

Greenside 'Focus' Pathway



Cross curricula strategies and approaches

SCERTS

Visual supports

Self-initiated learning

Adapted TEACCH

English- reading,
early writing/writing
Drama
Bamboozle drama
approaches
Speech Therapy

Computing
Science
Maths
Geography
History
Work related
learning
Enterprise

PSHCE (inc. RSE)
Food Tech
R.E.
Community learning
Art
Music
Assembly
Creative workshops

P.E.
Team games
Yoga
Dance
Exercising in the
community
Swimming
Trampolining
Horse riding
Local schools
competitions.
Forest school

Curriculum aspects, strategies and approaches

My Communication

To communicate
effectively & build
relationships
To listen to others
For my voice to be
heard

My Thinking

To learn to solve
problems and to be
aware of the world
around me.
To develop
independence.

My Wellbeing

To develop a sense of
self direction.
To learn to take care of
myself.
To express myself
creatively.

My Body

To be aware of my
body and to be
healthy.

What do I need to learn at school?

'Focus' Curriculum

Each learner will have a highly personalised curriculum based on their EHCP learning outcomes, learning experiences and responses.

Maths Skills Bank: Focus Pathway

Number	Shape, space & measure	Statistics		
National Curriculum Pre-KS Standards	EQUALS Formal Curriculum P9-11	National Curriculum PoS Year 1 <small>NB: Statements in bold are statutory</small>	National Curriculum PoS Year 2 <small>NB: Statements in bold are statutory</small>	
Demonstrate an understanding of the concept of transaction e.g. by exchanging a coin for an item, or one item for another, during a role-play activity	Read most numbers up to 10 in familiar contexts.	Practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres).	Partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$)	
Distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects	Make attempts to record numbers up to 10.	Solve simple concrete problems involving counting.	Begin to understand zero as a place holder.	
Demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil)	In practical situations, begin to use the vocabulary involved in adding and subtracting.	Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards and backwards.	
Say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher)	Demonstrate an understanding of addition as the combining of two or more groups of objects.	Practise counting as reciting numbers and counting as enumerating objects.	Recognise the place value of each digit in a two-digit number (tens, ones).	
Demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked	Demonstrate an understanding of subtraction as the taking away of objects from a group.	Count in twos, fives and tens from different multiples to develop recognition of patterns in the number system (for example, odd and even numbers).	Identify, represent and estimate numbers using different representations, including the number line.	
Identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10.	Use mathematics as an integral part of classroom activities. Represent work with objects or pictures and discuss it.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs	

Demonstrate an understanding that the last number counted represents the total number of the count.	Count, read and order numbers (including using ordinal numbers) up to 10 in a range of settings.	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	Read and write numbers to at least 100 in numerals and in words.
Use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present.	Write numerals up to 10 with increasing accuracy.	Given a number, identify one more and one less.	Use place value and number facts to solve problems.
Read and write numbers in numerals from 0 to 9.	Using numbers up to 10, solve problems involving addition or subtraction, including comparing two sets to find a numerical difference.	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	Solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying increasing knowledge of mental and written methods
Copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).	Work with, recognise and name common 2-D and 3-D shapes.	Read and write numbers from 1 to 20 in numerals and words.	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
Copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.)	Describe the basic properties of common 2-D and 3-D shapes, sort them and make simple comparisons between them using terms such as 'larger', 'smaller', 'curved' and 'straight'.	Memorise and reason with number bonds to 10 and 20 in several forms (for example, $9 + 7 = 16$; $16 - 7 = 9$; $7 = 16 - 9$). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers
Recognise some common 2-D shapes.	Recognise terms describing position such as 'behind', 'in front of' and 'on top'.	Combine and increase numbers, counting forwards and backwards.	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

	Measure, order and compare more than two objects (by length, mass or weight and capacity), using direct comparison.	Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
	Order everyday events logically and begin to use the vocabulary of time.	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
	Continue and create simple spatial patterns, e.g. red cylinder, blue cube, red cylinder....	Represent and use number bonds and related subtraction facts within 20.	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.
	Recognize simple directional symbols such as arrows.	Add and subtract one-digit and two-digit numbers to 20, including zero.	Understand that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
		Through grouping and sharing small quantities, begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.	Use fractions as ‘fractions of’ discrete and continuous quantities by solving problems using shapes, objects and quantities.

		Make connections between arrays, number patterns, and counting in twos, fives and tens.	Connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes.
		Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ equivalence on the number line.
		Recognise and create repeating patterns with objects and with shapes.	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity.
		Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.	Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
		Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.	Choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
		Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
		Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

		<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume - time 	<p>Find different combinations of coins that equal the same amounts of money.</p>
		<p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) 	<p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>
		<p>Recognise and know the value of different denominations of coins and notes.</p>	<p>Compare and sequence intervals of time.</p>
		<p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>	<p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p>
		<p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p>	<p>Know the number of minutes in an hour and the number of hours in a day.</p>
		<p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p>
		<p>Recognise and name common 2-D and 3-D shapes.</p>	<p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p>
		<p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</p>

			Compare and sort common 2-D and 3-D shapes and everyday objects.
			Order and arrange combinations of mathematical objects in patterns and sequences.
			Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
			Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
			Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
			Ask and answer questions about totalling and comparing categorical data.