

Numeracy Overview @ The Bridge School

| KS1 and KS2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>1 DURING YEAR 1 STUDENTS WILL BE EXPOSED TO LEARNING IN THE FOLLOWING AREAS (CONTINUUM AVAILABLE BELOW) The following includes teaching of the accompanying Makaton and symbols for the areas below which will be built on year by year. iPads to have symbols in maths folder, pecs users to have symbols available to them</p> <p>Number – Counting forwards and backwards and ordering by rote 1-5, 1:1 correspondence to 5</p> <p>Money – recognising and using 1p</p> <p>SSM – 2D shapes, - circle, square and triangle.</p> <p>Recognising simple patterns</p> <p>Recognise and name red, blue, green and use blue and yellow to mix green.</p> <p>Recognise and compare big and small using same objects where difference is great</p> <p>Position – In/Out</p> <p>Recognise the days of the week</p> <p>Using, Applying, Statistics –</p> <p>Recognise simple pattern.</p> | <p>Theme for embedding all aspects of Year 1 - Flag and Coat of Arms</p> <p>Make Tibetan prayer flags using patterns and target colours to suspend across the classroom with numbers on them.</p> <p>Make their own flags using patterns of choice, selecting square, circle or triangle to make them, add to poles using more or less, long and short.</p> <p>Use pennies to make prints on flags.</p> <p>Use handprints for flags, five fingers, repeating pattern.</p> <p>SPECIFIC FOCUS 2D SHAPE COUNTING</p> <p>Sing shape songs with lots of visual / kinaesthetic props, e.g. real objects of various shapes; of different shapes; shapes to feel; etc.</p> <p>Print with shapes. Have a range of different sized circles, squares, triangles, etc and ask students to make prints that have all circles, or all three-sided shapes, etc.</p> <p>Print a picture of a house, identifying which shapes are needed for the windows, door, roof, etc.</p> <p>Put identical squares (or circles, triangles, etc.) on a washing line with one that is markedly bigger or smaller.</p> | <p>Theme for embedding all aspects of Year 1 -- Halloween and Christmas</p> <p>Make decorations using colours, make stockings using pattern, put toys in. Collect different length sticks to make Christmas decorations to sell for pennies (need to be paid in separate pennies).</p> <p>Use triangles to make a tree, squares for presents and circles for baubles.</p> <p>SPECIFIC FOCUS MONEY</p> <p>Make rubbings of different coins with crayons discussing and using the colours of the real coins, or make imprints in dough or blu-tack.</p> <p>Encourage students to look at numeral on coin and on their rubbings.</p> <p>Look at coins with a magnifying glass. What picture can you see? Can you see a number? Match real coins to real coins Sort coins according to their colour. Look at the sorted piles. Are all the coins the same? How are they different? o how many coins are there in each pile? Sort coins according to their size. Look at the piles and answer questions as above Sort coins according to their shape. Look at the piles and answer questions as above.</p> | <p>Theme for embedding all aspects of Year 1 - - Space Travel</p> <p>Make a giant rocket to suspend off ceiling, use different shapes to put it together, paint it in target colours.</p> <p>5-4-3-2-1 Blast off</p> <p>Put up one moon, lots of stars.</p> <p>Patterns with moon and stars – make wrapping paper to sell around school for 1p, put pennies in train carriages.</p> <p>SPECIFIC FOCUS SIZE – BIG AND SMALL SAME OBJECT</p> | <p>Theme for embedding all aspects of Year 1 - - Games and Easter</p> <p>Balloons, more and less air, round balloons, long ones blown up, more air makes them longer, one balloon, lots of balloons.</p> <p>Connect four – red and yellow, numbers on the counters, make patterns</p> <p>Collect pinecones/conkers to throw into bucket or play a version of conkers with long or short string – which works best, put them in pots of red, blue, green, yellow coloured paint, take them out.</p> <p>Egg throwing, eggshells filled with paint and thrown at canvas, one more adds another pattern.</p> <p>Using pennies in games to make short and long shapes, count into piggy bank and buy rewards up to 5p.</p> <p>SPECIFIC FOCUS PATTERN MAKING COLLECTION OF OBJECTS - SAME AND DIFFERENT</p> <p>Look at patterns in water – use a foot spa and look at the ripples caused on the surface at different speeds. Drop objects into water and look at patterns</p> | <p>Theme for embedding all aspects of Year 1 - - Picnics</p> <p>Plan a picnic...How big does tablecloth need to be, how many children can sit on different size. How many plates needed for different children, what colour does everyone want. Paint paper plates, use lines around edge to make pattern.</p> <p>Have a picnic...put food in and take out, give out plates and cups and deal out crisps etc, use different sized bowls, which size best for food.</p> <p>SPECIFIC FOCUS BIG/SMALL</p> | <p>Theme for embedding all aspects of Year 1 - - Seaside</p> <p>Use sand and pour in and out of containers, do we need more or less to fill a container, fill square, circle and triangle pastry cutters with dry sand, use sand and glue to fill pastry cutters to make shapes, explore patterns in shells, sort into sets, which ones are different, which ones the same.</p> <p>Use water to mix dry paint – more, less needed, tide goes in and out, fill paddling pool, add hooks to short and long poles, fish out ducks with numbers on, Make ice creams – triangular cone, round scoop of ice-cream – real or artwork.</p> <p>SPECIFIC FOCUS IN/OUT</p> |

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| <p>Recognise and use one and lots. Recognise and use same and different where only one item is markedly different in a group</p> | <p>Ask the student to show you the "big square" Create shapes outside with masking tape. Hold up visual prompts and ask the students to "Stand in the square" or "Sit in the triangle" Draw big shapes on the playground with chalk. Can the students walk / run / skip / manoeuvre their wheelchair around them? How accurate are they at walking along straight lines, turning corners, following curves? How many shapes can they find in the school – take photos and make displays.</p> | | | <p>caused when they are dropped from a greater or lesser height Make a pattern with feet by dipping feet in paint and walk along a piece of wallpaper. Can the children make different pathways? How do the patterns change if they run, jump, skip?</p> <p>Make a tactile pattern by supplying the children with a range of tactile materials, e.g. velvet, bubble wrap, sandpaper, polystyrene tiles. Ask them to select one, then draw around their hands and cut out the shape. Make a tactile trail of hands. Blindfold the children and encourage them to explore the trail.</p> <p>Wrapping paper – Look at patterned wrapping paper with stripes, zigzags, dots, etc. and ask children to choose their favourite. They could cut and stick their own design from the paper</p> <p>Explore liquid patterns, by joining two OHP transparencies on three sides with tape. Ask children to choose a liquid to put inside the sheets (e.g. oil, tomato ketchup, marbling ink, etc.) Ask the children to press the transparencies to see what effect it has on the liquid between the two sheets. Try mixing different liquids to see what happens</p> <p>Explore body patterns – make patterns with children lined up, such as boy / girl; high / low; lying /sitting; etc. Take photos with digital camera.</p> <p>Explore instrument patterns – play a rhythm on a drum, such as 1, 2, 3 / pause etc. Can children join in / copy / continue the pattern? Try</p> | | |
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| | | | | with two instruments, such as bells / maracas etc. Stamp a pattern into damp sand using a selection of objects, such as blocks, shells, sticks, rakes, etc. Go on a pattern hunt around school, looking for patterns in the building or in nature, such as bricks, tree bark, wire reinforced glass, etc. Make rubbings of them. | | |
| <p>2 DURING YEAR 2 STUDENTS WILL BE EXPOSED TO LEARNING IN THE FOLLOWING AREAS (CONTINUUM AVAILABLE BELOW) The following includes teaching of the accompanying Makaton and symbols for the areas below which will be built on year by year. iPads to have symbols in maths folder, pecs users to have symbols available to them</p> <p>Number – Counting forwards and backwards, and ordering 1-10, 1:1 Correspondence to 10</p> <p>Money – Use positions on and under, using quantities of 1p – adding them together to buy items that cost 3 pennies or 2 pennies</p> <p>SSM – 2D shapes - Recognise and use rectangle and star. Recognise and use 2-part patterns</p> <p>Recognise and learn white, orange and pink and learn to mix red and yellow to make orange and red and white to make pink. Use more and less.</p> | <p>Theme for embedding all aspects of Year 2 - 3 little pigs and Houses</p> <p>3 little pigs, make houses, collecting sticks and making same length, using straw and cutting to size, making brick pattern, use squares to make a house and rectangles to make a house, use triangle for eave of roof. How many windows. Houses – look at house numbers, sequence photos of houses with house numbers.</p> <p>SPECIFIC FOCUS NUMBERS 1-10</p> | <p>Theme for embedding all aspects of Year2 - Fun at the Circus and Christmas</p> <p>SPECIFIC FOCUS MONEY</p> <p>Sort coins according to their shape. Look at the piles and answer questions as above Sort coins the into the different compartments of a cash till. Use black and white coin pictures and ask students to colour them in the right colour with silver or bronze crayons. Make this easier by just having 10p and 1p coins (or 2p and 5p coins) so there is a size difference as well. Match real coins to black and white representations Match real coins to large representations and state amount each coin is worth, by looking at the numeral on the coin. Encourage a focus on the colour, shape, size, and value of the coin. Use one-to-one correspondence when buying items in a class shop with 1p coins (i.e. one coin is exchanged for each item. Have a sweet shop. What can you buy for 5 pennies? Have a variety of sweets priced at 1p-5p.</p> | <p>Theme for embedding all aspects of Year2 - Landscapes The Gingerbread Man</p> <p>SPECIFIC FOCUS ON AND UNDER</p> <p>COMPARISON OF QUANTITIES MORE OR LESS</p> | <p>Theme for embedding all aspects of Year2 - The Jungle and Easter</p> <p>SPECIFIC FOCUS UP AND DOWN</p> | <p>Theme for embedding all aspects of Year2 - Super Heroes</p> <p>SPECIFIC FOCUS REPEATING PATTERN SAME AND DIFFERENT</p> <p>Make simple patterns, such as a series of vertical stripes, or a row of circles. Can the children copy or continue these? Make a two-part pattern with everyday objects, such as plate / spoon, or cup / jug etc. Can children copy / continue the pattern? Give children a selection of two colours of Duplo or Lego and ask them to build a tower with a pattern. Start them off if appropriate. Ask pairs of children to each make a tower. Swop with another child and try to copy their pattern. Make icing patterns – use squeeze tubes of icing and Smarties, Buttons, etc. to decorate cakes or biscuits with line patterns.</p> | <p>Theme for embedding all aspects of Year2 - Under the Sea</p> <p>SPECIFIC FOCUS FULL AND EMPTY SMALL AND BIG – LESS MARKED DIFFERENCE</p> |

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| <p>Use up and down Sort into small and big where size is less marked, Recognise full and empty Order the days of the week Using, Applying, Statistics Use same and different with three items</p> | | | | | | |
| <p>3 DURING YEAR 3 STUDENTS WILL BE EXPOSED TO LEARNING IN THE FOLLOWING AREAS (CONTINUUM AVAILABLE BELOW) The following includes teaching of the accompanying Makaton and symbols for the areas below which will be built on year by year. iPads to have symbols in maths folder, pecs users to have symbols available to them Number – Counting forwards and backwards, and ordering 1-30, 1:1 Correspondence Add one more Money – Use 2p piece as well as 1p piece to buy items costing up to 3p SSM –2D shape – Recognise oval. Use symmetry Recognise and use heavy and light Recognise half full Understand start/stop Understand difference between small and big for different objects Understand today, yesterday and tomorrow</p> | <p>Theme for embedding all aspects of Year 3 - Animals Create animals such as a peacock made out of circles, cut into semicircles, triangles cut in half, squares cut into rectangles.</p> <p>SPECIFIC FOCUS NUMBER</p> | <p>Theme for embedding all aspects of Year 3 - Shopping and Christmas</p> <p>SPECIFIC FOCUS MONEY</p> <p>Take real coins from a feely bag and match them to large representations. Before they look at the coin, ask what colour it might be, is it a big or small coin, is it a 50p or a 1p? Ask the children to choose a coin in a feely bag and before they look at it, to match it to either another real coin that can be seen or a large representation. Sort lots of 1p's, 2p's, 5p's etc. Match shiny and dirty coins that are the same. Use questions such as: Can you find a shiny 10p? Can you find a coin worth the same as this one? Experiment to see which coins roll and which ones spin.</p> | <p>Theme for embedding all aspects of Year 3 - My Class</p> <p>SPECIFIC FOCUS SYMMETRY HALF FULL</p> | <p>Theme for embedding all aspects of Year 3 - Food and Easter Portion size, big plates, small plates,</p> <p>SPECIFIC FOCUS HEAVY AND LIGHT</p> | <p>Theme for embedding all aspects of Year 3 - Outdoor Games</p> <p>SPECIFIC FOCUS START/STOP SMALL/BIG – DIFFERENT OBJECTS</p> | <p>Theme for embedding all aspects of Year 3 - Vehicles</p> <p>SPECIFIC FOCUS NON-STANDARD UNITS OF MEASURE</p> |

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| <p>Using, Applying, Statistics Use non-standard units such as hands, cubes, furniture to measure length</p> | | | | | | |
| <p>4 DURING YEAR 4 STUDENTS WILL BE EXPOSED TO LEARNING IN THE FOLLOWING AREAS (CONTINUUM AVAILABLE BELOW) The following includes teaching of the accompanying Makaton and symbols for the areas below which will be built on year by year. iPads to have symbols in maths folder, pecs users to have symbols available to them Numeracy Make groups of numbers/items Take one away Money – Use 5p and 10p and match to pennies SSM Recognise properties of shape Recognise and use 3step patterns Understand enough/not enough Measure tall and short Use months Use forwards/backwards Use in front of/behind Months of the year Using, Applying, Statistics Use cm in measuring length</p> | <p>Theme for embedding all aspects of Year 4 - My Body Explore body rhythm patterns – join in or copy two-part body rhythms, such as clap hands / slap knees, stamp feet / click tongues, hum / rub tummy etc. Explore body movements – make movement patterns with body such as arms up / arms down, tall body / wide body, curl up / stretch up, hop / jump. Initially the teacher can demonstrate these patterns for children to copy, then ask children to lead.</p> <p>SPECIFIC FOCUS GROUPS OF NUMBER/ITEMS</p> | <p>Theme for embedding all aspects of Year 4 - Going to the Movies and Christmas</p> <p>SPECIFIC FOCUS MONEY Use Coin Recognition PowerPoint presentation. Give students a coin each. Ask them to identify when their coin is showing. Alternatively, give them cards with 1p, 2p, etc. on them and ask them to match them to the coins on the screen. Exchange a coin for goods in a class shop. Correctly sequence the buying of goods in the class shop (choose, pay, take away).</p> | <p>Theme for embedding all aspects of Year 4 - Talking on Telephones, Posting a letter,</p> <p>SPECIFIC FOCUS TAKE ONE AWAY</p> | <p>Theme for embedding all aspects of Year 4 - The Environment and Easter Use kitchen roll for trunks and triangle shapes to make fir trees for a forest</p> <p>SPECIFIC FOCUS PROPERTIES OF SHAPE FORWARDS/BACKWARDS</p> | <p>Theme for embedding all aspects of Year 4 - Pirates and Mermaids</p> <p>SPECIFIC FOCUS ENOUGH/NOT ENOUGH IN FRONT/BEHIND</p> | <p>Theme for embedding all aspects of Year 4 - Gardening</p> <p>SPECIFIC FOCUS TALL/SHORT Draw a picture of a worm and ask the children to make it longer / shorter using a mirror.</p> |
| <p>5 DURING YEAR 5 STUDENTS WILL BE EXPOSED TO LEARNING IN THE FOLLOWING AREAS (CONTINUUM</p> | <p>Year 5 Sandwells Assessment Theme for embedding all</p> | <p>Theme for embedding all aspects of Year 5 -</p> | <p>Theme for embedding all aspects of Year 5 -</p> | <p>Theme for embedding all aspects of Year 5 -</p> | <p>Theme for embedding all aspects of Year 5 -</p> | <p>Theme for embedding all aspects of Year 5 - In the Home</p> |

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| <p>AVAILABLE BELOW) The following includes teaching of the accompanying Makaton and symbols for the areas below which will be built on year by year. iPads to have symbols in maths folder, pecs users to have symbols available to them</p> <p>Numeracy Introduction of +, - and = Addition and number bonds 1-5 Money Using 20p and 50p SSM Use displacement to measure volume Explore seasons Sort into big, bigger, biggest and small, smaller, smallest 3D shapes – cube and sphere, pyramid Measure heavy and light Seasons and holidays Using, Applying, Statistics, position – use ordinate numbers,</p> | <p>aspects of Year 5 – Weather</p> <p>SPECIFIC FOCUS DISPLACEMENT OF VOLUME</p> | <p>Theatre and Christmas</p> <p>SPECIFIC FOCUS MONEY Order large representations of coins (and notes) on a washing line. Which coin is worth more / less? Teach the concept that 50p = lots of money (pennies) coins = less money Check prices in catalogues / specifically made price lists. Use representations for items and money, and act out change - lots, little, none Penny change-up - throw a 1-6 die for pennies. Each time a player gets 5 pennies, they count out 5 and exchange for a 5p coin (or 10 x 1p for 10p's etc.). Find coins to match priced items - encourage focus on numerals on coin and on price tag. Sing a variant on 10 currant buns in a baker's shop: "along came Sarah with 3p, one day, bought three currant buns..." Have "currant buns" priced at 1p each (or 2p, 5p etc.). Children to exchange correct number of coins for correct number of buns. Each child can have a configuration of coins.</p> | <p>Patchwork and Pattern</p> <p>SPECIFIC FOCUS BIG/ER/EST SMALL/ER/EST</p> | <p>The Wizard of Oz and Easter</p> <p>SPECIFIC FOCUS 3D SHAPE</p> | <p>Making a Recipe Book</p> <p>SPECIFIC FOCUS ORDINATE NUMBERS</p> | <p>SPECIFIC FOCUS HEAVY AND LIGHT</p> |
| <p>6 DURING YEAR 6 STUDENTS WILL BE EXPOSED TO LEARNING IN THE FOLLOWING AREAS (CONTINUUM AVAILABLE BELOW) The following includes teaching of the accompanying Makaton and symbols for the areas below which will be built on year by year. iPads to have symbols in maths</p> | <p>Theme for embedding all aspects of Year 6 - Playing and Making Games</p> <p>SPECIFIC FOCUS TALLY MARKS AND SCORING</p> | <p>Theme for embedding all aspects of Year 6 - Easter and Christmas</p> <p>SPECIFIC FOCUS MONEY Save some money every week in piggy banks and look at them at end of half term</p> | <p>Theme for embedding all aspects of Year 6 - Around Our School</p> <p>SPECIFIC FOCUS GROUPS OF 2</p> | <p>Theme for embedding all aspects of Year 6 - Cars and Easter</p> <p>SPECIFIC FOCUS TIME O'CLOCK</p> | <p>Theme for embedding all aspects of Year 6 - Witches, Wizards, Fairies, Spells and Magic</p> <p>SPECIFIC FOCUS ESTIMATING</p> | <p>Theme for embedding all aspects of Year 6 - Our Country</p> <p>SPECIFIC FOCUS DIRECTION</p> |

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| <p>folder, pecs users to have symbols available to them</p> <p>Numeracy</p> <p>Addition and Number Bonds 1-10</p> <p>Using groups of 2 for simple multiplication</p> <p>Money</p> <p>Using £1 and £2</p> <p>Estimating groups of objects</p> <p>SSM</p> <p>Tally Marks and Scoring</p> <p>Time – o'clock</p> <p>Fractions – ½</p> <p>Using, Applying, Statistics</p> <p>Direction</p> | | <p>What can you afford to buy?</p> <p>Have you got enough money for xxx?</p> <p>Can you afford to buy two things? (Encourage addition)</p> <p>Go on a slot machine hunt – go to a shopping centre and look for machines which you can put money into. What do you get in return (rides; sweets; drinks; car parking; etc.). Make a slot machine that dispenses sweets or drinks.</p> | | | | |
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Numeracy Overview @ The Bridge School

| KS3 and KS4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>7 DURING YEAR 7 STUDENTS WILL BE EXPOSED TO LEARNING IN THE FOLLOWING AREAS (CONTINUUM AVAILABLE BELOW) The following includes teaching of the accompanying Makaton and symbols for the areas below which will be built on year by year. Pads to have symbols in maths folder, pecs users to have symbols available to them</p> <p>Numeracy Adding lengths together How many more to equal How many fewer to equal Using groups of 10 for simple multiplication Money Buying adding coins to make amounts £5 and £10 SSM Comparing lengths using cm's Perimeter Using, Applying, Statistics Estimating</p> | <p>Year 7 Sandwells Assessment Theme for embedding all aspects of Year 7 - Growing up</p> <p>SPECIFIC FOCUS ADDING LENGTHS</p> | <p>Theme for embedding all aspects of Year 7 - Halloween and Christmas</p> <p>SPECIFIC FOCUS MONEY Ask questions related to worth (using coin and note representations): What would I need to buy a chocolate bar - 50p or £10? What would I need to buy a pair of shoes - 10p or £20? What would I need to buy a sweet – 1p or £1? Encourage the children to think about cost and change by discussing and comparing prices, and answering questions: Would you get change if you paid £10 for a loaf of bread? Would you get change if you paid 30p for a pint of milk? Would you get pounds or pence change if you paid £20 for a bar of chocolate? Open a "savings account" - give students 2p / 5p /10p per day or week. Encourage them to remember the total of their savings, and add or count out coins each day/week to find new totals. Students could record the amount in their account. At the end of the week/half-term, students.</p> <p>Sort paper money in the "bills" section of a purse, and coins in the zip up compartment.</p> | <p>Theme for embedding all aspects of Year 7 - Space Travel</p> <p>SPECIFIC FOCUS HOW MANY MORE TO EQUAL HOW MANY FEWER TO EQUAL</p> | <p>Theme for embedding all aspects of Year 7 - Games and Easter</p> <p>SPECIFIC FOCUS LOTS OF 10</p> | <p>Theme for embedding all aspects of Year 7 - Picnics</p> <p>SPECIFIC FOCUS COMPARING LENGTH USING CMS</p> | <p>Theme for embedding all aspects of Year 7 – Seaside</p> <p>SPECIFIC FOCUS PERIMETER</p> |

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| <p>8 DURING YEAR 8 STUDENTS WILL BE EXPOSED TO LEARNING IN THE FOLLOWING AREAS (CONTINUUM AVAILABLE BELOW) The following includes teaching of the accompanying Makaton and symbols for the areas below which will be built on year by year. iPads to have symbols in maths folder, pecs users to have symbols available to them</p> <p>Numeracy Adding and subtracting 2-digit numbers Groups of numbers other than 2 and 10 for simple multiplication Money How much change? SSM Using, Applying, Statistics Bar Charts</p> | <p>Theme for embedding all aspects of Year 8 - Buildings and Homes</p> <p>SPECIFIC FOCUS ADDING AND SUBTRACTING 2-DIGIT NUMBERS</p> | <p>Theme for embedding all aspects of Year 8 - Fun at the Circus and Christmas</p> <p>SPECIFIC FOCUS MONEY</p> | <p>Theme for embedding all aspects of Year 8 - Landscapes and Nature</p> <p>SPECIFIC FOCUS GROUPS OF NUMBERS OTHER THAN 2 AND 10</p> | <p>Theme for embedding all aspects of Year 8 - The Jungle and Easter</p> <p>SPECIFIC FOCUS BAR CHARTS</p> | <p>Theme for embedding all aspects of Year 8 - Super Heroes</p> <p>SPECIFIC FOCUS ADDING AND SUBTRACTING 2-DIGIT NUMBERS</p> | <p>Theme for embedding all aspects of Year 8 - Under the Sea</p> <p>SPECIFIC FOCUS GROUPS OF NUMBERS OTHER THAN 2 AND 10</p> |
| <p>9 DURING YEAR 1 STUDENTS WILL BE EXPOSED TO LEARNING IN THE FOLLOWING AREAS (CONTINUUM AVAILABLE BELOW) of the accompanying Makaton and symbols for the areas below which will be built on year by year. iPads to have symbols in maths folder, pecs users to have symbols available to them</p> <p>Numeracy</p> | <p>Theme for embedding all aspects of Year 9 - Going to the Movies</p> <p>SPECIFIC FOCUS GRAPHS</p> | <p>Theme for embedding all aspects of Year 9 - Humans and Animals</p> <p>SPECIFIC FOCUS MONEY</p> | <p>Theme for embedding all aspects of Year 9 - Rubbish and Recycling</p> <p>SPECIFIC FOCUS DIVIDING AMOUNTS BY LOTS OF 10</p> | <p>Theme for embedding all aspects of Year 9 - In the Home</p> <p>SPECIFIC FOCUS DIVIDING AMOUNTS BY LOTS OF 2</p> | <p>Theme for embedding all aspects of Year 9 - Gardening</p> <p>SPECIFIC FOCUS MONEY</p> | <p>Theme for embedding all aspects of Year 9 - Pirates and Mermaids</p> <p>SPECIFIC FOCUS FRACTIONS – $\frac{1}{4}$ AND $\frac{3}{4}$</p> |

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| <p>Dividing amounts into groups of 2, 10 and other amounts</p> <p>SSM</p> <p>Fractions $\frac{1}{4}$, $\frac{3}{4}$</p> <p>Using, Applying, Statistics</p> <p>Graphs</p> | | | | | | |
| <p>10</p> <p>Maths continuum as above and functional maths for independence and living skills</p> <p>Money is expected to be taught across the year</p> <p>Number is expected to be taught across the year according to the continuum.</p> | <p>Planning Time</p> <p>TIME AND ANTICIPATING EVENTS</p> <p>Analogy, digital clocks, schedules, routines</p> | <p>Enterprise</p> <p>MONEY</p> <p>Selling items, using coins, earning money to spend</p> | <p>Journeys</p> <p>ESTIMATION AND USING INFORMATION</p> <p>Planning and paying for journeys</p> | <p>Recycling</p> <p>GROUPS AND SORTING</p> <p>Sorting relating to everyday life: e.g. washing, shopping</p> | <p>Snacks and Drinks</p> <p>MONEY</p> <p>Shopping</p> | <p>Clothing</p> <p>MEASURE</p> <p>sizes, heights, sorting sizes of clothes</p> |
| <p>11</p> <p>Maths continuum as above and functional maths for independence and living skills</p> <p>Money is expected to be taught across the year</p> <p>Number is expected to be taught across the year according to the continuum.</p> | <p>Clocks, Watches and Time</p> <p>TIME AND CALENDARS</p> <p>Telling the time, recognising days, months, seasons</p> | <p>Enterprise – External</p> <p>MONEY</p> <p>Running an external enterprise event</p> | <p>Travel</p> <p>BUDGETTING</p> <p>days out, holidays, tickets</p> | <p>Market research</p> <p>DATA HANDLING</p> <p>surveys (Survey monkey), offering a service, fundraising</p> | <p>Using Recipes</p> <p>WEIGHT AND CAPACITY</p> <p>Cooking and mocktails</p> | <p>Maps</p> <p>DISTANCE AND DIRECTION</p> <p>Planning a route, orienteering</p> |

