

Pre-Phase 1 & Phase 1 Mathematics

Pupils in the **Pre Phase 1 & Phase 1** cohort are introduced to mathematical concepts associated with Early Learning Goals. Pupils experience Mathematics through a multi-sensory approach. Learning opportunities are embedded across the school day in different ways and in different locations in school and beyond.

This is facilitated through the use of: -

- songs
- action rhymes
- games- providing opportunities to talk about maths and reinforce learning in a fun way; this can also provide opportunities to develop problem solving skills
- practical everyday situations -such as knowing where to put their coat and understanding positional language eg put the toys in the box when tidying up
- independent exploration of resources linked to numeracy and maths – developing a questioning approach towards a situation and developing problem solving skills
- noticing changes and exploring cause and effect activities and toys – leading to anticipation and prediction skills
- developing an understanding of routines and the passage of time through the use of timetables
- organising and categorising objects – providing opportunities to sort and recognise similarities and differences
- creating patterns with a range of materials / equipment
- musical games and songs
- TEACCH
- Intensive interaction
- Multi-sensory stories / activities.

Phase 2 Mathematics

The **Phase 2** curriculum at Hedgewood School continues to emphasise communication, choice making, problem solving and life skills and build upon the foundations of learning on which the Phase 1 curriculum pathways are based. Learners may have strength or abilities in certain curriculum areas – such as number, and where appropriate such strength may be taught formally in order to ensure linear progress.

Mathematics is planned for as part of child-led play activities within the continuous provision. Alongside this, adult-led sessions are delivered through a variety of whole class, small group activities and 1:1 session.

Multi-sensory learning, play and real objects, as well as songs and stories, provide the children with opportunities to develop early thinking and cognition skills, play skills as well as early number and shape space and measure concepts.

The Early Years Framework and NC maths curriculum is available to support progression of skills, concepts and knowledge.

The school calculation protocol gives support re the development and approach to teaching calculation skills.

Phase 3 Mathematics

Pupils who are working at or beyond the expected level of attainment for Year 2 have discrete maths lessons based on the National Curriculum and are introduced to a greater range of manipulatives, for example, Numicon or Dienes.

Teachers plan opportunities to apply skills in practical and age-appropriate ways.

New concepts and vocabulary are introduced in an ordered and sequential way.

The length of time spent on each concept or skill, will be highlighted within the teachers' medium-term plans.