Oak Learning Partnership

Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School: Crosshill School

Subject: Maths- Discover

Curriculum Planning

at Oak Learning Partnership

Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.

Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.

7 Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Lisa Mare Houghton - Maths Lead
School Intent	Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: **Inspire, Explore and Discover.** Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will: • **Know themselves** • **Possess functional skills** • **Be independent** • **Be good communicators** • **Be curious learners** • **Be prepared for adulthood** The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.
Subject Intent	At Crosshill Special School, our Maths lessons are inclusive and tailored to the specific needs of students. We teach students the basic principles of maths to function independently within the world. We provide immersive opportunities for children and young people to develop their problem-solving skills whilst maintaining practical application to functional opportunities. By linking Mathematics with the wider curriculum and developing a deeper understanding of mathematical concepts and how they apply to the 'real world', we aim to ensure that our learners are equipped with core skills in which to make sense of, and access, the world around them. Our intent is rooted in the belief that a supportive and engaging Maths curriculum is essential for the holistic development of our learners, preparing them academically as well as being able to better access lifelong independence.

EYFS Development Birth to 3 National Curriculum Aims:	Exploring early mathematical awareness through multi-sensory, exploratory experiences. For number, children begin to develop an understanding of quantity through actions like filling and emptying containers, experiencing "more" or "all gone," and noticing differences in amounts. In shape, space, and measure—including patterns—they explore through touch, movement, and visual cues, such as feeling and grasping differently shaped objects, recognizing familiar spatial routines, and responding to repetitive patterns in sound, light, or movement. The aim is to lay the groundwork for later learning by fostering engagement, curiosity, and recognition of cause and effect, all tailored to each child's individual sensory and developmental needs.	**EYFS National Curriculum Aims:**	Build foundational mathematical understanding through play and everyday experiences. Children will develop number sense by counting objects, recognising numerals, and beginning to understand quantity and comparison (e.g., more or less). They will explore shape and space by identifying and describing basic shapes, noticing patterns, and using positional language like “in,” “on,” or “under.” Measuring concepts are introduced through comparing sizes, weights, and capacities during activities. Children will explore money and begin to recognise some coins, engaging in pretend play involving buying and selling. The overall aim is to nurture curiosity, reasoning, and confidence with mathematical ideas in meaningful, practical contexts.	**KS1 National Curriculum Aims:**	Develop early mathematical understanding through accessible, practical, and engaging activities tailored to individual learning needs. In number and place value, children work towards recognising numbers, counting with accuracy, and understanding the value of each digit. Addition and subtraction, as well as early multiplication and division, are introduced using real objects and familiar contexts to support combining, sharing, and comparing quantities. Shape, space, and measure are explored through hands-on experiences with different shapes, sizes, positions, and measurements. Children begin to recognise and use coins in simple role play to develop awareness of	**KS4 National Curriculum Aims:**	This long-term plan has a functional link to KS4 areas by being mapped to AQA Unit Awards and functional skills Entry Level 1 qualifications, by developing students’ ability to work on numbers up to 10.

Topic and Time Allocated	***Primary***	***KS3***	***KS4***
Year 1: Autumn A	**Topic:** Number Shape and Space 7 weeks	**Topic:** Number and Place Value 3 weeks Addition and Subtraction 2 weeks Shape 1 week Time 1 week	**Topic:** Number and Place Value 3 weeks Addition and Subtraction 2 weeks Shape 1 week Time 1 week
	Knowledge: Students will: Explore number through daily routines Explore numbers 1–5 Explore the concept of “how many” quantity (e.g. lots vs. one) Explore "more" and "less" using objects Begin to develop awareness of object properties (size, shape, texture) Explore basic 2D shapes Explore spatial relationships (in, out, under, behind)	**Knowledge:** Students will: Rote count beyond 10. Recognise numerals and relate to objects. Make simple estimates. Add and subtract up to 10. Recognise and copy a simple repeating pattern. Name days of the week.	**Knowledge:** Students will: Rote count beyond 30. Write numbers to 10 and beyond. Demonstrate an understanding of place value in 2-digit numbers. Know number bonds 1-5. Add/subtract objects to 10. Use everyday language to describe 2D shapes. Recognise and copy a simple repeating pattern. Order events. Tell the time to the nearest hour.
	Skills: Engage with number through number rhymes, songs, sensory learning, tactile numbers, number	**Skills:** With support, students begin to develop fundamental number sense by rote counting beyond 10, using multilink cubes, number	**Skills:** Students will build on their early number understanding by rote counting beyond 30 and writing numbers beyond 10. They

	sets, real objects/objects of reference and visuals Begin to respond to counting actions (clapping, tapping) Begin to notice changes in quantity (e.g. more/less food /toys etc.) Explore and compare shapes through rhymes and songs, shape sorters, textured shapes, shape sensory bins, shape treasure baskets, shape feely bags, shape of the day? Explore spatial relationship through Physical activities e.g. climbing/crawling/tunnelling, moving bodies in a 3-dimensional space, sensory circuits	lines, and numeral cards to recognise numerals and relate them to quantities. They explore simple repeating patterns with pattern tiles and begin to understand days of the week using visual timetables. Pupils are introduced to 2D shape recognition and time-telling using shape trays and mini clocks.	apply knowledge of place value in 2-digit numbers and explore number bonds using number fans, arrow cards and base-10. Pattern recognition and copying are reinforced with structured resources, while time skills are supported through mini clocks and visual routine cards.
Year 1: Autumn B	**Topic:** Number Patterns 7 weeks	**Topic:** Number and Place Value 2 weeks Multiplication and Division 2 weeks Shape 1 week Position 1 week Money 1 week	**Topic:** Number and Place Value 2 weeks Multiplication and Division 2 weeks Shape 1 week Position 1 week Money 1 week

	Knowledge: Students will: Explore number through daily routines Explore numbers 1–5 Explore the concept of “how many” quantity (e.g. lots vs. one) Explore "more" and "less" using objects Explore simple patterns Explore patterns in the environment Begin to match/categorise by colour or texture Explore regularity and change in sequences and textures Explore repetition in sound or light	**Knowledge:** Students will: Rote count beyond 10 from a given number. Recognise numerals and relate to objects. Make simple estimates. Count groups as tallies. Share items into equal parts. Use everyday language to describe 3D shapes. Use ordinal numbers. Sort coins. Recognise 1p and 2p coins.	**Knowledge:** Students will: Rote count beyond 30. Write numbers to 10 and beyond. Demonstrate an understanding of place value in 2-digit numbers. Know number bonds 1-5. Share up to 30 items into groups of 2 or 5. Double small quantities. Use everyday language to describe 3D shapes. Describe and construct models using 3D shapes. Follow directional language when given an instruction. Recognise 1p, 2p, 5p and 10p coins. To be able to count coins.
	Skills: Engage with number through number rhymes, songs, sensory learning, tactile numbers, number sets, real objects/objects of reference and visuals Begin to respond to counting actions (clapping, tapping) Begin to notice changes in quantity (e.g. more/less food /toys etc.) Begin to notice patterns and sequences	**Skills:** With support, students will build on place value through tallying and estimating with counting objects and tally frames. They explore grouping and sharing using everyday objects to support early multiplication and division, while also identifying 3D shapes with physical models. They begin to understand money using 1p and 2p coins with role-play tills and sorting trays.	**Skills:** Students will revisit multiplication and division, sharing and grouping objects into 2s and 5s. They will begin to double small quantities and explore 3D shapes in model construction. Directions are followed using positional language mats with widget symbols, and coin recognition extends to 5p and 10p using real and plastic money in role-play settings.

	Begin to copy/extend simple patterns Begin to sort objects by a single attribute Begin to anticipate what comes next in a familiar sequence Explore sensory bottles with repeating patterns, different textured materials in a pattern, light-up/sound toys that follow a pattern		
Year 1: Spring A	**Topic:** Number Measure 6 weeks	**Topic:** Number and Place Value 2 weeks Addition and Subtraction 2 weeks Length and Height 2 weeks	**Topic:** Number and Place Value 1 week Addition and Subtraction 2 weeks Fractions 1 week Length and Height 2 weeks
	Knowledge: Students will: Explore number through daily routines Explore numbers 1–5 Explore the concept of “how many” quantity (e.g. lots vs. one) Explore "more" and "less" using objects Explore the concept of big and small	**Knowledge:** Students will: Rote count beyond 10 from a given number Start to count backwards. Recognise numerals and relate to objects. Begin to understand place value of 2-digit numbers. Add and subtract objects to 10. Compare differences in length and height.	**Knowledge:** Students will: Read and write numbers to 100. Represent numbers with objects and pictorial representations up to 30. Begin to use the language equal to, more than, less than, least and most. Identify 1 more and 1 less. Add 1/2-digit numbers to 20. Recognise half as 1 of 2 parts.

	Explore the concept of tall and short		To begin to use the language of comparison. To begin to measure length/height using non-standard units of measure.
	Skills: Engage with number through number rhymes, songs, sensory learning, tactile numbers, number sets, real objects/objects of reference and visuals Begin to respond to counting actions (clapping, tapping) Begin to notice changes in quantity (e.g. more/less food /toys etc.) Explore big and small through sensory bins - sort, scoop or post items into labelled big and small pots Demonstrate spatial concepts related to size e.g. can you take a big step etc. Use hands to compare two items Explore tall and short visually creating comparable representations using blocks to create towers, stacking cups etc.	**Skills:** With support, students continue building number fluency by counting forwards and backwards, exploring simple subtraction and addition up to 10 using objects, cubes, and number lines. Measurement is introduced through comparing the height and length of familiar items using string and classroom rulers.	**Skills:** Students will develop their number representation to 30 using visual and tactile resources. They will begin comparing values with terms like 'more than' or 'less than' and explore measuring tools using non-standard units such as cubes and counters to measure and compare length and height.
Year 1: Spring B	**Topic:** Number Patterns 5 weeks	**Topic:** Number and Place Value 1 week Multiplication and Division 2 weeks	**Topic:** Multiplication and Division 2 weeks Fractions 1 week

		Money 2 weeks	Money 2 weeks
	Knowledge: Students will: Explore number through daily routines Explore numbers 1–5 Explore the concept of “how many” quantity (e.g. lots vs. one) Explore "more" and "less" using objects Explore simple AB patterns (e.g., red/blue/red/blue) Explore matching (by colour, shape, or size) Explore regularity and change in sequences and textures Explore repetition in sound or light	**Knowledge:** Students will: Rote count beyond 10 from a given number Start to count backwards. Begin to understand place value of 2-digit numbers. Count groups as tallies. Share items into equal parts. Recognise 1p, 2p, 5p and 10p coins.	**Knowledge:** Students will: Begin to count in multiples of 2, 5 and 10. Begin to learn doubles and halves to 10. Recognise and find half as one of 2 parts. Recognise 1p, 2p, 5p and 10p coins. To be able to count coins. Recognise and know the different denominations of coins and notes.
	Skills: Engage with number through number rhymes, songs, sensory learning, tactile numbers, number sets, real objects/objects of reference and visuals Begin to respond to counting actions (clapping, tapping) Begin to notice changes in quantity (e.g. more/less food /toys etc.) Engage in tactile exploration to recognise physical differences and repetition	**Skills:** With support, students will practise grouping and sharing with physical counters and use halving mats for early fractions. They explore coin recognition further with matching and sorting games using 1p, 2p, 5p and 10p coins. Real-life shop role-play reinforces money use and functional application.	**Skills:** Students will start to count in multiples of 2, 5, and 10 using bead strings and number fans. They will begin to double and halve numbers within 10 and identify coin values through practical transactions. Fraction recognition is extended through paper folding and fraction puzzles.

	Begin to notice and anticipate patterns and sequences Begin to anticipate what comes next in a familiar sequence Explore sensory bottles with repeating patterns, different textured materials in a pattern, light-up/sound toys that follow a pattern Engage in rhythmic/regular patterns		
Year 1: Summer A	**Topic:** Number Shape and Space 5 weeks	**Topic:** Addition and Subtraction 2 weeks Mass/Weight 1 week Time 2 weeks	**Topic:** Addition and Subtraction 2 weeks Mass/Weight 1 week Time 2 weeks
	Knowledge: Students will: Explore number through daily routines Explore numbers 1–5 Explore the concept of “how many” quantity (e.g. lots vs. one) Explore "more" and "less" using objects Begin to develop awareness of object properties (size, shape, texture) Explore basic 2D shapes	**Knowledge:** Students will: Rote count beyond 10 from a given number Start to count backwards. Begin to understand place value of 2-digit numbers. Add and subtract objects up to 10. Investigate balance. Compare weight. Begin to use o’ clock.	**Knowledge:** Students will: Read and write numbers to 100. Begin to use the language equal to, more than, less than, least and most. Identify 1 more and 1 less. Add 1/2-digit numbers to 20. To solve one-step problems involving addition and subtraction. To begin to use the language of comparison. To be able to compare weight. To begin to measure mass/weight using non-standard units of measure.

	Explore spatial relationships (in, out, under, behind)		
	Skills: Engage with number through number rhymes, songs, sensory learning, tactile numbers, number sets, real objects/objects of reference and visuals Begin to respond to counting actions (clapping, tapping) Begin to notice changes in quantity (e.g. more/less food /toys etc.) Explore and compare shapes through rhymes and songs, shape sorters, textured shapes, shape sensory bins, shape treasure baskets, shape feely bags, shape of the day? Develop fine motor coordination through shape pressing/stamping Engage in cause-and-effect play (press → shape mark). Build problem-solving/hand-eye coordination and explore trial and error in an engaging way through shape posting boxes Explore spatial relationship through Physical activities e.g. climbing/crawling/tunnelling, moving bodies in a 3-dimensional space, sensory circuits	**Skills:** With support, students will explore practical addition and subtraction through object-based scenarios and role-play. They will compare weights using bucket/balance scales and discuss mass using descriptive terms like 'heavier' or 'lighter'. Time-telling is revisited using analogue clocks and daily routines.	**Skills:** Students will begin to use structured apparatus to solve addition/subtraction to 20 and measure mass using non-standard and early standard units like classroom weights. They will work on telling time to the hour and order events using visual timetables and time-themed stories.
	Topic:	**Topic:**	**Topic:**

Year 1: Summer B	Number Measure 5 weeks	Number and Place Value 2 weeks Statistics 2 weeks Capacity 1 week	Number and Place Value 2 weeks Statistics 2 weeks Capacity 1 week
	Knowledge: Students will: Explore number through daily routines Explore numbers 1–5 Explore the concept of “how many” quantity (e.g. lots vs. one) Explore "more" and "less" using objects Explore the concept of heavy and light Explore the concept of full and empty	**Knowledge:** Students will: Rote count beyond 10 from a given number Start to count backwards. Begin to understand place value of 2-digit numbers. Sort according to properties. Use marks to create tallies. Compare containers, indicate which has more inside.	**Knowledge:** Students will: Read and write numbers to 100. Represent numbers with objects and pictorial representations up to 30. Demonstrate an understanding of place value in 2-digit numbers. To sort numbers, objects and shapes into a given criterion. To begin to interpret data in block diagrams using practical equipment. To begin to answer simple questions about data in block graphs. To begin to measure capacity using non-standard units of measure.
	Skills: Engage with number through number rhymes, songs, sensory learning, tactile numbers, number sets, real objects/objects of reference and visuals Begin to respond to counting actions (clapping, tapping) Begin to notice changes in quantity (e.g. more/less food /toys etc.)	**Skills:** With support, students will investigate capacity by comparing containers using water play and measuring jugs. They will sort objects into groups and begin recording simple tallies using tally charts. Early pictograms are introduced using stickers and visuals.	**Skills:** Students will develop capacity understanding through pouring, estimating, and comparing volumes with various container sizes. They will sort and interpret simple data sets using bar charts and pictograms, and begin answering basic questions using these visuals.

	Explore comparison of objects by lifting and notice differences Explore sorting/grouping objects by weight Explore weight and capacity through water play (sinking/floating, empty/full) Engage in practical exploration of filling and emptying through sensory bin scooping, baskets and different containers		