



Formal Curriculum Maths

In Maths, we aim to enable our pupils to develop skills and knowledge to help them make sense of the world around them.

At Priory Woods, Maths is about exploring, mastering skills in counting and developing an understanding of number. We endeavour to provide opportunities that allow the learners to practice and embed their skills and knowledge in a variety of practical and functional context and situations. Every student at Priory Woods has their own individual goals, so we emphasise the importance of 'stage not age' in order to personalise learning and maximise opportunities for progress. Formal learners follow a more structured approach to Maths. This document is not considered to be a definitive resource, as resources, teaching techniques, research and technology will continue to influence how and what we teach.

Priory Woods Maths curriculum is coherently planned and sequenced towards developing appropriate knowledge and skills for future learning and life beyond 19. We have high expectations for every student and the work given enables our learners to achieve and make progress that is meaningful and individualised.

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EYFS and KS1

Curriculum Intent	What would we expect to see in the classroom?
Number Develop a grounding of number. Have the opportunity to explore number to 10. Look for patterns and relationships. Spot connections. Compare quantities in different contexts- more than/less than.	<ul style="list-style-type: none">• Play games related to number order.• Counting songs and rhymes.• Clap and tap patterns.• Exploring with Numicon- have it in areas- sand/water area etc.• Outdoor maths.• Numerals/number lines displayed in classrooms.• Counting games.• Counting with the Jabadeo rope.• Numicon
Shape/Space/ Measurement	<ul style="list-style-type: none">• Games• Numicon patterns

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KS2

Within Key Stage 2 practical lessons are paramount to the curriculum delivery. However, if a pupil has been identified as working towards more formal learning e.g., written sums, worksheets, this will be reflected in their learning opportunities.

Curriculum Intent	What would we expect to see in the classroom?
<p>Number</p> <p>To continue to develop their grounding of number.</p> <p>To continue to explore number.</p> <p>Count, read, compare and write numbers (up to numbers that are appropriate for the individual pupil).</p> <p>Addition and subtraction (working with numbers that are appropriate for the individual pupil).</p> <p>To know and recall number bonds to 5 and 10 (higher if appropriate).</p> <p>Subitise (recognise quantities without counting) up to 5.</p>	<ul style="list-style-type: none">• Play games related to number order- skittles, hopscotch.• Numicon games.• Have number lines displayed in classrooms to encourage counting.• Involve counting in everyday situations- such as counting the cups at break time.• Encourage pupils to problem solve in areas. For example: in the construction area- if you add one more brick to your tower how many bricks do you have?• Outdoor maths- counting sticks, etc.• Writing number and working on basic addition.• Worksheets (for those who it is appropriate for)• Skills Builder and Enterprise projects. Support and develop skills that begin to prepare pupils for adulthood.

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Shape/Space/ Measurement Money Time Measures- including length, weight and capacity Shape Graphs	<ul style="list-style-type: none">• Beginning to identify coin names.• Use money in role play areas-encouraging role play of spending and waiting for change.• Order days of the week, months of the year- practical activities- singing, group activities.• Measuring for purpose- cooking, role play areas.• Identifying 2d shapes, identifying them in the classroom.
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KS3

Curriculum Intent	What would we expect to see in the classroom?
<p>Number Count, read, compare, and write numbers (up to numbers that are appropriate for the individual pupil).</p> <p>Addition and subtraction (working with numbers that are appropriate for the individual pupil).</p> <p>To know number bonds to 20 (higher if appropriate).</p> <p>Multiplication and division (if pupils have a solid understand of addition and subtraction).</p> <p>To have a good understanding of all areas of number in preparation for more functional learning in KS4/P16.</p>	<ul style="list-style-type: none">• Numicon• Number lines• Number squares• Mental maths activities• Worksheets• Maths books• Y9- Begin to work on Entry Level practice papers.• iPads• Rm Maths• Computer activities- such as busy bees.
<p>Shape/Space/ Measurement Money</p> <p>Time</p> <p>Measures- including length, weight and capacity</p>	<ul style="list-style-type: none">• Recognising real coins- worksheets/real coins.• Using teacher clocks to learn how to tell the time- ensure analogue and digital time is taught.• Games- online and practical.• IPad games linked to measures.• Shape- practical activities and worksheets.

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Shape	
Graphs	

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KS4

See AQA Entry Level Maths specification to see a guide for the expectations for pupils working within Entry level 1-3 -

<https://www.aqa.org.uk/subjects/mathematics/elc/mathematics-5930>

Curriculum Intent	What would we expect to see in the classroom?
Number Recognising ordering and interpreting number. Addition, subtraction, multiplication, and division. Rounding numbers. Fractions. Decimal places. Increasing independence skills.	<ul style="list-style-type: none">• Recapping from Skills learnt in KS3.• Mental Maths• Worksheets• Maths Books• Entry Level Practice Papers• Working on AQA Unit Awards for those who will not be sitting Entry Level papers.• Interactive Whiteboard Activities.• RM Maths• Practical activities.• Numicon
Shape/Space/ Measurement Money- to include: allowing them to have an understanding of prices when shopping, beginning to understand the value of items, for example: knowing that £10 wouldn't buy them a house.	<ul style="list-style-type: none">• Recapping from Skills learnt in KS3.• Recognising real coins- worksheets/real coins, opportunities to use coins in real life situations- such as going to the shop.• Using teacher clocks to learn how to tell the time- ensure analogue and digital time is taught. As a guide: Entry Level 1 should be

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<p>Time- To include: AM/PM, knowing how to tell the time (both analogue and digital, at the student's level).</p> <p>Measures- including length, weight, and capacity- to increase independence, such as weighing and measuring in H.E.</p> <p>Shape.</p> <p>Extract information from charts and graphs.</p>	<p>working on O'clock, Entry 2 up to quarter to and quarter past, and Entry 3 to the minute.</p> <ul style="list-style-type: none">• Games- online and practical.• IPad games linked to measures.• Shape- practical activities and worksheets- 2D and 3D shapes, properties of shapes, shapes and patterns in the community.
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** As a guide, pupils working within Entry Level 1 should be working with numbers to 20, Level 2 to 100 and Level 3 to 1000.

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POST 16

See Pearson Functional Entry Level Maths specification to see a guide for the expectations for pupils working within Entry level 1-3 - <https://qualifications.pearson.com/content/dam/pdf/Functional-skills/Mathematics/2019/specification-and-sample-assessments/entry-level-mathematics-specification.pdf>

In Post 16 We consolidate pupils' prior study and aim to broaden and develop previous skills. An emphasis is placed on utilising these skills in very practical 'real life' situations.

Curriculum Intent	What would we expect to see in the classroom?
Number Recognising ordering and interpreting number. Addition, subtraction, multiplication, and division. Rounding numbers. Fractions. Decimal places. Increasing independence skills.	<ul style="list-style-type: none">• Recapping from Upper School on academic number skills.• Mental Maths• Worksheets• RM maths• Functional Entry Level Practice Papers.• Beginning to see these academic number skills put into functional skills- activities such as recognising numbers on buses, being able to add/subtract in real life situations- such as adding up shopping bills.

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Shape/Space/ Measurement/Handling data –

Money- to include: allowing them to have an understanding of prices when shopping, knowing the value of items, for example: knowing that £10 wouldn't buy them a house, what could you buy with £10?

Time- Being able to tell the time to develop independence skills- for example: turning up to appointments on time.

Measures- including length, weight, and capacity: to increase independence, such as weighing and measuring in H.E.

Shape.

Extract information from charts and graphs.

- Practice functional Entry Level papers.
- Using money in real life problems- Post 16 café, local shops, supermarkets, etc.
- Preparing pupils for banking- Speak to bank workers- such as capital one to learn more about opening a bank account.
- Show pupils bank statements and work on checking those statements- addition and subtraction to check they are correct.
- Managing money- Give pupils a budget and ask them to manage- such as planning a party with a set budget.
- Time- Sessions on recapping telling the time- teacher clocks and worksheets.
- Give pupils opportunities for making sure they turn up on time for an appointment or their work experience.
- Measures- Recap on work from Upper School- worksheets and practical work on learning how to measure.
- Measuring in real life activities- such as when working in Priory 16.
- Shape- worksheets and identify shape in real life situations.
- Charts and graphs- Entry Level papers, group work, worksheets.

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<u>Maths Appendix:</u>	<ul style="list-style-type: none">• National Curriculum• Priory Woods Pivats• Entry Level AQA and Functional Entry Level Pearson• Post 16 Entry Level Functional Skills Assessment• MAPP• EYFS
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