



<b>SUBJECT / CURRICULUM</b>  <b>AREA</b> <b>Maths</b>	<p align="center"><b><u>Maple pathway</u></b></p>  Engagement Steps				
<b>Curriculum cycle - Year 1 (2024-2025)</b>  <b>Grasshopper Class KS1</b>  <b>Rose Class KS2</b>  <b>Squirrel Class KS3</b>	<p><b><u>5 areas of the Engagement Model:</u></b></p> <p>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.</p>				
<b>Engagement steps (Step 1-6)</b>  <b>-Communication</b>	<b>Exploration</b>  -Can a pupil build on their initial reaction	<b>Realisation</b>  -How does the pupil interact with the stimulus?	<b>Anticipation</b>  - How much do pupils predict?	<b>Persistence</b>  - Can pupils sustain their	<b>Initiation</b>  - How much and the different ways that a pupil

<div>-Functional Movement</div> <div>-Making Connections</div> <div>-Self and emotions</div> <div>-Sensory</div>		to a new stimulus or activity? -Which stimulus or activity interest the pupils to investigate further?	-Pupils will show behaviours that they want more control of the stimuli  - Can pupils use new skills in different contexts and environments?	- Can pupils interpret cues that an activity is about to start/finish? - Does the pupil have an understanding of cause and effect?	attention on a stimuli? - Do pupils show a determined effort to interact with a stimuli/activity?	investigates an activity/stimulus to bring about a desired outcome?			
		Grasshopper		Autumn: My Face & People we know		Spring: Weather & In the garden		Summer: The Seaside & The Farm	
			My Face	People we know	Weather	In the Garden		The Seaside	The Farm
		Maths Pre progression point	Number - Counting  Geometry - Shape & patterns	Number - Number (Adding more)  Measurement - Time (days, routine, events)	Number-sorting  Measurement - Length and height	Number- counting  Measurement - Mass and volume		Number-recognition  Geometry - positions and direction	Money  Number Sequencing

<b>Key learning:</b>	Pupils will encounter activities and experiences.	Pupils will begin to remember learned responses over short periods of time.	Pupils will show simple reflex responses when handling numbers	Pupils will encounter activities and experiences (link to number, number songs, filling and emptying containers).	Pupils will cooperate with shared exploration and supported participation-number sensory activities.	Pupils will show simple reflex responses when handling numbers and coins
	Pupils will show simple reflex responses when handling numbers and shapes	Pupils will communicate consistent preferences.		Pupils will begin to respond to objects-containers, concrete objects, numbers		
	Pupils will begin to respond to objects (numbers and shapes)	Pupils will cooperate with shared exploration and supported participation-number sensory activities.	Pupils will begin to respond to objects (numbers)	Pupils will respond to number rhymes.	Pupils will move and respond their bodies to instructions e.g. stop and go.	Pupils will show expression with new stimulus e.g. shop activity.
	Pupils will respond to number and shape rhymes.	Pupils will show an awareness of more.		Pupils will react to the facial expressions of a familiar person during intensive interactive experiences (water tray).		Pupils will respond to number and money rhymes.
	Pupils will react to the facial expressions of a familiar person during intensive interactive experiences.	Pupils will begin to respond to objects (numbers)	Pupils will engage in tactile activities with numbers	Pupils will engage in tactile activities with numbers and capacity, mass- creative activities e.g. filling and emptying containers.	Pupils will understand the term "up" when patting a balloon.	Pupils will engage in tactile activities with numbers and coins.
	Pupils will engage in exploring numbers and shapes.	Pupils will respond to number rhymes.				
		Pupils will anticipate a familiar routine (good morning routine, days of the week songs/ recognising visual timetables)	Pupils will react to the facial expressions of a familiar person during intensive interactive experiences.	Pupils will recognise and understand the concept of more, full and empty.		Pupils will react to the facial expressions of a familiar person during intensive interactive experiences.
	Pupils will engage in tactile activities with numbers and shapes.	Pupils will engage with items for extended periods of time (clocks, numbers, visuals, concrete resources).			Pupils will encounter activities and experiences linked to shape and number.	
	Pupils will engage with items for extended periods of time e.g.	Pupils will remember learned responses and may anticipate known events.	Pupils will accept and engage in coactive		Pupils will explore gross	Pupils will begin to respond to objects

	<p>puzzles or a shape sorter.</p> <p>Pupils will recognise and explore colours.</p>		<p>exploration- number, different length and height (playdough and other materials and resources).</p> <p>Pupils will perform actions, by trial and improvement (Length and Height).</p> <p>Pupils will begin to vocalise, recognise and join in number songs.</p>		<p>motor skills when exploring their body movements.</p>	<p>(numbers and objects)</p>
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<b>Key Vocab:</b>	Sit, Look, Listen, Touch, Match, Watch, Help, Find, Pour, Fill, Empty, More, Gone, Count, Shape, Numbers 1-5, Coin, Hold, Play, Explore, Take turns, colours, move, stop, go.					
<b>Resources:</b>	IWB, songs, 2D shapes, sensory shapes, sensory trays, sensory resources, shape sorters, numbers, water tray, sand tray, colours, paints, objects, pattern objects and resources, communication boards.	IWB, Good morning routine bag, sand, talking tins, symbols, objects, numbers, timetables, day and night, communication boards.	IWB, water tray, numbers, sand tray, fine motor table, playdough, string, cube towers, measuring sticks, rulers, scissors, shape, paper, colours, sorting pots, sorting bears communication boards.	IWB, water tray, numbers, sensory tray, containers, resources, communication boards.	IWB, Beebots, arrows, balloons, bikes.	IWB, numbers, coins, coin rubbing, sensory trays, puzzles, role play.
<b>Trips and Visits</b>	Trips to the community: visit the local shop/café.					

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

	<p>Pupils will encounter activities and experiences linked to shape and number.</p> <p>Pupils will engage with items for extended periods of time e.g. puzzles or a shape sorter.</p> <p>Pupils will engage in exploring numbers and shapes.</p> <p>Pupils will engage in tactile activities with numbers and shapes (shape patterns, colour patterns)</p>	<p>Pupils will respond to number rhymes.</p> <p>Pupils will anticipate a familiar routine (good morning routine, days of the week songs/ recognising visual timetables)</p> <p>Pupils will engage with items for extended periods of time (clocks, numbers, visuals, concrete resources).</p> <p>Pupils will remember learned responses and may anticipate known events.</p>	<p>Pupils will perform actions, by trial and improvement (Length and Height).</p> <p>Pupils will begin to vocalise, recognise and join in number songs.</p>	<p>numbers and capacity, mass- creative activities e.g. filling and emptying containers.</p> <p>Pupils will recognise and understand the concept of more, full and empty.</p> <p>Pupils will explore and handle objects (heavy and light)</p>	<p>Pupils will explore objects and items in more complex ways (this includes gross motor skills)</p> <p>Pupils will remember learned responses and may anticipate known events.</p> <p>Pupils will recognise key terms e.g. stop and go when exploring their body movements.</p> <p>Pupils will recognise key terms forwards and backwards.</p> <p>Pupils will recognise key terms in and out.</p> <p>Pupils will recognise key terms under and over.</p> <p>Pupils will recognise key terms, on top, next to.</p> <p>Pupils will explore objects and items in more complex ways (this includes gross motor skills)</p>	<p>during intensive interactive experiences.</p> <p>Pupils will begin to respond to objects (numbers and objects)</p>
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<b>Key Vocab:</b>	Sit, Look, Listen, Touch, Match, Watch, Help, Find, Pour, Fill, Empty, More, Gone, Count, Shapes, Numbers 1-10 Coin, Hold, Play, Explore, Take turns, Colours, up, down, stop, go, forwards, backwards, on, off, in, out.					
<b>Resources:</b>	IWB, songs, 2D shapes, sensory 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, symbols, objects, numbers, timetables, day and night, communication boards.	IWB, water tray, numbers, sand tray, fine motor table, playdough, string, cube towers, measuring sticks, rulers, scissors, communication boards.	IWB, water tray, numbers, sensory tray, containers, resources, communication boards.	IWB, beebots, bikes, balloons, arrows, positional language games, matching mats, communication boards.	IWB, coins, shops, roleplay, Numbers, puzzles, games, sensory trays, communication boards.
<b>Trips and Visits</b>	Trips to the community: visit the local shop/café.					

	Autumn		Spring		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



<i>Pre progression point</i>	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)	Geometry - Position and direction (up, down, forwards, backwards, on, off, in and out, on top, under, next to)	Number Sequencing
Key learning:	<p>Pupils will encounter activities and experiences.</p> <p>Pupils will show simple reflex responses when handling numbers and shapes</p> <p>Pupils will begin to respond to objects (numbers and shapes)</p> <p>Pupils will respond to number and shape rhymes.</p> <p>Pupils will react to the facial expressions of a familiar person during intensive interactive experiences.</p> <p>Pupils will engage in exploring numbers and shapes.</p>	<p>Pupils will begin to remember learned responses over short periods of time.</p> <p>Pupils will communicate consistent preferences.</p> <p>Pupils will cooperate with shared exploration and supported participation- number sensory activities.</p> <p>Pupils will show an awareness of more.</p> <p>Pupils will begin to respond to objects (numbers)</p> <p>Pupils will respond to number rhymes.</p>	<p>Pupils will show simple reflex responses when handling numbers</p> <p>Pupils will begin to respond to objects (numbers)</p> <p>Pupils will engage in tactile activities with numbers</p> <p>Pupils will react to the facial expressions of a familiar person during intensive interactive experiences.</p> <p>Pupils will accept and engage in coactive exploration- number, different length and height (playdough and</p>	<p>Pupils will encounter activities and experiences (link to number, number songs, filling and emptying containers).</p> <p>Pupils will begin to respond to objects- containers, concrete objects, numbers</p> <p>Pupils will respond to number rhymes.</p> <p>Pupils will react to the facial expressions of a familiar person during intensive interactive experiences (water tray).</p> <p>Pupils will engage in tactile activities with numbers and capacity, mass- creative activities e.g.</p>	<p>Pupils will cooperate with shared exploration and supported participation- number sensory activities.</p> <p>Pupils will follow simple sequences in different situations.</p> <p>Pupils will explore gross motor skills when moving their bodies.</p> <p>To follow simple sequences in different situations.</p>	<p>Pupils will show simple reflex responses when handling numbers and coins</p> <p>Pupils will show expression with new stimulus e.g. shop activity.</p> <p>Pupils will respond to number and money rhymes.</p>

	Pupils will engage in tactile activities with numbers and shapes including shape, picture and colour patterns.	Pupils will anticipate a familiar routine (good morning routine, days of the week songs/ recognising visual timetables) Pupils will engage with items for extended periods of time (clocks, numbers, visuals, concrete resources). Pupils will remember learned responses and may anticipate known events.	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.  Pupils will explore and handle objects (long and short objects)	filling and emptying containers.  Pupils will recognise and understand the concept of more, full and empty.  Pupils will explore and handle object (full, empty, heavy, light)	To begin to create their own simple sequences through preferred method (sound, light, symbols, action).	Pupils will engage in tactile activities with numbers and coins.  Pupils will react to the facial expressions of a familiar person during intensive interactive experiences.  Pupils will begin to respond to objects (numbers and objects)
<b>Key Vocab:</b>	Sit, Look, Listen, Touch, Match, Watch, Help, Find, Pour, Fill, Empty, More, Gone, Count, Shapes, Numbers 1-10 Coin, Hold, Play, Explore, Take turns, Colours, up, down, stop, go, forwards, backwards, on, off, in, out.					
<b>Resources:</b>	IWB, songs, 2D shapes, sensory shapes, sensory trays, sensory resources, shape sorters, numbers, water tray, sand tray,	IWB, Good morning routine bag, sand, talking tins, symbols, objects, numbers, timetables, day and night, communication boards.	IWB, water tray, numbers, sand tray, fine motor table, playdough, string, cube towers, measuring sticks,	IWB, water tray, numbers, sensory tray, containers, resources, communication boards.	IWB, beebots, bikes, balloons, arrows, positional language games, matching mats, communication boards.	IWB, coins, shops, roleplay, Numbers, puzzles, games, sensory trays, communication boards.

	colours, pots, patterns, resources, communication boards.		rulers, scissors, communication boards.			
<b>Trips and Visits</b>	Trips to the community: visit the local shop/café.					