

# GCSE Maths Foundation Paper (EdExcel) Topics

## 1-year course (age guide 13 – 16)

|   |
|---|
| <b>Autumn 1:</b>  |
| Frequency trees   |
| Stem and leaf diagrams                                      |
| Fraction of an amount, fractions, decimals, percentages     |
| Angles - rules inc parallel, polygons                       |
| Real-life graphs,   |
| Algebra - simplifying and solving                           |
| Algebra-expanding and factorising                           |
| Straight line graphs (sketching, $y=mx+c$ and rise and run) |
| Probability   |

|                                     |
|-------------------------------------|
| <b>Spring 1:</b>                    |
| Pythagoras Theorem                  |
| Algebra substitution                |
| Estimation                          |
| Linear equations                    |
| Simultaneous equations              |
| Factors and multiples               |
| Circles                             |
| Ratio                               |
| Percentages and interest            |
| Easter- week before transformations |

|  |
|--|
| <b>Summer 1:</b>                                       |
| Transformations  |
| Algebra -sequences                                     |
| Inequalities   |
| Area & perimeter                                       |
| Volume   |
| Averages   |
| Statistics -scatter graphs, probability, Venn diagrams |
| Pythagoras Theorem - refresher                         |
| Algebra - refresher                                    |
| Area - refresher                                       |

Please note that the shared maths scheme of work is provisional and may be subject to change as the term progresses. While it provides an outline of the topics and progression planned for the class, we believe it is important to remain flexible and responsive to the needs of our students. As we assess their understanding and progress, we may adjust the pace, revisit certain areas, or introduce additional support

# **GCSE Maths Foundation Paper (EdExcel) Topics**

## **1-year course (age guide 13 – 16)**

or challenge to ensure appropriately supported learning. Our priority is to provide the best possible learning experience tailored to the needs of the cohort.

In addition, the sequence of the scheme of work has been thoughtfully structured to reflect a logical progression essential in mathematics. Many mathematical concepts depend on secure prior knowledge, meaning some topics must be taught first to provide the foundation needed for more advanced ideas. This careful ordering ensures that students are not introduced to complex material without the necessary groundwork. Furthermore, the scheme is designed to regularly revisit previously taught content. This planned revisiting is key to deepening understanding, reinforcing retention, and developing students' confidence. Our approach prioritises long-term learning and conceptual clarity over short-term memorisation.