



# Maths

Our Maths curriculum is organised into a pathway model to support the range of needs within the school.

## Discover's pathway

(Pupils who are working on their individual EHCP priorities through a therapeutic provision, measured by the engagement model.

Attention and engagement to stimulus.

Personalised routines and activities to promote attention and engagement.

Personalised routines and activities to promote Communication, interaction, thinking skills, physical and sensory development and attention and engagement.

Pathway	Explorers	Investigators	Adventurers
<b>Pupils are typically working on/toward</b>	Pre key stage standard.  Play-based approach individually and in small groups.	Working within the KS1 curriculum.  Functional activities with concrete resources.	Working within KS2 curriculum.  Memory building and application of methods.
<b>Using Numbers and Number systems</b>			
<b>Priority knowledge</b>	Numbers between 0 – 10	Numbers up to 100. Multiples of 2, 5 & 10	Numbers up to 1000 000
<b>Priority vocabulary</b>	‘ More, less, most & least’ ‘Add and take one’ ‘+, -, =’ ‘Half’ ‘Patterns’	Counting on or back Number line Hundreds, tens, ones Multiples Estimate, round numbers Compare and order Dividing objects Equal parts One decimal place Add, subtract Partition Double and halves. Missing number	Positive and negative Whole numbers Number problems, Practical problems Roman numerals Calculations Operations Prime numbers, prime factors Multiply and divide Whole numbers Square numbers Addition, Subtraction, Multiplication and Division.
<b>Using common measures, shape and space</b>			
<b>Approach</b>	Encountering early 2D and 3D shapes, pattern concept of time, early exchange.	Sorting 2D and 3D shapes formally, including by properties. Can read times from clocks. Use money for purpose and understanding the value of coins and notes.	Calculate the areas of compound shapes, Convert between units of metric measurement. Solve problems involving time,

<b>Priority vocabulary</b>	Positional language Big, small, tall, short, long Days of the week. Now, Next, today, tomorrow, morning, afternoon, night	Edges, corners, faces. O'clock, quarter past, quarter to, half past, hour, minutes. Pounds, pence, notes, coins.	Length, Perimeter, Area, Length, Mass, Volume, Capacity, Seconds, Minutes, Hours.
<b>Handling information and data</b>			
<b>Approach</b>	Developing visual skills by matching objects by colour, shape and size.	Sorting objects by a wider range of properties. Use of tally as a method of gathering information. Constructing and interpreting pictograms and block graphs.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and line graphs.
<b>Priority vocabulary</b>	Match, same, colour, shape, size	Record, Data, Total, Altogether More, Less, Difference, Pictogram.	Scale, Bar chart, Tally chart , Solve, Sum ,Data, Scales, Pictogram, Tables, Line graphs, Continuous data
<b>Solving Mathematical problems and decision making</b>	Applying math skills such as counting to real life situations; such as countdowns.	Pupils solve problems in familiar practical contexts, including using quantities and multiples. They decide which operation is used to solve given mathematical problems.	At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation

Should you require an additional information about the Maths curriculum please contact our Maths Subject leader Natalie Ruck [natalie.ruck@bea-cit.co.uk](mailto:natalie.ruck@bea-cit.co.uk).