



Curriculum Overview

P1 - Maths

Intent

This SOW is specifically aimed at students with unidentified and/or unmet SEN who are working at a Key Stage 2 academic level. Many of these students have significant skills gaps that act as barriers to acquisition of subsequent composite skills. This SOW is designed to intensely and comprehensively assess and redress gaps in the cognitive abilities and Numeracy skills of each student, ascertain the root cause of any skills deficits, and identify an appropriate pathway forward towards successful future access to education and life opportunities.

Implementation

The SOW offers a skills-based approach to the key mathematical areas of Number, focusing predominantly on NC Y5 and Y6 Objectives, which helps to redress gaps and close skill deficits that have developed. The scheme of work uses the White Rose units of work, this is a proven national scheme which incorporates the internationally acknowledged principle of Concrete, Visual, Abstract approach. This is particularly successful with SEN students as many are proven to be visual learners.

Each unit focuses on a specific area of Number, with each objective split into small steps of learning which gradually build up in difficulty. This approach allows for the overall objective to be repeated and completed on more than one occasion in order for proven over-learning techniques to successfully embed the mathematical skill. For each unit there is the capacity to access the same number skills at the NC Y3 and 4 levels if appropriate.

With each unit there is a pre-learning formal assessment carried out at the start of each topic and then a post-learning summative assessment at the end of the unit. All objectives are for each unit are assessed after each activity in 3 levels – Emerging, Developing and Secure

Impact



1. Provide clarity for students about their gaps in knowledge/skills and associated resilience issues. These students will demonstrate rapid progression towards the acquisition of necessary age-related composite skills. They will also gain in confidence and learn how to be more resilient towards future challenges in maths.
2. For some students, underlying difficulties acting as significant barriers to access all areas of their learning will be identified and proven successful strategies used to meet need implemented via APDR cycles.
3. Evidence gained will support applications for additional support, either via a Top-Up Funding application/ EHCNA to support a return to a mainstream setting, or an EHCNA requesting specialist provision.
4. These students will demonstrate progression in targetable areas of difficulty, and overall increased engagement and levels of resilience once the level, type and nature of need is identified and understood.

Themes

Place Value

Addition and subtraction

Multiplication facts

Multiplication and Division methods

Statistics

Fractions, Decimals and Percentages