

Maths Curriculum

Intention- What we want to achieve and why we do what we do

At Rachel Madocks School we are committed to developing numeracy skills through our treetop and horizon pathways. The three areas which we cover are number, using and applying and shape, space and measure. Within the number curriculum, students begin to show awareness of numbers through song and further develop their understanding of one-to-one correspondence as well as recognising the concept of one and lots. As students' progress into standard four they begin to recognise numbers up to 20 and are working on sums using simple addition and subtraction. As part of our using and applying curriculum, students begin by looking at cause and effect along with the introduction of money, where students begin role-playing handing over coins in return for a motivational item such as food. As they progress into standards, students continue to learn about money through handing over amounts up to 10p using 1p coins. They further start to recognise some coin denominations up to £1. Shape, space and measure is introduced initially through the exploration of changing shape using materials such as playdough and learning about position through stacking objects. As students' progress they start to compare lengths through using appropriate terminology, identify names of 2D and 3D shapes and their properties. Once students have completed the standards pathway, they then move to our Horizon pathway, which is their entry into the national curriculum.

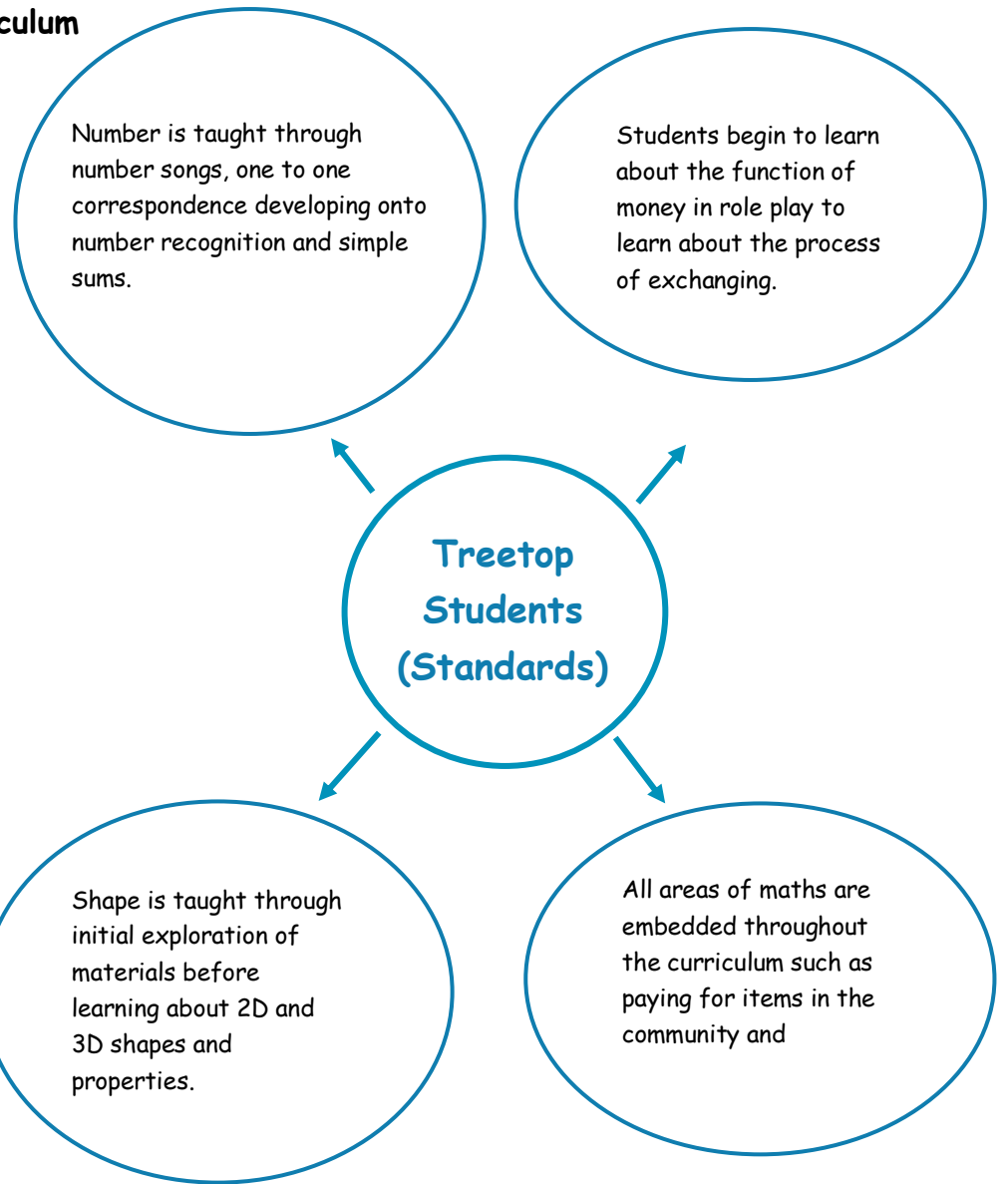
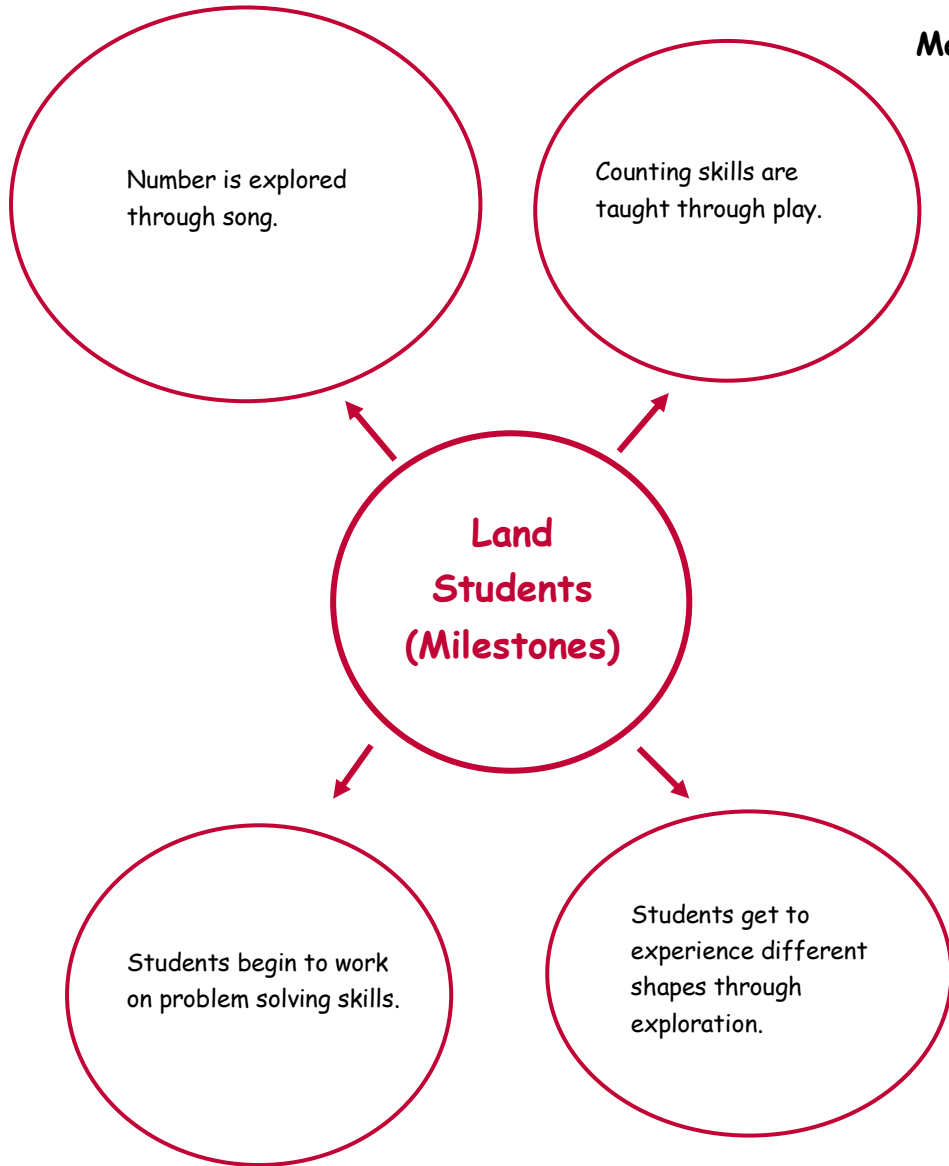
Implementation - How do we achieve this through our learning and curriculum and how we do it

All students are assessed according to our Rachel Madocks Curriculum, where targets are set and delivered according to the individual needs of the learners. Math's targets may be taught through the curriculum or as isolated areas, this primarily happens as students work through the upper school. Individual targets are taught in a number of different ways over a period of time to show progression in areas such as prompt, fluency, maintenance and generalisation. Teachers show evidence of the student working on their targets through our Evidence for Learning platform. In addition, teachers will assess students termly to measure where progress has been made in each of the individual targets. Pupil progress meetings enable teachers to meet with senior management to look at the progress made and ways to support students where progress has not been met. For example, looking at different ways of teaching the target to support the needs of that particular student.

Impact - What can we achieve through this and what is the end result

Students begin to show enjoyment of number through songs. They begin to see the functional use of number through recognising numerals and counting. This can help them with everyday activities such as handing out items to their peers using the concept of one-to-one correspondence. Developing their understanding of the word 'more' enables students to request for 'more' that are relevant to them such as requesting 'more' food, drink or equipment. By exploring shape students begin to develop enjoyment with changing the dimensions of materials such as playdough, balloons and putty. Through developing enjoyment in shape, students begin to learn about shapes that they begin to recognise beyond the classroom. Money is taught to enable students with the independence to use money when out in the community. It allows them to understand the importance that money acts in exchange for something that is motivational to them.

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