Maths Long Term Plan and Rationale

Aims

The key aims of the Southfield Maths Long Term Plan are:

- To ensure learners access the full breadth of the maths curriculum each year
- To allow ample opportunity for the skills that are most relevant to our learners to be revisited throughout the academic year and also across their learning journey as a whole.

Maths	Long Term Plan											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	3 Weeks	4 Weeks	4 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	4 Weeks	3 Weeks
Steps 7+ only: Recall & Consolidation (start of lesson 20 minutes)	Block 10: Time Focus	Block 9 : Money Focus	Block 8: Position and Direction Focus	Block 1: Place Value Focus	Block 2: Addition & Subtraction Focus	Block 10: Time Focus	Block 9: Money Focus	Block 3: Multiplication and Division Focus	Block 1: Place Value Focus	Block 2: Addition & Subtraction Focus	Block 3: Multiplication and Division Focus	Block 8: Position and Direction Focus
Topic (Steps 1-6, 1 Hour Steps 7+, 40 minutes)	Block 1 - Number A	Block 2 - Number B	Block 3 - Measure A	Block 4 - Measure B	Block 5 - Number C	Block 6 - Number D	Block 7 - Geometry A	Block 8 - Geometry B	Block 9 - Measure C	Block 10 - Measure D	Block 11 - Pattern & Statistics	Revisit & consolidate

Content

The key strands students will access are; Number, Measure, Geometry and Statistics. Although these strand headings are taken from the Key Stage 1 National Curriculum, at Southfield these encompass other areas of maths that can be found in the Early Years curriculum and prior to formal mathematical learning, with documents such as the SENIT Review and engagement model informing content choices for learners that are exploring mathematical concepts in the earliest stages. On the opposite end of the spectrum, the functional skills curriculum is used to inform content for those working towards a formal qualification.
The below table outlines how the content covered in each block is organised.

Term	Duration	Block	Step 1-6	Step 7-10	Step 11+	Step 16+
Autumn 1	3 weeks	Block 1- Number A	Exposure to number language & experiences of number	EYFS: Counting & Cardinality	NC KS1: Place Value	NCFE FS Entry 2 to Level 2: Place Value
Autumn 1	4 weeks	Block 2 - Number B	Exposure to number language & experiences of number objects in various ways	EYFS: Counting & Cardinality	KS1 Addition & Subtraction	NCFE FS Entry 2 to Level 2: Addition & Subtraction
Autumn 2	4 weeks	Block 3 - Measure A	Realisation of body and body mapping	EYFS: Length and Height	KS1 Length and Height	NCFE FS Entry 2 to Level 2: Length & height - perimeter and area?
Autumn 2	3 weeks	Block 4 -	Exploration of	EYFS: Mass &	KS1 Mass, Capacity	NCFE FS Entry 2 to

		Measure B	measure related objects and containers	Capacity	& Temperature	Level 2: Mass & Capacity & Temperature
Spring 1	3 weeks	Block 5 - Number C	Experience of quantities and amounts none/lots/more	EYFS: Composition	KS1 Multiplication & Division	NCFE FS Entry 2 to Level 2: Multiplication & Division
Spring 1	3 weeks	Block 6 - Number D	Experience of quantities and amounts none/lots/more	EYFS: Composition	KS1 Fractions	NCFE FS Entry 2 to Level 2: FDP
Spring 2	3 weeks	Block 7 - Geometry A	Exploration of shape and pattern	EYFS: Shape	KS1: Shape Properties	NCFE FS Entry 2 to Level 2: Shape
Spring 2	3 weeks	Block 8 - Geometry B	Exploration of shape and space	EYFS: Space	KS1 Position & Direction	NCFE FS Entry 2 to Level 2: Space
Summer 1	3 weeks	Block 9 - Measure C	Noticing & requesting favoured objects	EYFS: Comparison, Matching and Sorting	KS1: Money	NCFE FS Entry 2 to Level 2: Money
Summer 1	3 weeks	Block 10 - Measure D	Awareness of change including time	EYFS: Time	KS1: Time	NCFE FS Entry 2 to Level 2: Time

Summer 2	4 weeks	Block 11 - Pattern & Statistics	Using a range of senses to explore patterns in the environment	EYFS: Pattern	KS1 Statistics	NCFE FS Entry 2 to Level 2: Handling Information and Data

Structure

As a large school, we have learners at all different stages of mathematical exploration and learning, from learners with PMLD who are exploring mathematics at its earliest stages, to those that are preparing for a Functional Skills Qualification. This is why learning is organised in blocks with a broad strand focus. This allows teachers to identify appropriate learning within a strand for each learner, as can be seen in the above table. With robust assessment in place, teachers can identify each individual's progression step and in turn, the correlating curriculum content on each medium term plan. This ensures learning is carefully sequenced but also allows learners to access a curriculum which is personalised and learn at a pace appropriate for them.

For example, statistics is not a strand of maths that is appropriate for our learners working within steps 1 to 10, and so pattern is instead focused on which encompasses many foundational skills that are needed in order to potentially access statistics later in their learning journey. Again, this can be seen in Block 6 - Number D; Whilst all learners focus on Number, those within step 1 to 6 focus on exploring quantities and amounts using a sensory approach, which leads on to composition for those at steps 7-10 before progressing to fractions (11-16) and then fractions, decimals and percentages (16+)

Recall & Consolidation

Our curriculum ensures that for students working at step 7+, the maths skills most important for their future and independence are returned to each term; place value, addition & subtraction, multiplication & division, time, money and position & direction.
There were many factors in deciding on a 20 minute recall & consolidation session and a 40 minute topic lesson:

- Breaking 60 minutes up into 20 and 40 minutes can help to keep learners engaged, especially as they switch to a new area of maths.
- This model mirrors our English lessons and is familiar to learners.
- Links are made between R&C session and the topic lesson where appropriate, building mathematical fluency.

For our learners working at steps 1 to 6, we have chosen to keep an hour-long session which focuses on the earliest fundamental skills that are needed to access more formal maths skills and life skills at a later stage. Due to the explorative nature and need for repetition within these classes, having a longer session is useful. It also allows staff more time to work one-to-one with students where needed and make observations.

Assessment

In numeracy, staff will either complete two "Evidence for Learning" (EFL) entries per half term or maintain regularly marked workbooks. The EFL entries should demonstrate progress against the skills progression steps, showcasing the student's mathematical development. Alternatively, workbooks will be regularly marked by teachers and learning support assistants, addressing misconceptions, providing positive feedback, and outlining next steps for improvement. Both assessment methods aim to provide a comprehensive view of student progress and areas for continued growth in numeracy skills. At the end of a block of learning, summative assessments will be added to ARBOR against the relevant skills progression steps.