



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

## Long Term / Curriculum Plan

School:

**Crosshill School**

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Subject:

**KS5 Explore – Maths**

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# 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.

<b>Curriculum Leadership</b>	Kelly Smith – Post 16 Lead Lisa Houghton – Math Lead		
<b>School Intent</b>	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: <b>Inspire, Explore and Discover</b>. 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"> <li>• <b>Know themselves</b></li> <li>• <b>Possess functional skills</b></li> <li>• <b>Be independent</b></li> <li>• <b>Be good communicators</b></li> <li>• <b>Be curious learners</b></li> <li>• <b>Be prepared for adulthood</b></li> </ul> <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>		
<b>Subject Intent</b>	<p>Our intent is to develop learners’ confidence and independence by teaching maths through real-life, practical experiences. Pupils build essential skills in number, time, money, measurement, and data handling in meaningful contexts such as shopping, travel, cooking, and planning events.</p> <p>We aim to ensure learners can apply maths to everyday situations, solve problems, make informed choices, and take part in daily life with greater independence and confidence.</p>		

Curriculum support and linked documents	<ul style="list-style-type: none"> <li>• National Curriculum Key Stages 1–2</li> <li>• Functional Skills Entry Level Maths</li> <li>• ASDAN/NCFE/OCR life skills frameworks</li> <li>• Preparation for Adulthood pathways</li> </ul>		
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<b>Allocation of hours - 3 x 45 minutes lessons per week</b>	
The <b>number strand</b> is consistently revisited and applied in meaningful, real-life contexts throughout all topics to:	
Year 12	Year 13
<b>Autumn A</b>	<p><b>Topic:</b> Daily routines and structures</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand how to read 12-hour analogue and digital clocks, including hours, half hours, and quarter hours</li> <li>• Know key time-related vocabulary such as early, late, morning, and evening</li> <li>• Recognise and sequence days of the week, months of the year, and seasons</li> <li>• Understand the concept of duration, frequency, and how often events occur</li> <li>• Know how alarms can be used to signal the start of activities</li> <li>• Understand the significance of dates, including own date of birth</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Practise telling the time accurately on analogue and digital clocks</li> <li>• Use time vocabulary to describe events and their duration</li> <li>• Sequence and name days, months, and seasons correctly</li> <li>• Create and follow simple daily and weekly timetables</li> <li>• Set alarms or reminders for daily activities</li> <li>• Explain the meaning of being early or late</li> <li>• State personal dates and relate them to the calendar</li> </ul>
	<p><b>Topic:</b> Daily routines in the workplace</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the structure of a typical working day and the timing of key tasks (e.g. breaks, lunch, shift times)</li> <li>• Know the number of minutes in an hour and hours in a day</li> <li>• Understand 12- and 24-hour clock formats and common date formats</li> <li>• Recognise how charts, diagrams, and timetables are used in the workplace</li> <li>• Know abbreviations for months and how to use diaries and calendars</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read and record time using analogue, digital, and 24-hour clocks</li> <li>• Extract and interpret time-based information from lists, charts, and timetables</li> <li>• Set alarms to support punctuality and preparation for work</li> <li>• Enter and manage appointments using paper or electronic calendars</li> <li>• Identify and describe tasks suited to different times of day</li> </ul>
<b>Aut</b>	<p><b>Topic:</b> Managing money</p> <p><b>Knowledge:</b></p>
	<p><b>Topic:</b> Managing money in the workplace</p> <p><b>Knowledge:</b></p>

	<ul style="list-style-type: none"> <li>Recognise and name coins and notes, including their values and symbols (£, p)</li> <li>Understand basic shopping processes including using lists, reading receipts, and recognising self-service tills</li> <li>Know how to calculate totals and change up to £1 and in whole pounds</li> <li>Understand that different coin combinations can make the same amount</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to read and write money using decimal notation (pounds and pence)</li> <li>Know that the decimal point separates pounds and pence</li> <li>Understand the concept of profit and how to recognise it</li> <li>Recognise price labels and how money is represented in written form</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Read prices and shopping receipts accurately</li> <li>Use a shopping list to select and buy items, checking if they have enough money</li> <li>Solve simple addition and subtraction problems involving money</li> <li>Order amounts of money and calculate differences (e.g. up to £1)</li> <li>Use different strategies, including calculators, to total items and find change</li> <li>Participate in real or simulated shopping experiences, handling money and completing transactions</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use a calculator or calculator app to total costs and calculate change</li> <li>Carry out simple sales transactions and give correct change using both pounds and pence</li> <li>Add and subtract money in practical contexts, including on a market stall or enterprise setting</li> <li>Enter and interpret money amounts correctly when using technology</li> <li>Participate in real-life enterprise tasks, including selling, pricing, and discussing profit</li> </ul>
Spring A	<p><b>Topic:</b> Giving and following directions</p>	<p><b>Topic:</b> Navigating the community</p>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand and use common positional and directional vocabulary (e.g. left, right, in front, behind, under, above)</li> <li>Recognise terms related to proximity such as "nearby" and "far away"</li> <li>Know how to describe the position and location of objects in everyday settings</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the purpose of a map and when it might be useful</li> <li>Know and use compass directions (north, south, east, west)</li> <li>Recognise and use positional vocabulary (e.g. between, inside, outside, middle, below, on top, forwards, backwards)</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Follow and give verbal directions to familiar places or rooms</li> <li>Use positional language to describe where objects are located</li> <li>Locate items or places using clear instructions</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Follow and give simple directions to familiar places (e.g. bus stop, shops, health services)</li> <li>Use left and right correctly when giving or following directions</li> </ul>

	<ul style="list-style-type: none"> <li>Describe and follow instructions for navigating spaces in the home, workplace, or large buildings</li> </ul>	<ul style="list-style-type: none"> <li>Identify key locations and give directions using a map</li> <li>Describe the relative location of places using appropriate vocabulary</li> <li>Extract useful information from a simple map</li> </ul>
Spring B	<b>Topic:</b> Maths in home	<b>Topic:</b> Maths in the kitchen
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand standard units of length (mm, cm, m, km) and their relationships (e.g. 1 m = 100cm)</li> <li>Know how room size and shape affect furniture layout and choices</li> <li>Understand basic budgeting and cost comparison</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand standard units of mass (g, kg) and capacity (ml, l), and that 1000g = 1kg and 1000ml = 1l</li> <li>Recognise that temperature is measured in degrees Celsius and can describe whether something is cold, warm or hot</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>Use a ruler or tape measure to estimate and measure lengths accurately</li> <li>Read and compare measurements and scales on common tools</li> <li>Measure and compare item sizes to fit a space (e.g. rugs, shelves)</li> <li>Read and compare prices, calculate totals, and stay within a set budget</li> <li>Solve real-life maths problems (e.g. choosing correct sizes, calculating cost for furnishing or decorating)</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Follow a simple pictorial or written recipe and gather needed items</li> <li>Measure ingredients accurately using scales and measuring jugs</li> <li>Read weight (g, kg) and liquid (ml, l) labels on kitchen containers</li> <li>Follow temperature instructions for cooking and storing food safely</li> <li>Use a thermometer, oven dial or temperature probe with support</li> </ul>
Summer A	<b>Topic:</b> Making appointments	<b>Topic:</b> Managing appointments
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know how to use a paper or electronic calendar</li> <li>Understand key time concepts: days of the week, months, seasons, and date of birth</li> <li>Know how long common appointments usually last (e.g. doctor, dentist, hairdresser)</li> <li>Understand what is needed to make an appointment (e.g. greetings, personal details, date, time)</li> <li>Know what is meant by 'being early' or 'being late'</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know how to request and record appointments for different services</li> <li>Understand time in hours, minutes and 24-hour digital format</li> <li>Know how to read and write dates in common and numerical formats</li> <li>Understand how long appointments and travel may take</li> <li>Know there are 60 minutes in an hour and 24 hours in a day</li> </ul>

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read analogue and digital clocks to the nearest hour, half hour, quarter hour, 5 or 1 minute</li> <li>• Use time-related vocabulary to describe daily events and durations</li> <li>• Make and record simple appointments using dates, times and locations</li> <li>• Sequence days, months and seasons correctly</li> <li>• Identify how often events happen (e.g. weekly, monthly)</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read and match times on analogue and digital clocks (hours, half hours, quarter hours)</li> <li>• Enter appointments into paper or digital calendars with minimal support</li> <li>• Use abbreviations for months and write dates correctly</li> <li>• Consider and plan for travel time using timetables and local transport info</li> <li>• Follow up on appointments by completing next steps (e.g. booking referrals)</li> </ul>
Summer B	<p><b>Topic:</b> Leisure services in the community</p>	<p><b>Topic:</b> Data reporter</p>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Be aware of different leisure and recreational services in the local area</li> <li>• Understand how to gather and represent information in different ways</li> <li>• Know how to compare information to make decisions (e.g. popularity, cost, value)</li> <li>• Recognise and interpret data from charts, lists, tables, and timetables</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Be aware of different opinions and interests within the Post-16 provision</li> <li>• Understand how surveys can be used to collect information from groups of people</li> <li>• Know different ways data can be presented and shared in a newsletter</li> <li>• Understand how to compare information to identify the most and least popular choices</li> <li>• Recognise and interpret information from tally charts, pictograms, bar charts and tables</li> <li>• Understand that statistics can help people share information clearly and make decisions</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Gather and organise information about preferred activities and local services</li> <li>• Represent data using tally charts, pictograms, bar charts, block diagrams, and tables</li> <li>• Convert information from one format to another (e.g. from a tally chart to a bar chart)</li> <li>• Extract and interpret key information from visual data (e.g. charts, graphs, timetables)</li> <li>• Ask and answer questions based on data collected</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Gather and organise information through class and school surveys</li> <li>• Ask and answer questions to collect data from peers and staff</li> <li>• Represent data using tally charts, pictograms, bar charts and tables</li> <li>• Convert information from one format to another (e.g. tally chart to bar chart)</li> <li>• Extract and interpret key information from charts and graphs</li> <li>• Compare results using mathematical vocabulary (e.g. most, least, total, difference)</li> <li>• Share findings clearly through discussions, charts and newsletter pages</li> </ul>

- Make comparisons using data (e.g. most/least popular, cheapest/most expensive)
- Share findings clearly with peers using visual data