SUBJECT / CURRICULUM AREA Maths Curriculum cycle - Year 1 (2024-2025) Pupil: stand They

Maple pathway



Engagement Steps

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Pupils in the maple pathway are working on the Engagement Model, this is the assessment for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.

They use the 5 areas of the Engagement Model to assess their level of engagements. The 5 key areas for observations are: Exploration, Realisation, Anticipation, Persistence and Initiation. The 5 key areas allow teachers to assess pupil's engagement in gaining skills and understanding of concepts within the curriculum. Pupils must fully engage to reach their potential. These are not hierarchal however once a pupil is consistently showing high levels of engagement in all 5 areas and is working above a step 6 on engagement steps Bsquared then we would look to move the pupil off the engagement model. The engagement model does not replace any assessment system and at Green Lane we implement the 5 key areas through observations on Evidence For Learning but use Bsquared as the method for assessment. All pupils in the maple pathway will have an engagement profile, engagement observations and use engagement steps as their assessment system. The Engagement Model does not provide the curriculum for pupils who are not engaged in subject specific study. At Green Lane, pupils will still access an adapted version of the curriculum through topics.

Squirrel Class KS3

Grasshopper

Class KS1

Rose Class

KS2

Engagement steps (Step 1-6)	Exploration	Realisation	Anticipation	Persistence	Initiation
-Communication	-Can a pupil build on their initial reaction	-How does the pupil interact with the stimulus?	- How much do pupils predict?	- Can pupils sustain their	- How much and the different ways that a pupil

-Functional	to a new		- Co	an pupils	attention on a	inve	stigates an
Movement			in	iterpret	stimuli?	activity/stimulus	
-Making	activity?	behaviours that they	cue	es that an	- Do pupils show a	to b	oring about a
Connections	-Which	want more control of	ac	ctivity is	determined	des	ired
	stimulus or	the stimuli	а	bout to	effort to	out	come?
-Self and	activity		sta	rt/finish?	interact with a		
emotions	interest the	- Can pupils use	- D	oes the	stimuli/activity?		
	pupils to	new skills in	pup	il have an			
-Sensory	investigate	different	unde	erstanding			
	further?	contexts and		cause and			
		environments?	e	effect?			
Grasshoppe	r	Autumn:		Spring:		Summer:	
	My Face	& People we know	Weather	& In th	e garden	The Sec	iside &
	,	S, 1 3 5 p. 3		G, 2.,	- g	The Far	
						The Far	r()
	My Face		144 11		Also Condon	-1	The Farm
	my race	People we know	Weather	In	the Garden	The	The Turni
	my race	People we know	Weather	In	the Garden	Seaside	The Furni
Maths	Number -	People we know Number - Number	Weather Number-		mber- counting		Money
Pre progression	•	•				Seaside	
	Number -	Number - Number	Number-	Nu		Seaside Number-	
Pre progression point	Number -	Number - Number	Number-	Nu	mber- counting	Seaside Number-	Money
Pre progression point	Number - Counting	Number - Number (Adding more)	Number- sorting	Nu	mber- counting	Seaside Number- recognition Geometry -	Money
Pre progression point	Number - Counting Geometry - Shape	Number - Number (Adding more) Measurement - Time (days, routine, events)	Number- sorting Measurem	Nu	mber- counting	Seaside Number- recognition Geometry -	Money Number

Key learning:	Pupils will encounter	Pupils will begin to remember	•		•	Pupils will show
	activities and	learned responses over short	show simple	experiences (link to number, number songs,	cooperate with	simple reflex
	experiences.	periods of time.	reflex	filling and emptying containers).	shared	responses when
	Dunila will about aimple		responses		exploration	handling
		Pupils will communicate	when		and supported	numbers and
	handling numbers and	consistent preferences.	handling	Pupils will begin to respond to objects-	participation-	coins
		Pupils will cooperate with		containers, concrete objects, numbers	number	المناط الأسام المام
		shared exploration and	Dumila will		sensorv	Pupils will show
	Donallaill baasin da	supported participation-	Pupils will begin to	Pupils will respond to number rhymes.	activities.	expression with
	respond to objects	number sensory activities.		Pupils will react to the facial expressions of		new stimulus e.g shop activity.
	(numbers and shapes)	riumber sensory deriviries.		a familiar person during intensive interactive	move and	Shop activity.
		Pupils will show an awareness of	(numbers)	experiences (water tray).	respond their	Pupils will
	Pupils will respond to	more.		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	bodies to	respond to
	number and shape	Pupils will begin to respond to	Pupils will		instructions	number and
	<i>'</i>	objects (numbers)	engage in	Pupils will engage in tactile activities with	e.g. stop and	money rhymes.
	Pupils will react to the	objects (numbers)	lacille			D : l.a : II
	facial expressions of a	Pupils will respond to number	activities	activities e.g. filling and emptying containers.	90.	Pupils will
	familiar person during	rhymes.	with numbers	and emptying commence		engage in tactile activities with
	intensive interactive	Dunila will auticinate a familian	Pupils will		understand	numbers and
	experiences.	Pupils will anticipate a familiar	•	Dunile will recognize and understand the	The term up	coina
	.	routine (good morning routine, days of the week songs/		concept of more, full and empty.	when parting a	coms.
	Pupils will engage in		expressions	concept of more, full and empty.	balloon.	Pupils will react
	exploring numbers and	recognising visual timetables)	of a familiar		Pupils will	to the facial
	shapes.	Pupils will engage with items	person during		encounter	expressions of a
	Pupils will engage in	for extended periods of time	intensive		activities and	familiar person
	tactile activities with	(clocks, numbers, visuals,	interactive		experiences	during intensive
	numbers and shapes.	concrete resources).	experiences.		linked to	interactive
		Dunila will nament and a const			shape and	experiences.
	Pupils will engage with	Pupils will remember learned	Pupils will		l ',	Pupils will begin
	items for extended	responses and may anticipate	accept and			to respond to
	periods of time e.g.	known events.	engage in		Pupiis wiii	objects
			coactive		explore gross	Objects

puzzles or a shape	exploration-	motor skills (numbers and
sorter.	number,	when exploring objects)
	different	their body
	length and	movements.
Pupils will recognise	height	
and explore colours.	(playdough	
· ·	and other	
	materials and	
	resources).	
	Pupils will	
	perform	
	actions, by	
	trial and	
	improvement	
	(Length and	
	Height).	
	Pupils will	
	begin to	
	vocalise,	
	recognise and	
	join in	
	number	
	songs.	

0		Take turns, colours, move		TM/Dt - a trans	TVA/D	TIA/DI
Resources:	IWB, songs, 2D	IWB, Good morning routine		IWB, water tray, numbers, sensory	IWB,	IWB, numbers
	shapes, sensory	bag, sand, talking tins,	tray,	tray, containers, resources,	Beebots,	coins, coin
	shapes, sensory	symbols, objects, numbers,		communication boards.	arrows,	rubbing,
	trays, sensory	timetables, day and night,	sand tray,		balloons,	sensory trays
	resources, shape	communication boards.	fine motor		bikes.	puzzles, role
	sorters, numbers,		table,			play.
	water tray, sand		playdough,			
	tray, colours, paints,		string, cube			
	objects, pattern		towers,			
	objects and		measuring			
	resources,		sticks,			
	communication		rulers,			
	boards.		scissors,			
			shape,			
			paper,			
			colours,			
			sorting			
			pots,			
			sorting			
			bears			
			communicati			
			on boards.			
Trips and		Trips to t	he communi	ry: visit the local shop/café.		

Rose	<i>A</i> utumn	Spring	Summer
		Op	

	All About Me		Friends and Family	Plants	Our Town	The park
Maths Pre progression point	Number - Counting	Woods Number - Number (Adding more)	Number- sorting (more and less)	Number- counting Measurement -	Number- recognition	Money
ротс	Geometry - Shape & patterns	,	Measurement - Length and height (long, short, tall and small)		Geometry - Position and direction (up, down, forwards, backwards, on, off, in and out)	Number Sequencing
Key learning:	Pupils will encounter activities and experiences. Pupils will show simple reflex responses when handling numbers and shapes	Pupils will begin to remember learned responses over short periods of time. Pupils will communicate consistent preferences.	Pupils will begin to respond to objects (numbers) Pupils will engage in tactile activities with numbers	Pupils will encounter activities and experiences (link to number, number songs, filling and emptying containers). Pupils will begin to respond to objects-	Pupils will cooperate with shared exploration and supported participation-number sensory activities. To perform actions, by trial and improvement.	Pupils will show simple reflex responses when handling numbers and coins Pupils will show expression with new stimulus e.g. shop activity.
	Pupils will begin to respond to objects (numbers and shapes) Pupils will respond to number and shape rhymes. Pupils will react to the facial expressions of a familiar person during intensive interactive experiences.	exploration and supported participation- number sensory activities. Pupils will show an	Pupils will react to the facial expressions of a familiar person during intensive interactive experiences. Pupils will accept and engage in coactive exploration- number, different length and height (playdough and other materials and resources).	containers, concrete objects, numbers Pupils will respond to number rhymes. Pupils will react to the facial expressions of a familiar person during intensive interactive experiences (water tray). Pupils will engage in tactile activities with	Pupils will recognise key terms e.g. stop and go when exploring their body movements. Pupils will recognise key terms forwards and backwards. Pupils will recognise key terms in and out.	Pupils will respond to number and money rhymes. Pupils will engage in tactile activities with numbers and coins. Pupils will react to the facial expressions of a familiar person

activities and experiences linked to shape and number. Pupils will engage with familiar routine (good periods of time e.g. puzzles or a shape sorter. Pupils will engage in exploring numbers and shapes. Pupils will engage in tactile activities with numbers and shapes (shape patterns). Colour patterns) Pupils will respond to number, voice and patterns, colour patterns) Pupils will respond to number whymes. Pupils will respond to number duplis will begin to vocalise, recognise and join in number songs. Pupils will engage in exploring numbers and shapes (shape patterns). Colour patterns) Pupils will respond to number hymes. Pupils will engage with trams for extended periods of time (clocks, numbers, visuals, concrete responses and may anticipate known events. Pupils will remember learned responses and more intended to bjects (heavy and light) Pupils will remember learned responses and more pupils will remember learned responses and more pupils will recognise key terms forwards and backwards. Pupils will recognise key terms forwards and backwards. Pupils will recognise key terms in and out. Pupils will recognise key terms in and out. Pupils will recognise key terms in and out. Pupils will recognise key terms and over. Pupils will recognise key terms in and out. Pupils will recognise key terms and over. Pupils will recognise key terms and over. Pupils will recognise key terms on top, next to. Pupils will recognise key terms on top, next to. Pupils will recognise key terms on top, next to. Pupils will recognise key terms on top, next to. Pupils will recognise key terms on top, next to. Pupils will recognise key terms on top, next to. Pupils will recognise key terms on top, next to. Pupils will recognise key terms on top next to. Pupils will recognise key terms on top next to. Pupils will recognise key terms on top next to. Pupils will recognise key terms on top next to. Pupils will recognise and to mumber to former, full and mitter to top of more, full and mitter to top of more, full a	 Pupils will encounter		Pupils will perform actions,	numbers and capacity,	Pupils will explore	during intensive
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Key Vocab:		n, Match, Watch, Help, Find, n, stop, go, forwards, backwa		ore, Gone, Count, Shapes, Nur	nbers 1-10 Coi	n, Hold, Play, Exp	olore, Take
Resources:	IWB, songs, 2D shapes, sensory trays, sensory resources, shape sorters, numbers, water tray, sand tray, colours, pots, patterns, resources, communication boards.	IWB, Good morning routine bag, sand, talking tins,	IWB, water tray, numbers, sand	IWB, water tray, numbers, s containers, resources, com boards.	•	arrows, positional language games	shops, roleplay, Numbers, puzzles, games,
Trips and Visits		Trips t	to the communit	y: visit the local shop/ca	fé.		

	Autumn		Sp	ring	Summer	
Squirrel	Me Myself and I	My Relationships: friends and family	My School	Food for thought	Jobs	The Beach
Maths	Number - Counting	Number - Number (Adding more)	Number-sorting	Number- counting	Number- recognition	Money

Pre progression point	Geometry - Shape & pattern	Measurement - Time (days, routine, events, day, night, weeks, months, seasons, clocks in the environment)	Measurement - Length and height	Measurement - Mass and volume (heavy, light, full, empty)	,	Number Sequencing
Key learning:	handling numbers and shapes Pupils will begin to respond to objects	Pupils will begin to respond to objects (numbers) Pupils will respond to	Pupils will show simple reflex responses when handling numbers Pupils will begin to respond to objects (numbers) Pupils will engage in tactile activities with numbers Pupils will react to the facial expressions of a familiar person during intensive interactive experiences. Pupils will accept and engage in coactive exploration- number, different length and height (playdough and	activities and experiences (link to number, number songs, filling and emptying containers). Pupils will begin to respond to objects- containers, concrete objects, numbers Pupils will respond to number rhymes. Pupils will react to the facial expressions of a familiar person during intensive interactive experiences (water tray). Pupils will engage in tactile activities with numbers	with shared exploration and supported participation- number sensory activities. Pupils will follow simple sequences in different situations. Pupils will explore gross motor skills when moving their bodies.	Pupils will show simple reflex responses when handling numbers and coins Pupils will show expression with new stimulus e.g. shop activity. Pupils will respond to number and money rhymes.

	Pupils will engage	· · · · · · · · · · · · · · · · · · ·	other materials and	filling and emptying		Pupils will engage in
	tactile activities w	•	resources).	containers.		tactile activities with
	numbers and shape	•	Pupils will perform		sequences through	numbers and coins.
	including shape, pict		actions, by trial and	Pupils will recognise and	preferred method	
	and colour patterr			nd understand the concept of	(sound, light,	
		timetables)	Height).	more, full and empty.	symbols, action).	
		Pupils will engage with				Pupils will react to
		items for extended	Pupils will begin to	Pupils will explore and		
		periods of time (clocks	•	•		the facial expressions
		numbers, visuals,	join in number songs.	heavy, light)		of a familiar person
		concrete resources).				during intensive
		Pupils will remember	Pupuls will explore and			interactive
		learned responses and	1	na		experiences.
		may anticipate known	short objects)			
		events.				Pupils will begin to
						respond to objects
						(numbers and objects)
Key Vocab:	Sit Look Liston Tou	oh Matah Watah Halp	Find Down Fill Empty	Mana Cana Count Shana	A Numbona 1 10 Co	oin Idald Dlay
•		•		/, More, Gone, Count, Shape	s, Numbers 1-10 Co	oin, Hoia, Piay,
		Colours, up, down, stop, g			T T T T T T T T T T T T T T T T T T T	TIA/D : .
Resources:			• 1	, water tray, numbers, sensory		
	shapes, sensory	bag, sand, talking tins,		tainers, resources, communica	tion bikes, balloo arrows, positi	
		ymbols, objects, numbers,	tray, fine motor			
			table, playdough,		language gam	
	resources, shape	communication boards.	string, cube		matching ma	
	sorters, numbers,		towers,		communicati	
	water tray, sand tray,		measuring sticks,		boards.	boards.

	colours, pots, patterns, resources, communication boards.	rulers, scissors, communication boards.		
Trips and Visits		Trips to the commu	nity: visit the local shop/café.	