Numeracy Curriculum

Curriculum Intent (why do we do it)	The aim of this strand is to provide a rich and appropriate range of numeracy opportunities and experiences for all students so they can achieve to their full potential according to their individual abilities. We continually reflect the needs and aspirations of all students within the school and this is reflected through the numeracy curriculum and the opportunities, which are provided. Numeracy skills are a tool for everyday life. They enable and empower students to tackle a range of practical tasks and real life problems. Numeracy develops transferable skills that support students to have greater independence in their adult life Throughout the curriculum we • provide a wide range of opportunities for the application of numeracy • provide enriching and appropriate opportunities • develop and further money skills in practical situations e.g. shopping, enterprise • use number and problem solving during work experience placements • develop practical application of number, shapes, space and measures within social enterprise projects Our aim is for students is to • apply their numeracy knowledge in real life situations • use their numeracy skills to support their independence • have a growing vocabulary of spoken/symbols/pictures and words related to numeracy • have an understanding of a range of numeracy concepts and meaningful opportunities to apply them • complete numeracy accreditation as appropriate • prepare students for adult life and success in further education and employment There is an emphasis on numeracy across the whole curriculum and it permeates throughout. We recognise that Numeracy is an ability to think and use mathematics at a level necessary for a particular student to function at home, school or in the community. It is fundamental that there is appropriate challenge, differentiation and taught at the student's own pace of learning. Additionally developing numeracy skills can make other areas of the curriculum more accessible and motivating.

Curriculum Implementation (how do we do it)	Numeracy is taught discretely and embedded into other areas of the curriculum and learning opportunities. The numeracy curriculum is a spiral curriculum. This is to ensure that all strands are covered over the year and students continue to build upon their skills and consolidate their knowledge.

	The numeracy curriculum is divided into two stages. The Emerging Numeracy strand supports students to build upon the skills and knowledge that they will need to be able to access the Numeracy strand. Some classes may have students on both the Emerging Numeracy and Numeracy strands. Numeracy is delivered differently across each pathway. Students will be working at an Emerging Numeracy or Numeracy level and teaching is differentiated to meet student's individual needs. Students in Pathway 3 and 5 are all working at an Emerging Numeracy level. These learners require considerable repetitive learning. The majority of students in Pathway 1, 2, and 4 are working at a Numeracy level with some students working at an Emerging Numeracy level. Pathways may teach different stands in different terms but will cover all strands as appropriate over the year. The numeracy strands can be seen below. Pathways have a set number of sessions a week and but some classes may have more numeracy sessions if their timetable allows. Pathway One and Four - A minimum of 1 x 45 minute session and 4 x 15 minute sessions Pathway Two - A minimum of 3 x 30 -1 hour sessions Pathway Three - A minimum of 2 x 30 minute sessions Pathway Five - A minimum of 2 x 30 minute sessions Pathway 1, 2 and 4 complete two numeracy accreditations at KS4. The accreditations are time and money and there is a selection of differentiated accreditations for teachers to match to students abilities. **See curriculum plans below**

Curriculum Components (how do we break the learning down)	Curriculum components support teachers with teaching and learning and enable us to ensure progression. The curriculum is broken down into emerging numeracy and numeracy and they have different strands within them. The Emerging Numeracy strand supports students to build upon the skills and knowledge that they will need to be able to access the Numeracy strand. Emerging Numeracy strands • Numbers and the number System • Shape and Space • Time • Measure • Position, Direction and Movement • Money Numeracy strands • Counting, Recognising Numbers, Place Value and Ordering

	• Estimating and Rounding • 2D Shape • 3D Shape • Area and Perimeter • Capacity and Mass • Handling Data • Length • Money • Patterns and Symmetry • Position, Direction and Movement • Shape General • Time • Adding and Subtracting • Multiplication and Division • Using a Calculator

Curriculum Impact **(How do we measure how successful the curriculum is and how students' progress within it?)**	As a leadership team, we monitor where all students are within the numeracy assessments to ensure the offer remains challenging for all. We have Leadership curriculum review meetings and targeted numeracy observations across pathways. Our tracker is on Onwards and Upwards so teachers, pathway leads and SLT can monitor progress. Qualitative data in relation to individual student's progress is recorded yearly on reports that are shared with parents and used to input into annual review meetings and EHCP's. Some student have a termly target linked to numeracy as part of their personalised learning. Progress in Numeracy is reported to Governors yearly. Where appropriate National Curriculum levels are cross-referenced on Onwards and Upwards. In addition, some students in Key Stage 4 will undertake accreditation relating to numeracy.

Whole School Implementation Planner

Numeracy Overview

Emerging Numeracy	
Numbers and the number system	Measure, shape and space

Numeracy				
Numbers and the number system	**Calculations**	**Measures, shape and space**		
Counting, recognising numbers, place value and ordering	Adding and subtracting	Time	Length	Money
Estimating	Multiplication and division	Mass and capacity	Perimeter and Area	
Fractions	Using a calculator	Position, direction and movement	Shapes including 2D and 3D	
		Pattern and symmetry	Handling data	
Using and applying is embedded throughout all strands				

Pathway One and Four

Numeracy for Life		
Autumn	**Spring**	**Summer**
Shape, Space and measure • 2D shapes • 3D shapes • Patterns and symmetry • Position direction and movement	**Numbers in the number system/ Calculations** • Counting, recognising numbers, place value and ordering • Adding and subtracting • Fractions • Estimating • Multiplication and division • Using a calculator **Shape, Space and measure** • Handling Data	**Shape, Space and measure** • Capacity and mass • Length • Area • Time • Money
Throughout the year		
Numbers and the number system/Calculations (1 sessions - 15 minutes) • Counting and recognising numbers • Place value and ordering		

• Estimating • Adding and subtracting • Multiplication and division
Time (1 session -15 minutes)
Money (1 session -15 minutes)
Individual numeracy targets (1 session -15 minutes)
Problem Solving embedded through strands and throughout the day
Accreditation KS4 – Summer Term
Year 1 Time **Support** 72004 RECOGNISING AND USING SYMBOLS RELATED TO A TIMETABLE 116623 TELLING O'CLOCK TIME WITH ASSISTANCE 117136 TELLING THE TIME **Challenge** 117250 MATHEMATICS: THE CALENDAR AND TIME **Year 2 Money** **Support** 74416 RECOGNISING AND USING MONEY **Most** 115469 MONEY: IDENTIFYING AND HANDING OVER 50P, £1 AND £2 COINS 110960 INTRODUCTION TO COIN RECOGNITION **Challenge** 116813 INTRODUCTION TO COUNTING MONEY 111448 MATHS:RECOGNISING AND USING MONEY

Pathway Two

Numeracy for Life – 3 lessons per week		
Autumn	**Spring**	**Summer**
Numbers and the Number System/Calculations **Data Handling** **Shape Space and Measure** Shape including 2D and 3D Patterns and symmetry Position, direction and movement **Numeracy through Experience** Attention Autism Numeracy games Practical Maths	**Numbers and the Number System/Calculations** **Data Handling** **Shape Space and Measure** Length Mass and capacity Area **Numeracy through Experience** Attention Autism Numeracy games Practical Maths	**Numbers and the Number System/Calculations** **Data Handling** **Shape Space and Measure** Money Time **Numeracy through Experience** Attention Autism Numeracy games Practical Maths
Problem Solving embedded through strands and throughout the day		
Accreditation KS4 – Summer Term		
Year 1 Time **Support** 72004 RECOGNISING AND USING SYMBOLS RELATED TO A TIMETABLE 116623 TELLING O'CLOCK TIME WITH ASSISTANCE 117136 TELLING THE TIME		

Challenge
117250 MATHEMATICS: THE CALENDAR AND TIME

Year 2 Money
Support
74416 RECOGNISING AND USING MONEY
Most
115469 MONEY: IDENTIFYING AND HANDING OVER 50P, £1 AND £2 COINS
110960 INTRODUCTION TO COIN RECOGNITION
Challenge
116813 INTRODUCTION TO COUNTING MONEY
111448 MATHS:RECOGNISING AND USING MONEY

Pathway Three and Pathway Five

Numeracy for Life – 2 lessons p/w		
Autumn	**Spring**	**Summer**
Number and the Number System Shape and Space: Shape including 2D and 3D Patterns and symmetry	Number and the Number System Shape and Space: Size/Length	Number and the Number System Shape and Space: Position, Direction and Movement
Focus Concept	**Focus Concept**	**Focus Concept**
Big and Small	*In and Out*	*Stop and Start*
Throughout the year		
Measure		
Time (Built into daily routine)		
Numeracy through Experience: Attention Autism Training to be done Numeracy games Practical Maths		
Problem Solving embedded through strands and throughout the day		