

Springside School

Area of Learning -  
My Maths



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## **Intent**

We believe in teaching our learners how to use functional mathematical skills to promote independence as they mature. Key to this is ensuring that learners have a solid understanding of number as oppose to rote learning of number facts in order to support the development of fluency and reasoning when thinking about number. The Mathematics curriculum is comprised of two key areas; Number based activities (incorporating functional math's areas such as time and money) and Thinking and problem solving – an area of mathematical learning which teaches and supports our learners to think about and solve problems as independently as possible using a five tiered approach.

This area of learning is taught in the Investigative phase as discrete timetabled lessons as well as being incorporated into other areas of learning taught across the school day.

My Maths - to develop the ability to apply and use functional maths skills to support independence in the wider community. This includes but is not limited to the following concepts; how to use, identify and manipulate numbers and amounts in a variety of real life scenarios such as cooking, recognising and using money in real life shopping scenarios to purchase items, telling the time, understanding the passing of time and to assess a sequence of events in a given time period.

## **Coverage**

This provides an overview of how we teach our learners to be independent as possible within their functional mathematical skills at Springside School, it should be read in conjunction with the 'Curriculum', 'EYFS', 'SMSC and Learner Voice' and 'Behaviour' policies. Whilst this provides an overview of how we teach the Area of Learning relating to Mathematics, due to the nature of functional maths skills, these are also reinforced and taught within every aspect of school life.

Further information can be found within the brochures specific to each phase. This document is written to provide an overview of the overarching aims of the My Maths Area of Learning. It should be read in conjunction with the phase brochures and policies for EYFS and each individual area of learning.

## **Context**

Learners at Springside School have a diverse range of learning difficulties and associated special educational needs. The scheme of work utilised 'My Maths' is not intended to be taught in a linear manner with each area covered. The scheme is utilised as appropriate to the age, developmental stage, approach to learning required, the individual's prior knowledge and specific areas required as per the Learner's EHC Plan.

Our curriculum is set in the context of Equals multi-tiered curriculum approach, recognising that differentiation from England's (or indeed any) National Curriculum, including the EYFS framework, is not sufficient to meet the needs of learners with profound, complex, severe or global learning difficulties. For these learners, who are all working consistently and over time below or very near the start of their national curriculum, curricula need to be different rather than differentiated, because the way such learners learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed.

The overarching aims are to support the holistic development of all learners in a manner, which is appropriate to their individual needs and abilities and provide a sensitive response to the challenges they face. At its core it is designed to ensure all learners are happy, healthy and safe whilst ensuring

they reach their full potential having access to a broad and balanced curriculum promoting independence throughout when using functional maths skills.

Springside School is a non-denominational school that aims to celebrate festivals and religious events from many cultures. Whole school and phase worship, beliefs and celebrations (e.g. Birthdays, Achievements, Eid, Christmas) reflect this. Learners are taught to embrace all celebrations, cultures as well as respect each other, their beliefs and differences; these are detailed on our curriculum theme mapping.

## Implementation

The My Maths Area of Learning has two sections. These are detailed within the Equals scheme of work (differentiated). Whilst there are Learning Intentions and suggested activities, by the nature of the Area of Learning and the Learners at Springside, it may be required to set individualised activities and learning intentions.

Class timetables will detail: Area of learning -> Vehicle to teach the area (Location)

Examples of how functional mathematical skills are taught within the other areas of learning, although not the main learning objective, as follows:

EXAMPLE 1 – My Independence -> My cooking

Number/ Using and applying – *taking 2 slices of bread to make a sandwich*

Shape, space and measures/ using and applying – *Filling a cup with the correct amount of juice/ water ratio*

EXAMPLE 2 – My Independence -> My dressing and undressing

Number/ Using and applying – *knowing you have 1 nose, 2 eyes, 10 fingers etc...*

Shape, space and measures/ using and applying – *identifying clothing that fits*

EXAMPLE 3 – My Independence -> My shopping

Number/ Using and applying – *identifying 1p, 2p, 5p etc...*

Shape, space and measures/ using and applying – *estimating the correct size of bag for shopping/ weight for carrying etc..*

EXAMPLE 4 – My Independence -> My travel training

Number/ Using and applying – *Number of laps of the bike track for the daily mile*

Shape, space and measures/ using and applying – *walking increasing distances independently around school*

EXAMPLE 5 – My Communication ->

Number/ Using and applying – *PECS, exchanging 1 symbol for 1 piece of food*

Shape, space and measures/ using and applying – *requesting items by their shape*

EXAMPLE 6 – My Play and Leisure ->

Number/ Using and applying – *Turn taking, 1 turn for me, 1 turn for you*

Shape, space and measures/ using and applying – *exploring climbing play equipment safely*

EXAMPLE 7 – My Physical well-being -> Healthy eating and lifestyle

Number/ Using and applying – *Know date and expiry date*

Shape, space and measures/ using and applying – *storing food in appropriate containers*

EXAMPLE 8 – My Play and Leisure -> Mental health and well-being

Number/ Using and applying – *mindfulness number of breaths*

Shape, space and measures/ using and applying – *yoga shapes*

EXAMPLE 9 – My Play and Leisure -> PE

Number/ Using and applying – *Keeping score in a game*

Shape, space and measures/ using and applying – *exploring PE equipment safely, under/over/ climbing etc.*

EXAMPLE 10 – My Play and Leisure -> Physical activity

Number/ Using and applying – *number of repetitions*

Shape, space and measures/ using and applying – *selecting the appropriate sized bike/ equipment*

In Discrete Maths lessons within classes in the Investigative phase, this will look different, however the area of learning may be the same, examples of this are:

*EXAMPLE 1 - My Maths -> Number/Everyday situations (Classroom)*

*Learning intention – to prepare the table for lunch time and give out the correct number of knives and forks relevant to the number of learners in the classroom*

*EXAMPLE 2 - My Maths -> Number/estimation (Food Technology Room)*

*Learning intention - to prepare a sandwich and cut it into halves and quarters*

*EXAMPLE 3 - My Maths -> Number/Directed play- (Classroom)*

*Learning intention – to follow instructions to create paper aeroplanes for a race and identify which planes come first, second and third*

*EXAMPLE 4 - My Maths -> Number/Money -(Local Cafe)*

*Learning intention - to shop for items on a shopping list and pay for items using the correct amount of money.*

*Example 5 – My Maths Number/time-> Classroom*

*Learning intention – to tell the time to the hour*

Learning Intentions for the lesson are taken from the scheme of work used, these include equals, the Northern Ireland Curriculum and Birth to 5 Matters - *Beyond this, each individual learner will then have an individual target/ sequence of learning to achieve.*

## **Objectives**

Within all phases EHC Outcomes, through the Personal Learning Plan, annual objectives and termly targets will be considered, referenced and evidenced as appropriate throughout.

## **Impact**

EHC Plans are reviewed at least once annually. These outcomes are broken into smaller, manageable steps on the Personal Learning Plans, these are assessed on an ongoing basis but formally reviewed at least once a term with parents. The progress of learners is also reviewed at least once a term in progress meetings with the Deputy Headteacher (Assessment lead). There are a vast number of skills, concepts and knowledge covered within this area of learning and these are assessed using Springside Steps on our Solar platform.

### **Progression**

Progression within each area focuses on developing the thinking and problem-solving skills of our learners. This is supported through a reducing level of support in a 5-tiered system (further information on this can be found under 'Progression Principles).

The 5-tiered system of progression is:

- 1) Memory building
- 2) Sabotage and recognition of a problem;
- 3) Independent solutions
- 4) Generalisations;
- 5) Self-belief and confidence

These are referred to as sequences of learning on a PLP and in planning. Successfully achieving these will ensure learners meet their EHC Outcome and the learning intention for the lesson/ medium term plan.

### **Parents**

Parents are involved in the designing of the curriculum and outcomes for their child at EHC Reviews and at least termly during progress meetings.