# Curriculum Intent Statement

## The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource and student need. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

### Maths

**INTENT**

To develop **happy**, **confident** and **independent** learners who are **prepared for adulthood** by:

- Enabling students to develop their mathematical skills in real life situations they will face in adulthood
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed in a variety of situations
- Encouraging students to take their mathematical knowledge into other situations and continue to add to it when leaving school.
- Giving opportunities to make connections across mathematical ideas to develop fluency, mathematical reasoning and competency in solving problems
- Becoming confident and proficient in the application of mathematics in the context of the wider world and everyday life.
- Be exposed to creative and exciting opportunities which will excite and inspire them; including problem solving
- Experience opportunities across all curricular areas for the development and application of mathematical skills

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Half termly Focus** | Number and Place Value<br><br>Geometry - Focus on Shape<br><br>Addition and Subtraction | Multiplication and division<br><br>Fractions and decimals<br><br>Money | Addition and Subtraction<br><br>Time | Geometry – Focus on position and direction<br><br>Fractions and decimals<br><br>Multiplication and division | Statistics<br><br>Measures | Multiplication and division<br><br>Fraction and decimals |

**Maths SOW Overview**

**Structure** – The scheme of work has been developed by using key National Curriculum end of year objectives, which have been broken down into small steps to meet the needs of our students. We have renamed these yearly expectations 'stages'. In each class there are students of varying mathematical ability levels, working through the stages at different paces. The objectives in each stage are worked through following the overview above.

**Why this –** It is important that when students leave Epinay they are able to function in society and be confident in everyday situations which arise. In maths we ensure that students are exposed to as many real life opportunities as possible to prepare them for their next stage of education/training then on into adulthood. We ensure that from a young age students are taught basic concepts linked to aspects of 'functional' maths such as time, money and measures, as well as building skills needed in relation to number and calculation. **36% of our students have a diagnosis of ASD,** this makes concrete maths very

accessible for our students but they struggle with application. There is therefore a heavy focus on application in all topic areas to ensure they build the confidence and skill required to apply knowledge; especially in 'real life' situations.

**Why now -** The scheme is set out to ensure that concepts which our students generally find difficult are revisited throughout the year. An advanced internal assessment system and clear tracking procedures highlight these problem areas for students, which is continuously reflected upon.
We start the year with place value to ensure foundations are in place to build mathematical concepts on. Each half term topics 2 or 3 topics are covered, dependent on the content. For example, time is something which students can find difficult, therefore a longer proportion of time is spent on this to ensure there is time to embed knowledge. Position and direction is covered at the same time as Tri – orienteering in PE so that cross curricular links can take place and students can use their knowledge in real life activities.

**Builds on -** Throughout each stage knowledge within each strand is built upon from the previous stage. Objectives in each strand are clearly sequenced, for example, within the time strand, stage 1 looks at recognising time and telling the time to 15 minute intervals, stage 2 is within 5 minute intervals, stage 3 move on to digital time, stage 4 converts units of time and stage 5 and 6 apply this knowledge in word problems. As we recognise that a lot of our students will not reach stage 4 and above, opportunities to apply knowledge in more basic everyday situations are given lower down the stages.

**Prepares for -** The topic areas chosen are directly linked to key components and units of the accreditation route many of our students take at KS4 and gives opportunities to develop confidence when using mathematical knowledge which is important in the world of work and adult life. Many of our student's access Entry Level Certificate within Phase 4, with some more able students beginning work on Functional Skills Level 1. Ensuring each student accesses an appropriate level of qualification in maths is important as we aim to have everyone leave school with an accredited qualification in the subject, which they can build on in the next step of their education or training.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary