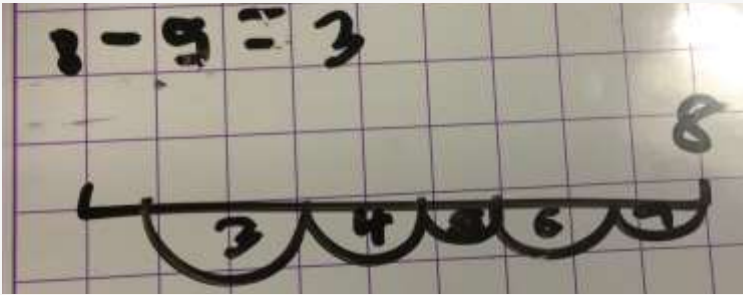
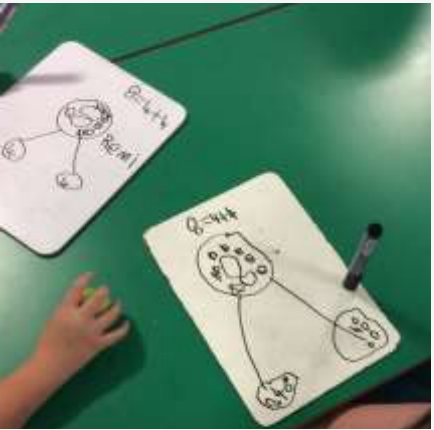
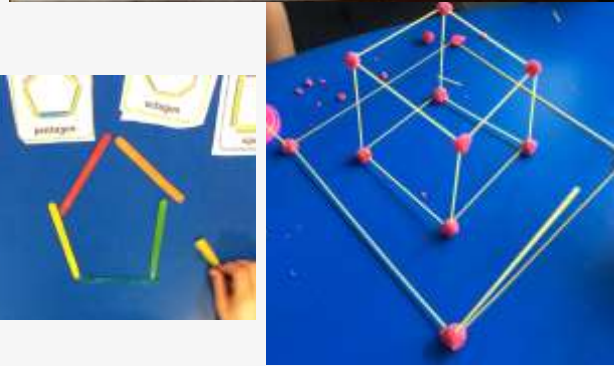
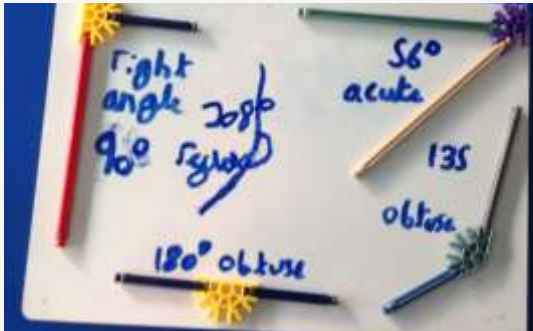
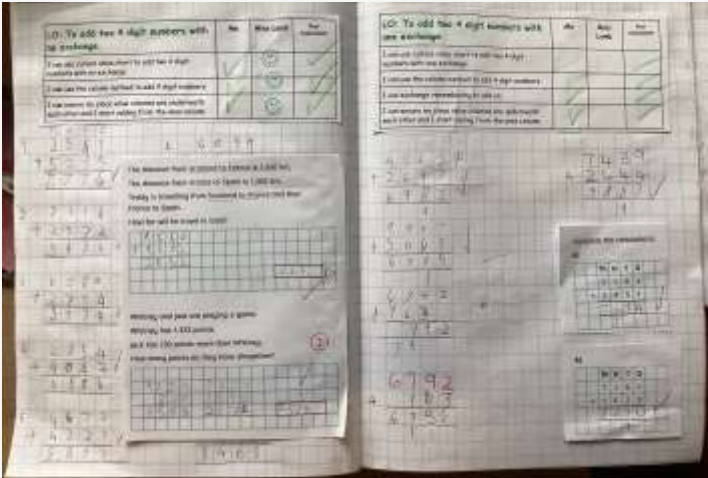
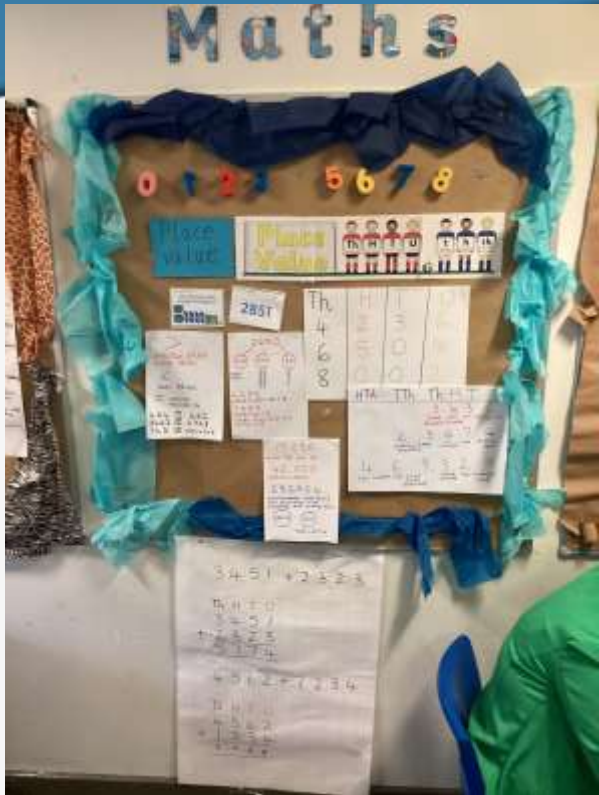


# Maths



# Vision

*Our aim in school is to ensure we truly understand the pupils we teach.*

***Our school values:***

***We believe in ourselves and each other.***

***We all belong in our community.***

***Everyone becomes the best they can be.***

*Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Whilst this is a primary diagnosis for the majority of pupils here, our pupils can be best summarised as having 'multiple vulnerabilities'. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs.*

*A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.*

*The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.*



# Aims

*At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within each subject, we have identified a very succinct outline of the knowledge that pupils need to acquire by the end of each year. As a result of careful planning, pupils consistently relate back to previous learning when exemplifying learning related to their current topics or themes. Through carefully considered first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.*

*Our curriculum is a powerful vehicle utilised to maximise the potential of each individual and overcome all barriers to learning.*



# Our Curriculum Drivers



*Believe, Belong, Become*



*Problem solving*



*Mental health  
and well-being*



*Vocabulary*



# Our Curriculum Drivers



## ***Believe, Belong, Become***

*In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.*

*We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.*

***We believe in ourselves and each other, we belong to our school's community and we become the best we can be.***

## ***Problem solving***

*Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.*

***Finding answers for ourselves makes learning exciting!***



# Our Curriculum Drivers



## **Mental health and well-being**

*Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related*

*vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.*

*We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils, taking into account their SEMH and complex needs.*

***I understand I might experience different emotions at different times and can use the words to talk about how I feel.***

## **Vocabulary**

*When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.*

***It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.***



# Important Terms

*Curriculum drivers shape our bespoke curriculum. They are derived from evaluating the SEN and themes of our pupils, our beliefs about addressing barriers to learning, mental health awareness and our core values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities underpinned with mental health understanding.*

*Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children's experiences to bring learning to life.*

*Our curriculum distinguishes between subject topics and **golden threads**. Curriculum threads are the specific aspects of subjects that are woven throughout the subjects to build and strengthen the concepts being taught and reinforce progression over time.*

*Vocabulary is how we teach pupils to learn about words; including mental health and subject specific vocabulary. We enable pupils develop the language and interpersonal skills needed throughout life.*

*Core values are how we underpin the curriculum with the believe, belong, become core values. We believe in ourselves and each other, we belong to our school's community and we become the best we can be. Pupils can reflect daily on how their SEMH need has been addressed by linking to the core values.*

*Mental health is how our specialist teaching of SEMH supports the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health. Teaching children how to recognise the signs of positive and problematic mental health and knowing how to get the support in an effective way.*

*Problem solving is engaging with our pupils at the initial signs of encountering a problem. SEMH needs may manifest through challenging behaviour or low mood. Our specialist teachers maximise the potential of children by working with them to overcome their barriers to learning, and on how recognising and explicitly teaching the specific skills needed to support identified individuals.*

*Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. Staff have a shared pedagogy of supporting children with SEMH and complex needs and core values that align with a unique skill set and understanding for our pupils, often fed by latest research and up-to-date training.*



# Intent

*At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within Maths lessons, pupils will evidence their previous learning through their ability to move through the Maths pictorial, concrete and abstract methods.*

*From their starting point, pupil's progress will be evident over time through at least three Maths lessons delivered and recorded per week.*

*Through planning, pupils are given the opportunity to consistently relate back to previous learning related to their current topic.*

*Through carefully considered and personalised first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.*



# Implementation

*Maths books reflect the ability range within the class. Pupils may be working on different National Curriculum objectives. Inclusion and pupil voice is paramount to lessons here.*

*Books evidence the Calculation Policy is being followed. This includes the process of teaching calculation in the Pictorial, Concrete and Abstract way.*

*All books evidence toolkits being used to show a list of success criteria the pupil needs to follow in order to achieve the learning objective. These are steps to success to help the pupil understand what they need.*

*Ongoing assessment will help teachers to make decisions about next steps for pupils. Pupils will complete a formative Maths assessment at the end of each term, to inform assessments made by teachers.*

*Practical resources will be used to aid pupils, who may prefer a visual, auditory or kinaesthetic approach to their learning.*



# Impact

*By engaging and inspiring pupils in this way, it will inspire pupils to make connections to how Maths is used in every-day life.*

*Pupils will be encouraged to use their problem-solving skills so that they understand the skills they will need to use in their every-day lives.*

*Pupils will be encouraged to work independently.*

*Tasks will build on prior learning. A clear learning journey will be evidenced within pupils' books. Pictorial, concrete and abstract learning should be evident.*

*Mistakes will be encouraged within a 'growth mind-set'. Adults will encourage risk taking and support pupils to find their own answers.*



# Long Term Plan

*This focuses on a strategic overview of the year. Providing a forward vision focusing on broad progression of skills from EYFS to Year 6.*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> (within 10) FREE TRIAL  VIEW					Number <b>Addition and subtraction</b> (within 10)  VIEW					Geometry <b>Shape</b>  VIEW	Consolidation
Spring term	Number <b>Place value</b> (within 20)  VIEW	Number <b>Addition and subtraction</b> (within 20)  VIEW		Number <b>Place value</b> (within 50)  VIEW	Measurement <b>Length and height</b>  VIEW	Measurement <b>Mass and volume</b>  VIEW						
Summer term	Number <b>Multiplication and division</b>  VIEW	Number <b>Fractions</b>  VIEW	Geometry <b>Position and direction</b>  VIEW	Number <b>Place value</b> (within 100)  VIEW	Measurement <b>Money</b>  VIEW	Measurement <b>Time</b>  VIEW	Consolidation					

*Click here to view our long term plan for this academic year*



# Cultural Capital

*Cultural capital, broadly, is about the values, knowledge, skills, and ideas that are valued in a given culture, society, or social group.*



Within our role play area we have used a till with money to explore and use money language.

We visited WH Smiths to purchase a book using our book tokens. We even got to use the self service tills.



We made our own analogue clocks to make and read the time.

**TIMES TABLES**  
**ROCKSTARS**



We practise fractions when we cut up our snack.

When we bake, we measure out the ingredients.



Believe • Belong • Become



# Use of Technology

*How is technology used to enhance teaching and learning/support additional needs?*

*During Maths lessons technology can be utilized in several ways.*

*Accessibility - It can be used a tool to make Maths more accessible to all of our learners.*

*Exploration - It can be used to immerse children in a particular concept.  
Children use Times Tables Rockstars during Time Tables lessons to practice skills.*

*Research - Children can use technology to help them discover information for themselves.*



# British Values

Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
<p>Take into account the views of others in shared activities.</p> <p>Voting when collecting data.</p>	<p>To behave appropriately, allowing all participants the opportunity to work effectively.</p> <p>Take turns and share equipment.</p> <p>Review each other's work respectfully.</p> <p>Work collaboratively on projects/problems, help and advise others.</p>	<p>Working Independently.</p> <p>Expressing personal opinions during debatable issues</p>	<p>Undertake safe practices.</p> <p>Following class rules during tasks and activities for the benefit of all.</p> <p>Understand the consequences if rules are not followed.</p>	<p>Learn about different faiths and cultures around the world.</p> <p>For example:</p> <p>Looking at patterns / shapes within Islam / Hindu religions.</p>



# Pupil Voice

I love maths because I like to find out the answers.

Problem solving helps me think for myself.

We need Maths skills in everyday life.

There can be lots of answers.

I use hundreds, tens and ones equipment to help me partition numbers.

Adults help us to understand by drawing pictures so I can understand.

