

# Baytree School Continuum - MATHS

<b>GOLDEN THREADS – Independence and Communication</b>	
<b>Early Years Foundation Stage</b>	
<p><b>Specific areas:</b></p> <ul style="list-style-type: none"> <li>• <b>Mathematics</b></li> </ul>	<p><b>ELG</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number</li> <li>• Subsidise (recognise quantities without counting) up to 5</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bounds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> </ul> <p><b>Number patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than , less than or the same as the other quantity</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<p>Through effective teaching and Learning -</p> <ul style="list-style-type: none"> <li>○ Playing and exploring</li> <li>○ Active learning</li> <li>○ Creating and thinking critically</li> </ul> <p><b>Outdoor play curriculum</b>  <b>Play based curriculum</b>  <b>Self-directed curriculum</b></p>	<p>Activities and experiences for children to :-</p> <p>Count confidently</p> <p>Deep understanding of the numbers to 10</p> <p>Relationship between numbers to 10 and the patterns within those numbers</p> <p>Frequent and varied opportunities to build and apply their understanding e.g. using manipulatives</p> <ul style="list-style-type: none"> <li>• Role play corner/ Counting toys to go with play e.g. dollies in play house, cars in garage</li> <li>• Early Nursery Rhymes, songs e.g. 2 little dickie birds.</li> <li>• Outdoor provision e.g. counting sandcastles built, number hunts</li> <li>• Indoor provision e.g. Tuff trays (flowers into numbered pots), interactive displays</li> <li>• Drawing numbers within play e.g. foam</li> <li>• Outdoor provision e.g. water play (one more scoop), sand play (containers with more/less sand),</li> <li>• Indoor provision e.g. Tuff trays (teddy bears picnic – who has more/less), interactive displays</li> <li>• Sensory play, creating numbers with dough, marks in foam</li> </ul>

# Baytree School Continuum - MATHS

- Using switch to go through number sequence.
- Role-play e.g. shops using a till and play money
- Addition and subtraction in practical play e.g. bricks, stacking cups
- Counting groups of toys and finding/writing final number or sum.
- Use of concrete numbers and symbols, e.g. magnetic numbers

Develop skills :-

Spatial reasoning skills including Shape space and Measure

Look for patterns and relationships

Spot connections.

"have a go" attitude.

- Exploration play/ changing shape e.g. crush sandcastles
- Role play corner, matching shapes e.g. saucepan lids
- Drawing shapes in messy play, art activities.
- Following directions e.g. within rhymes
- Outdoor provision e.g. Measuring jumps
- Indoor provision e.g. Weighing toys
- Exploring how far toys/items can travel whilst playing e.g. pushing cars.
- Playing with different sized items e.g. boxes.
- Experiencing fast/slow actions on familiar things e.g. swing, spin toys.
- Relate activities to time of day
- Races – fastest/slowest, seconds/minutes

# Baytree School Continuum - MATHS

<b>GOLDEN THREADS – Independence and Communication</b>			
<b>KS1</b>	<b>KS2</b>	<b>KS3</b>	<b>KS4</b>
<i>By the end of primary school, learners will be able to:</i>		<i>By the end of secondary school, learners will be able to:</i>	
<b><u>Counting and Understanding Number</u></b>			
Counting/ Recognising Numbers/ Reading and Writing numbers/ Fractions			
<ul style="list-style-type: none"> <li>Counting with familiar items e.g. compare bears, stacking cups.</li> <li>Familiar counting songs e.g. 5 little dancers, counting in different ways e.g. up and down</li> <li>Counting within familiar activities e.g. painting, forest school</li> <li>Using number within other lessons e.g. number mats in PE</li> </ul>	<ul style="list-style-type: none"> <li>Counting items in practical situations e.g. laying table, people in a queue, numbers for snacks</li> <li>Counting within leisure activities e.g. songs/raps, dancing.</li> <li>Reading numbers /Counting items within the community e.g. chairs in café</li> </ul>		
Writing numbers within a variety of activities e.g. number story.			
<b><u>Knowing and Using Number facts</u></b>			
More/less/Addition & Subtraction facts/Pairs/ Multiplication & Division Doubles/Halves/Money			
<ul style="list-style-type: none"> <li>Using numbers in games e.g. hopscotch (markings on floor) skittle (Scores)</li> <li>Using addition and subtraction within familiar activities e.g. stories, and making requests e.g. add toppings.</li> <li>Writing numbers to record items e.g. order of cars.</li> <li>Finding natural doubles e.g. shoes and halves e.g. sharing cake.</li> </ul>	<ul style="list-style-type: none"> <li>Writing numbers to inform actions e.g. size label collections/sets/record information e.g. sorting for recycling, phone number</li> <li>Reading numbers for a purpose on labels, within magazines etc.</li> <li>Writing numbers for practical activities e.g. dinner list</li> <li>Create groups and separate items into groups within cookery.</li> </ul>		
<b><u>Calculations</u></b>			
Addition & subtraction formal written methods/ Practical application/Symbols/Vocabulary/ Multiplication & Division/Money			
<ul style="list-style-type: none"> <li>Use money in simple games e.g. coin bingo</li> <li>Adding &amp; taking away quantities in simple games e.g. skittles</li> <li>Multiply and dividing equipment/resources in cross curriculum activities e.g. DT design, science exploration activities</li> </ul>	<ul style="list-style-type: none"> <li>Using within leisure activities e.g. Tally games/card games, using scores</li> <li>Following written instructions e.g. recipes, timings</li> <li>Use in practical situations e.g. sharing out resources, sorting/making collections</li> <li>Using money within different situations e.g. shop, vending machines and identifying prices.</li> </ul>		

# Baytree School Continuum - MATHS

<p><b>Understanding shape</b> 2D&amp;3D shapes/ Symmetry/Turns/Angles</p>	
<ul style="list-style-type: none"> <li>Using shapes within games e.g. Shape sorting games/posting games</li> <li>Incorporating shapes within pictures e.g. house outline, related to topic work</li> <li>Follow simple directions etc. within other lessons e.g. PE.</li> <li>Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Relating shape to items e.g. lids to pots, covers to phones</li> <li>Identifying shapes in everyday items e.g. remote controls</li> <li>Using directions to inform actions e.g. follow map, fold instructions.</li> <li>Shapes in the environment</li> <li>Using shape within leisure e.g. collage</li> </ul>
<p><b>Measuring</b> Measure, Weigh and Comparisons/ Time/Sequencing</p>	
<ul style="list-style-type: none"> <li>Using the same measure in different situations e.g. 1 minute jumping, 1 minute waiting.</li> <li>Using standard and non-standard measures for familiar items e.g. hands, unifix cubes.</li> <li>Identify key times of the day</li> <li>Sequence activities for a different /less familiar activity e.g. Forest school</li> </ul>	<ul style="list-style-type: none"> <li>Using measure in practical everyday activities e.g. cooking, time duration, quantities on dinner plate.</li> <li>Plan activities based on measure e.g. time length, distance, within practical situations</li> <li>Sequence activities to complete a task e.g. plant seeds</li> <li>Use a variety of different ways to measure time e.g. smart watch, clock, digital clock, timer</li> <li>Flat – Cooking healthy meals</li> </ul>
<p><b>Handling Data</b> Similarities &amp; Differences/ Organising and Interpreting data/ Diagrams</p>	
<ul style="list-style-type: none"> <li>Grouping resources within other lessons e.g. animals in science, balls in PE, shapes with patterns in art</li> <li>Creating lists of everyday things e.g. pets at home, favourite toys</li> <li>Sort familiar items into groups e.g. socks and shoes.</li> </ul>	<ul style="list-style-type: none"> <li>Record information to pass onto others e.g. dinners,</li> <li>Read information within charts e.g. portion size of chips</li> <li>Sort everyday items into groups e.g. cutlery, cups by size.</li> </ul>
<p><b>Using &amp; Applying</b> Using math skills throughout the day</p>	
<p><b>PROFICIENT CONSOLIDATION OF SKILLS</b></p>	<p><b>PROFICIENT CONSOLIDATION OF SKILLS</b></p>

# Baytree School Continuum - MATHS

Learners are able to generalise skills across all areas of the curriculum, e.g. using skills in topic activities.	Learners are able to generalise skills across all areas of the curriculum, e.g. using skills in practical activities.
<b>Cross curricular links</b> <ul style="list-style-type: none"><li>○ Communication- exposure and use of Mathematical vocabulary and communication for different purposes</li><li>○ Reading - exposure to and use of written Mathematical vocabulary for different purposes including functional purposes and in leisure time</li><li>○ Topic – exposure to Mathematical aspects within activities</li><li>○ Physical education: physio, forest school, Duke of Edinburgh Bronze award, PE sessions, rebound, hydrotherapy, Sherbourne movement therapy, tac pac, intensive interaction, utilising Maths skills within those activities.</li><li>○ ICT- keyboard and typing skills, switch skills</li><li>○ Peer to peer learning opportunities</li><li>○ Self directed learning</li></ul>	

# Baytree School Continuum - MATHS

<b>GOLDEN THREADS – independence and communication</b>			
<b>Post - 16</b>			
	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
<p><b>Preparation for adulthood</b></p> <ul style="list-style-type: none"> <li>○ Good health</li> <li>○ Employability</li> <li>○ Independent living skills</li> <li>○ Friends, relationships and community</li> </ul>	<p><b>Learners will continue to work on Mathematical skills in post 16 and will use these in activities related to the preparation for adulthood objectives. Examples in each area could include:</b></p> <p><b>Good health</b></p> <ul style="list-style-type: none"> <li>• Comparing measures for purpose e.g. suitable sized items - toothbrush, size of food portion.</li> <li>• Plan using time schedules e.g. duration of exercise</li> <li>• Mini enterprise – e.g. cooking healthy options to sell as snacks</li> <li>• Counting items needed for practical/life skill task e.g. pots and seeds whilst gardening</li> </ul> <p><b>Employability</b></p> <ul style="list-style-type: none"> <li>• Young people are provided with a broad and stable careers programme following the SEND Gatsby Benchmarks.</li> <li>• Counting items during work experience e.g. stock, and enterprise projects</li> <li>• Using addition etc. to complete daily tasks e.g. adding coins to reach required amount</li> <li>• Using known facts in practical work experience e.g. till work</li> <li>• Creating designs for Enterprise projects</li> <li>• Mini enterprise – cooking staff food</li> <li>• Mini enterprise - collecting data of likes/dislikes and cost effectiveness.</li> </ul> <p><b>Independent living skills</b></p> <ul style="list-style-type: none"> <li>• Young people are offered advice and support to think about what they want for their future and where they want to live.</li> <li>• Read information within timetables, schedules and use to plan</li> <li>• Comparing measures for purpose e.g. clothing, duration of journey, size of screwdriver.</li> <li>• Size comparisons when ordering on line e.g. small or large.</li> <li>• Plan using time schedules e.g. bus timetable, TV guide</li> <li>• Using different forms of money e.g. Debit cards.</li> </ul> <p><b>Friends, relationships and community</b></p> <ul style="list-style-type: none"> <li>• Young people have opportunities to spend time with their peers outside of school or college. They are supported to maintain and develop friendships and relationships. They can access their community and feel safe.</li> </ul>		

# Baytree School Continuum - MATHS

	<ul style="list-style-type: none"> <li>Using numbers to organise and prepare for events, e.g. prom</li> <li>Share items between friends or family e.g. large grab bags</li> <li>Work out costs for single or multipacks.</li> </ul>
<p><b>Equals – functional Maths</b></p>	<p><b>Functional Maths.</b>  Units from the AQA unit Award Scheme.  Maths for life: Shopping  Maths for the community: Using leisure facilities  Maths in everyday life: Measurement and volume  Maths for the future: Work  Maths for Design: Repeating pattern  Maths in everyday life: Weighing and cooking  Maths for the community: Money  Maths in everyday life: Time  Maths for design: Shape, colour and space  Maths for the future: Enterprise  Maths for the community: Maps, travel and timetables  Maths for life: Domestic appliances</p>
<p><b>AQA – personalised accreditation</b></p> <p>Units of work following sensory or subject specific learning.</p> <p>Progressive personalised routes enable learners to develop key life skills and develop interests for post Baytree School.</p>	<p>Sensory learners  Yearly completion of AQA units incorporating Math skills (linked to learners EHCP outcome)</p> <ul style="list-style-type: none"> <li><b>2 Learning units - Number</b></li> <li><b>Careers</b></li> <li>Multi-sensory experiences associated with jobs</li> <li>Work experience in school</li> <li><b>Good Health</b></li> <li>- Exploring interests within class</li> <li>- Exploring interests within the community</li> <li><b>Independent living skills</b></li> <li>- Demonstrating cause and effect using a switch</li> <li><b>Community participation</b></li> <li>- visiting different shopping environments</li> <li>- remaining alert and aware while shopping in a supermarket</li> </ul> <p>Subject specific learners  Yearly individual AQA Math units (linked to EHCP outcomes)</p>

# Baytree School Continuum - MATHS


- **2 Learning units – Number, Measure/time**
- **Employability**
  - Team work in a mini enterprise
  - Taking part in work experience
- **Independent living skills**
  - Preparing a healthy lunch
- **Good Health**
  - Healthy lifestyles and health care services
  - Health and wellbeing: Healthy life styles
- **Community participation**
  - Shopping skills. Giving and Receiving
  - Shopping in a local community
  - Using public transport
  - The local community

## Cross curricular links

- *Communication* - exposure and use of Mathematical vocabulary for different purposes and in different settings
- *Reading* - exposure to and use of written Mathematical vocabulary for different purposes including functional purposes and in leisure time
- *Health and leisure* –using leisure facilities/gyms/swimming pools
- *Community champions* – actively taking a role in their immediate and wider community. Mini-enterprise, running a local shop selling products made by young people in the town centre alongside other learners from other local SEND schools
- *Careers* – careers lessons, work placements (sheltered and independent), work experience personalised to their future interests, workplace encounters, careers meetings,
- *ICT skills* – use of keyboard and typing in the community and for leisure
- *Travel training*, independent living skills.
- *College links* – 1 day a week link programme at Weston College
- *Online safety* – keeping myself safe online, internet shopping



# Baytree School Continuum - MATHS

GOLDEN THREADS – Independence and Communication					
EYFS	KS1	KS2	KS3	KS4	Post-16
					
<b>Therapies</b>	<ul style="list-style-type: none"> <li>○ Play</li> <li>○ drama,</li> <li>○ sensory OT,</li> <li>○ physio,</li> <li>○ occupational therapy,</li> <li>○ CAMHs,</li> <li>○ speech and language,</li> <li>○ behaviour</li> <li>○ sensory therapeutic curriculum and explorative curriculum</li> <li>○ intervention sessions</li> </ul> <p><i>these therapies are bespoke to the individual or as part of small group work.</i></p>				