



Scheme of Work – Key Stage 2 - Autumn 1a - Mathematics

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| <p>Key Stage: 2</p> | <p>Term Autumn 1 (1a)</p> | <p>Suggested activities</p> <p>P1i – P3ii</p> <ul style="list-style-type: none"> • Experience different light sources, textures, physical touch and sounds. • Experience noisy toys, games, sensory equipment etc. • Listening to sound sequences and maintaining rhythmic sequences, clapping gestures sound making. • Repeated opportunities to express a favourite between 2 options (e.g. 2 different foods, music etc.) • Uses PECS to initiate/ request. • Experience repeated and consistent requests using signings, symbols and/or pictures to support when presented with an item (e.g. drink). <p>P4 – P6</p> <ul style="list-style-type: none"> • Role-play shops and exchange coins for items. • Press a switch, the IWB or iPad to continue a number song. • Pair up odd socks with a clear difference (e.g. spots, stripes, red, yellow and blue). • Organise big and small balls into two containers. • Fill up containers and identify which is full and which is empty. <p>P6 – P8+</p> <ul style="list-style-type: none"> • Thread beads to create a repeating pattern of 3 colours. • Build lego to create a repeating pattern of 3 colours. • Sort coins by size or colour. • Sort socks by two different criterion e.g. size/ pattern. • Identify a pattern and label it using preferred communication style. • Copy a simple dance with repeating movements e.g. hands up, hands down, jump and spin. • Find the most popular superhero from a range of charts. • Ask peers and staff their favourite item e.g. food and input into different charts. <p>Resources</p> <p>iPads. IWB helpkidzlearn website. Switches and appropriate AAC equipment. Roleplay equipment. Socks and items to sort. Examples of charts (pictograms, tally charts etc). Fruit and objects to taste/ experience before sorting into favourites.</p> <p>Evaluation</p> <p>Individual learning outcomes as recorded in IEPs and P levels.</p> |
| <p>Focus: Using and Applying/ Statistics</p> | | |
| <p>Learning objectives:</p> <p>Using and Applying - To use mathematical understand to solve simple problems encountered in play, games or other work. Statistics – To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> | | |
| <p>Differentiated learning objectives (access levels)</p> <p>A P1i – P3ii</p> <p>To tolerate or not tolerate sensory stimuli. To briefly focus attention towards object within immediate environment. To make choices and request. To understand simple instructions (1 word).</p> | | |
| <p>B P4-6</p> <p>To be aware of cause and effect. To sort or match objects or pictures by recognising similarities with limited prompting. To sort objects and materials by size.</p> | | |
| <p>C P6-8+</p> <p>To sort objects and materials by colour. To complete a range of classification activities. To talk about, recognise and copy simple repeating patterns and sequences. To interpret pictograms, tally charts, block diagrams and simple tables. To construct pictograms, tally charts, block diagrams and simple tables.</p> | | |