CELT Maths Curriculum 2026 – 2027 | Year 11 Autumn Term

Curriculum priority	Foundation and Higher learning	Teaching, assessment and response	Purpose and next steps
Foundation: Number and Ratio	Priorities include fractions, decimals, percentages and money, factors and multiples, ratio and direct proportion. Learners apply calculation skills to practical problems, including time and measures.	Reconnect prior knowledge, model suitable methods and check understanding. Select practice that addresses misconceptions and strengthens accurate calculation.	Secure numeracy supports GCSE problem solving and everyday decisions about money, quantities and time.
Foundation: Algebra and Geometry	Learners consolidate expressions, equations, substitution and coordinates, alongside angle facts and measures. Graph work and the complexity of algebraic manipulation reflect the pathway and prior coverage.	Connect words, diagrams and algebra. Use guided examples and progressively independent practice to check that learners can select and apply methods.	Linking representations supports unfamiliar GCSE questions and practical calculations in science and technical subjects.
Statistics and Probability	Foundation priorities include averages, range, frequency tables and probability. Higher priorities include grouped data, cumulative frequency, box plots and scatter graphs, with histograms in the Strong pathway.	Draw on prior data and probability learning. Check interpretation, calculation and explanations, then address misconceptions through selected examples.	Interpreting evidence supports statistical reasoning in GCSE questions, science and geographical fieldwork.
Higher: Number and Algebra	Priorities include number, ratio, percentages and algebra. Pathway depth includes quadratic methods, recurring decimals and algebraic fractions, with vectors, functions and graph transformations in Further.	Build from earlier algebra and number work. Compare methods and connect graphical and algebraic representations, adjusting challenge to identified understanding.	Flexible calculation and manipulation support complex GCSE problems and further study involving mathematics.
Higher: Geometry	Learners consolidate Pythagoras, right-angled trigonometry and circle calculations. Strong extends to non-right-angled trigonometry, exact values, bearings and trigonometric graphs.	Select content from each school's planned sequence. Connect numerical and geometric reasoning, with practice in explaining and checking solutions.	Applying mathematics to shape and measurement supports GCSE reasoning, science and technical pathways.

CELT Maths Curriculum 2026 – 2027 | Year 11 Spring Term

Curriculum priority	Foundation and Higher learning	Teaching, assessment and response	Purpose and next steps
Applying GCSE Knowledge	Learners apply knowledge across topics through Mind the Gaps and/or The Staple Challenge. Adapted papers provide opportunities to reason, select methods and tackle unfamiliar examination questions.	Use papers suited to the class and tier. Review responses regularly to identify strengths, missing knowledge and misconceptions, rather than relying only on total scores.	Develop flexible application, perseverance and confidence while maintaining attention to the mathematical understanding behind answers.
Responsive Teaching	Learners revisit identified priorities through explanation, modelling and focused practice. They connect component skills with complete questions and reattempt tasks to check understanding.	Use evidence from papers, assessments and lesson checks to adapt teaching. Recheck learning before reducing support or moving to more demanding applications.	Secure underlying knowledge and enable learners to apply it independently across different contexts.
Focused Revision and Independence	Learners use feedback to prioritise revision and practise retrieval, reasoning and examination questions. They develop clear workings and more confident use of calculators and mathematical equipment.	Guide revision towards specific knowledge and methods. Use regular checks and follow-up practice to judge retention and refine class and individual priorities.	Build effective study habits and sustained effort as the final GCSE examinations approach.

CELT Maths Curriculum 2026 – 2027 | Year 11 Summer Term

Curriculum priority	Foundation and Higher learning	Teaching, assessment and response	Purpose and next steps
Targeted Consolidation	Learners strengthen remaining priorities through concise review and selected practice. Foundation and Higher teaching reflects the relevant tier, prior learning and evidence of what each class needs next.	Use recent responses to choose examples and explanations. Recheck misconceptions and retention, including through adapted papers where appropriate.	Secure accurate methods and confident recall without losing the connections between mathematical topics.
Independent Application	Learners tackle GCSE questions with increasing independence, choosing methods and showing reasoning. Practice supports clear workings, checking answers and managing time while sustaining effort on demanding questions.	Review mathematical errors and question interpretation. Give focused feedback, model where needed and provide further opportunities to apply learning independently.	Support confident participation in calculator and non-calculator examinations, with resilience grounded in secure knowledge.
GCSEs and Next Steps	Learners bring together their mathematical knowledge for their final GCSE examinations. They recognise how numeracy, problem solving and reasoned decision-making support further education, employment and everyday life.	Maintain focused preparation and guidance through the examination period. Reinforce useful study habits and links to learners' intended next steps.	Prepare learners to use mathematics beyond GCSE, including vocational routes, apprenticeships and further mathematical study where appropriate.