

EYFS and Key stage 1&2 Mathematics Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS) Mathematical skills are developed throughout the key stages, following the 2014 National Curriculum and with reference to EYFS Framework Early Learning Goals. However, at CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in Mathematics to the level and pace specific to each learner. For all areas of the Mathematical curriculum we use our own planning, set work from a child's enrolled school, and the pupil's interests as an aid to motivation and engagement.

INTENT

- To inspire pupil's curiosity and a positive attitude towards mathematics in the real world
- To help pupils realise that maths ability is not fixed and everyone can succeed
- To develop mathematical understanding by using a range of teaching techniques and structures to suit a range of learning styles
- To encourage the effective use of maths as a tool in a wide range of problem solving activities within our thematic approach and the hospital setting
- To encourage pupils to ask questions, express themselves fluently and to about the subject with assurance, using correct mathematical language and vocabulary
- To provide opportunities for engaging mathematical experiences, consolidation activities and further challenges to encourage interest and success

IMPLEMENTATION

- The mathematics curriculum is planned as part of our half termly themes
- We recognise that number plays a predominant feature in the National Curriculum throughout the key stages and base our initial lessons upon these key objectives
- Teaching staff are aware of the progression of the mathematics Curriculum (See Mathematics Curriculum Progression map) and take note of this when planning lessons
- We offer a broad and balanced curriculum based upon "Twinkl, White Rose and Abacus schemes of work"
- Delivery of the mathematics curriculum can also involve work from pupil's enrolled schools
- For students who are in hospital for longer periods of time, we ensure that they have opportunity to cover other aspects of the curriculum (measurement, geometry, and statistics)
- Mathematics contributes to many subjects within the primary curriculum and our thematic approach allows opportunities to draw out mathematical experiences in a variety and range of situations
- Where possible prior learning is considered and opportunities for revision and consolidation are made The introduction of new vocabulary is introduced through direct teaching and

modelled by the teacher. Children are given plenty of opportunities to revise and use new vocabulary.

- Maths Week is promoted throughout the school to provide a wider range of experiences and contexts and to highlight its importance in everyday life
- In order to engage some children, we have a flexible approach that can and often incorporates their specific interests, mathematical games or problem solving
- We have access to various online games and apps; Busy Things, Twinkle, Education City, Purple Mash, NRich, and Mymaths

IMPACT

- Children have a sense of enjoyment and curiosity in the subject and see how important and essential it is to everyday life
- They are encouraged to see the effective use of maths as a tool in a wide range of problem solving activities
- Children are encouraged to develop confidence and resilience to reason mathematically when solving a range of problems
- Through key questioning built into lessons, they can express themselves fluently and talk about the subject with assurance, using correct mathematical language and vocabulary

EARLY YEARS FOUNDATION STAGE

At CCHS we teach children from their reception year and teaching and learning is based around their needs, interests and ideas of the child. We respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. Children are provided with a range of rich, play based experiences and more structured activities in which they can explore, think creatively and be active learners.

The most relevant statements for mathematics taken from the Early Learning Goals in the EYFS Statutory framework and the 2020 Development Matters are taken from the following areas of learning: Communication and Language and Mathematics

- Communication and Language (Learn new vocabulary and use new vocabulary throughout the day)
- Number and Place Value (Count objects, actions and sounds)
- Identifying, Representing and Estimating Numbers (Subitise – link the number symbol with its cardinal number value)
- Reading and Writing Numbers (Link the number symbol with its cardinal number value)
- Compare and Order Numbers (Compare Numbers)
- Understanding Place Value (Explore the composition of numbers up to 10, Understand the 'one more than/one less than' relationship between consecutive numbers)
- Solve Problems
- Addition and Subtraction – Mental Calculations (Automatically recall number bonds for numbers 0-5 and some to 10)
- Addition and Subtraction – Solve problems (Explore and represent patterns within numbers)
- Measurement (Compare length, weight and capacity)
- Telling the time (Begin to describe a sequence of events real or fictional)
- Recognising 2D and 3D Shapes and their properties (select, rotate and manipulate shapes in order to develop spatial reasoning skills)

- Compare and Classify Shapes (Compose and decompose shapes, so that they can recognise shapes within shapes)
- Position and Direction (Draw information from a simple map)
- Patterns (Continue, copy and create repeating patterns)

English as an Additional Language

At CCHS, we welcome the values and the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners, these may include:

- Using practical equipment and games
- Modelling effective use of language
- Using songs and rhymes within animations and videos
- Using visual representations alongside verbal or written instructions
- Using counting and number stories in additional languages

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In Maths students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).