



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

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

KS5 Discover - Maths

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.



Phase Lesson Plans

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

<p>Curriculum Leadership</p>	<p>Kelly Smith – Post 16 Lead Lisa Houghton – Maths Lead</p>
<p>School Intent</p>	<p>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:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>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.</p>
<p>Subject Intent</p>	<p>The aim of this curriculum is to help learners develop practical numeracy skills that support independence in everyday life. Through real-world activities such as shopping, cooking, setting tables, and taking part in sports or leisure, learners explore counting, number recognition, time, measurement, and basic problem-solving.</p> <p>These skills are taught in a functional and engaging way to prepare learners for adulthood, helping them build confidence, make informed choices, and apply maths in meaningful situations both at college and in the wider community.</p>

ASDAN Towards Independence	Year 12 - Developing numeracy skills: Introduction <ul style="list-style-type: none"> • Number – Taking part in sport • Time – Weekly routines • Number – Going shopping • Handling data – Food survey • Position, pattern and sorting – In the kitchen • Measure, shape and space – Baking 	ASDAN Towards Independence	Year 13 - Developing numeracy skills: Progression <ul style="list-style-type: none"> • Number – Entertaining • Time – Days of the week • Number going shopping • Handling data – Transport survey • Position, pattern and sorting – Setting a table • Measure, shape and space – Sport and leisure
Curriculum support and linked documents <ul style="list-style-type: none"> • EYFS Framework • National Curriculum Key Stages 1 • ASDAN Towards Independence • Preparation for Adulthood pathways 			

Number of allocated hours – 3 x 45 minutes lessons per week

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		Year 12 – Introduction	
		Year 13 – Progression	
Autumn A	Topic: Number: Taking part in a sports activity	Topic: Number: Taking part in a sports activity	
	Knowledge: <ul style="list-style-type: none"> • Understand how to count people, objects, and actions in a sports or group setting • Know how to recognise and read written numbers (numerals), especially when used on sports equipment • Understand why we warm up and cool down during physical activity • Know that counting can help with keeping scores and checking equipment • Understand how to hold a stretch for a set amount of time 	Knowledge: <ul style="list-style-type: none"> • Understand that numbers represent quantities of objects or people. • Know how to recognise and name numerals up to at least 20. • Understand that numbers can be recorded using written numerals. • Know that symbols such as + (add), – (subtract), and = (equals) represent mathematical operations. • Be aware of ordinal numbers (e.g. 1st to 5th) and their use in ranking or sequencing. • Understand that numbers can describe performance and outcomes in physical activities or games. • Recognise the purpose of recording sporting results or activities. 	
	Skills: <ul style="list-style-type: none"> • Count how many people are in the group • Take part in warm-up exercises and count how many times they do each one (repetitions) • Count and help check the equipment being used • Spot and recognise written numbers on sports equipment • Keep track of scores during games or activities • Help count and return all the equipment after an activity • Join in with warm-down stretches and hold each stretch while counting to 10 	Skills: <ul style="list-style-type: none"> • Count quantities of items (e.g. sports equipment) reliably beyond 10 • Independently count the number of people in a small group or team. • Count beyond 10 in real-life contexts, such as during games or group activities. • Record the number of actions or achievements (e.g. bounces, goals scored) using written numerals up to 20. • Identify and use ordinal numbers to indicate positions (e.g. 1st to 5th place) in a sequence or race. • Use the symbols +, –, and = to make simple records of sporting performance (e.g. goals scored, activities completed). • Participate in structured numeracy activities linked to sport, using basic mathematical concepts to describe and record outcomes. 	

Autumn B	<p>Topic: Time: Weekly routines</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand what a daily routine is and that activities happen at certain times of the day • Know the key parts of their own daily routine (e.g. getting up, meals, college times, bedtime) • Understand how time is used to help plan the day (e.g. knowing when something starts or finishes) • Know that routines can change on weekends or non-college days • Understand how to read or recognise times on a clock or timetable 	<p>Topic: Time: Using clocks</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know that clocks and watches are used to tell the time. • Recognise that clocks can be analogue or digital. • Know the difference between the hour hand and the minute hand. • Understand that the big hand and small hand move to show different times. • Know how to read and set o'clock, half past, quarter past, and quarter to times. • Recognise that digital clocks show hours and minutes using numbers. • Understand that certain times link to daily routines (e.g. lunch, home time, bedtime). • Know that being aware of time helps with independence, punctuality, and daily organisation.
	<p>Skills:</p> <ul style="list-style-type: none"> • Prepare or help make a timetable showing their daily activities • Show what time they <ul style="list-style-type: none"> - get up in the morning - have breakfast - start college and when they finish - have breaks and lunch - their favourite TV programme is on - go to bed • Show or talk about one thing that's different in their weekend routine 	<p>Skills:</p> <ul style="list-style-type: none"> • Look at and identify different types of clocks (analogue and digital). • Point to and name the hour and minute hands. • Set and read simple times on an analogue clock (o'clock, half past, quarter past, quarter to). • Match and read times on a digital clock. • Connect times to familiar daily activities and routines. • Sequence daily events in time order. • Use time vocabulary in context (morning, afternoon, evening, night). • Apply time awareness to practical situations such as arriving on time or following a schedule.
Spring A	<p>Topic: Number: Going shopping</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand how to count people and items using numbers up to five or ten • Know what things are needed for a shopping trip (e.g. coat, bag, ID, money) 	<p>Topic: Number: Going shopping</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand how to count items and people accurately • Know how to match written items to real-life items in a shop • Understand how to compare amounts (most and fewest)

	<ul style="list-style-type: none"> Understand that items in a shop can be counted and matched with numbers Know what numerals (written numbers) up to ten look like in the community 	<ul style="list-style-type: none"> Recognise numerals up to 20 in everyday places (e.g. prices, bus stops) Understand how to add and subtract using shopping examples Understand the order of events (like the order things were bought) Know what the symbols +, – and = mean and how to use them with a calculator
	Skills: <ul style="list-style-type: none"> Count up to five or ten people in their group who are going shopping Create a checklist to make sure that each person has what they need for a shopping trip (coat, bag, ID, money, etc.) Count items as they are added to the basket or trolley Count up to five or ten items while shopping Find and show numerals up to ten in the shop (e.g. on shelves, signs, or price labels) 	Skills: <ul style="list-style-type: none"> Count the number of items on their shopping list Count how many people are going shopping Match the items on their list to the real items in the shop Collect up to 10 or 20 items in a basket or trolley Show which items they bought the most and the fewest of Spot and point to numerals up to 20 in places like shops or bus stops Add and subtract numbers up to 10 or 20 using their shopping experience Show the order of purchases (from first to fifth) using a receipt Use +, – and = correctly with a calculator
Spring B	Topic: Handling data: Birthday survey	Topic: Handling data: Transport survey
	Knowledge: <ul style="list-style-type: none"> Know that birthdays happen in months of the year Understand that people can have birthdays in the same or different months Know information can be collected by asking questions Know that data can be recorded using lists, charts, photos, names, and numbers Understand that charts help organise information clearly Understand that “Most” means the largest number and “None” means zero 	Knowledge: <ul style="list-style-type: none"> Understand different ways people travel to college (e.g. walk, bus, taxi, car) Understand how to collect and sort information using a chart or tally Know how to count and compare amounts Understand the meaning of "most popular" and "least popular" Understand how to put information in order based on numbers
	Skills: <ul style="list-style-type: none"> Asking a simple question to collect information Listening to and responding to answers Recording information using names, symbols, or numbers 	Skills: <ul style="list-style-type: none"> Draw or stick pictures to show four ways people travel to college Ask up to 10/ 20 people how they travel and mark it in the right box with a tick or sticker

	<ul style="list-style-type: none"> Using a chart to organise data Counting accurately up to 10 Comparing groups to find most and none Checking and correcting recorded information Explaining findings using simple sentences 	<ul style="list-style-type: none"> Count how many people used each way of travelling Show which form of transport was used the most Show which form of transport was used the least Put the travel methods in order from most used to least used
Summer A	<p>Topic: Position, pattern and sorting: In the kitchen</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand that cutlery can be sorted into different types (e.g. knives, forks, large spoons, small spoons) Know how to tell the difference between large and small spoons Understand why it's important to count items and keep them organised Know where each piece of cutlery belongs in the drawer 	<p>Topic: Position, pattern and sorting: Setting a table</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand how to set a table for a group meal Know where to place each item (plate, knife, fork, spoon, cup) Understand how to count and match items to people Know how to check for a tidy and complete place setting Understand what it means for place settings to look the same or similar
	<p>Skills:</p> <ul style="list-style-type: none"> Sort cutlery into groups (e.g. all the knives in one pile, all the forks in another) Count and show how many knives and forks there are Sort spoons into two piles – large (dessert spoons) and small (teaspoons) Count how many spoons are in each group Put all the cutlery away in the correct places in the drawer 	<p>Skills:</p> <ul style="list-style-type: none"> Help set a table for a group of up to 10 or 20 people Count how many plates are needed and put one where each person will sit Count how many knives are needed and put one on the right-hand side of each plate Count how many forks are needed and put one on the left-hand side of each plate Count how many spoons are needed and place them above each plate Put a cup above the knife on the right-hand side of each plate Check each place to make sure everything is there and tidy Show if all the place settings look the same or nearly the same
Summer B	<p>Topic: Measure, shape and space: Baking</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand what a recipe is and how to follow it Know they need to check for both ingredients and equipment before starting 	<p>Topic: Measure, shape and space: Making a cake</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand how to choose an appropriate recipe for making a cake to share. Know the names of common kitchen equipment and recognise their shapes. Recognise and compare shapes of different pieces of equipment.

<ul style="list-style-type: none"> • Understand how to measure ingredients (e.g. using scales, cups, or spoons) • Know that items can be made into different shapes (e.g. round, star, heart) • Understand how to cook baked items safely (e.g. using an oven with help if needed) • Know that some items need to cool before decorating • Understand how to count the items they've made • Know how to share and ask others for feedback politely 	<ul style="list-style-type: none"> • Recognise and name common ingredients used in cake making. • Understand quantities of ingredients and which are needed in greater or lesser amounts. • Know different kitchen measuring tools (spoons, cups, measuring jugs, scales) and their purposes. • Recognise basic shapes and their properties (e.g., circle, square) in relation to cake decoration and presentation. • Understand the concept of equal sharing and portioning. • Understand ways to gather feedback about food preferences and enjoyment.
<p>Skills:</p> <ul style="list-style-type: none"> • Choose a recipe (like biscuits, cake, or bread) • Check they have the equipment and ingredients they need • Measure out the ingredients with assistance • Follow the steps in the recipe with assistance • Shape the mixture into different forms before baking • Help cook the items (e.g. place them in the oven with support) • Decorate the items once they have cooled • Count how many items they made • Share what they baked with friends and ask them if they enjoyed it 	<p>Skills:</p> <ul style="list-style-type: none"> • Select and follow a simple recipe independently or with support. • Collect and organise the necessary kitchen equipment and ingredients. • Name and match equipment based on shape and function. • Measure and use ingredients accurately with different kitchen measuring tools. • Follow sequential steps to prepare and bake a cake. • Identify and create shapes during cake decoration. • Count and record how many friends want a piece of cake. • Cut the cake into equal portions to share fairly. • Communicate or demonstrate understanding of friends' enjoyment of the cake.

