of work and in life generally.

Progression opportunities

Learners who achieve the Pearson Edexcel Functional Skills Qualification in Mathematics at Levels 1 and 2 can progress to:

- further mandatory mathematical study, such as GCSE
- the workplace
- further vocational study.

The progress of each student will be monitored and maximised by timely and focused marking and feedback. This will allow students to make progress within areas of individual need.

Regular marking of classwork will be accompanied by use of the BKSb assessment and progression tracking system which is used by the college for initial assessment and further development of students' skills. In some cases, students may use the system at home or in Alternative Provision settings.

Where necessary, students will receive 1-1 or small group tuition with the class teacher or TA on specific skills and gaps in their learning, as identified through AfL. It is not possible to devise a scheme which follows a strict programme of successive, skills focused lessons as new students would be disadvantaged and have a greater sense of having missed key elements of their education. Therefore, lessons must be flexible and tailored to suit the needs of all.

Course Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Integers and directed numbers BIDMAS and multiply & divide by powers of 10 Decimals Multiples, factors, and primes Powers, and roots	Indices. Fractions. Percentages. Fractions, Decimals, Percentages. Angles. Perimeter and Area	Units and scale Ratio and proportion Triangles and constructions Interpreting and representing data Indices and formulae Equations and inequalities	Range, averages and conclusions Trial and improvement Reflection, translation and rotation Enlargement Sequences and proof Quadrilaterals and other polygons	3-D objects Probability Coordinates and linear graphs Perimeter, area and volume Circles and cylinders	Quadratic graphs Pythagoras' theorem Constructions and loci Trigonometry Vectors Quadratic equations Revision for exam
Assessment	Baseline	Entry level	FS L1	Entry level , FS L1	Entry level , FS L1	FS L1 , GCSE

