



Our Maths Curriculum

Maths at The Cedar School

At The Cedar School, we believe in delivering a curriculum that engages, sparks curiosity and is meaningful to our children, their needs and their lives. Through our maths curriculum, our children explore concepts in a practical way, have opportunities to apply their learning to contexts appropriate to them and give them the tools they will need to be independent, mathematical thinkers. The aim of our maths curriculum is for our children to develop a positive and confident attitude towards maths and to understand mathematical concepts at a level commensurate to their development and ability.

Our hopes for a Cedar child are for them to be prepared for adulthood and develop the skills they will need to lead successful lives:

Communication: Children are empowered to develop their communication skills through being taught how to use mathematical language effectively and accurately. They are questioned effectively during their maths lessons to promote mathematical thinking and verbalising their understanding.

Empowerment: Through teaching knowledge and skills in maths, our children are empowered to apply mathematical concepts in different contexts independently, make links between what they have learned, and solve problems for themselves.

Discovery: Learning through practical opportunities with access to physical resources, our children are able to discover mathematical concepts and gain a secure understanding through having the experience of maths.

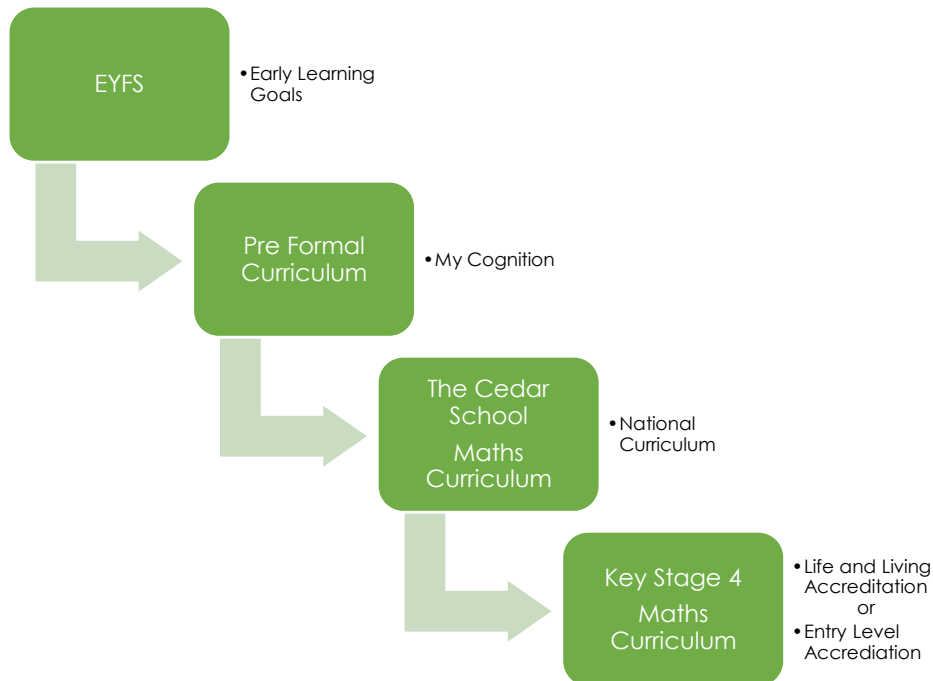
Aspiration: Maths at Cedar allows our children the opportunity to consolidate their understanding and then build upon it at their own pace. We promote 'grappling' with maths to build confidence and encourage the desire to continue to learn and progress.

Resilience: Children are taught to be confident and resilient mathematicians through the learning they access. We promote the excitement of new learning where it is safe to make mistakes, get stuck, require support and find activities challenging.

At Cedar, maths is taught through using concrete resources, real life application opportunities and repetition of skills in a range of contexts. Our teachers deliver well-structured and exciting mathematical opportunities that enable our children to learn, revisit and progressively develop their skills in maths at an age-appropriate level.



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Early Years Foundation Stage:

In EYFS, instead of separate curriculum areas, learning opportunities including early mathematic skills can be found in seven areas of learning:

Communication and language - opportunities to talk / sign, use new vocabulary

Personal, social and emotional development- make relationships

Physical development- learn to hold a shape and stand up at the table

Literacy – learn to make marks and start to form letters

Mathematics- counting colours, brushes, explore shape

Understanding the world- become curious

Expressive arts and design- combining colours and enjoying simple songs

Pre Formal Curriculum:

Our pre formal curriculum focusses on the early communication, social and emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of movement and play in a child's development and the need for sensory and multi-sensory approaches to learning. Early mathematical concepts are taught during My Cognition

The Cedar School Maths Curriculum:

Our maths curriculum sees the children progress through stages at a pace that suits their needs. These stages are based around the programme of study from the National Curriculum which aims to ensure that all children:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that children develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Please contact info@cedarschool.co.uk if you would like any more information about The Cedar School curriculum



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Key Stage 4

OCR Life and Living Accreditation:

The OCR Accreditation for Life and Living scheme is a framework designed for young people with severe or profound and multiple learning difficulties. The scheme includes a range of personal, social and practical skill areas that the children access throughout their time in Key Stage 4 whilst continuing the Cedar Maths Curriculum. The scheme can be accessed at 3 levels and includes the units outlined below.

Level	Skill Area: Numeracy Unit:
Entry 1	Recognising time through regular events
	Early mathematics: measure
	Early mathematics: developing number skills
	Early mathematics: Sequencing and sorting
	Understanding what money is used for
Entry 2	Working with whole numbers up to 100
	Reading and recording time
	Collecting and presenting numerical information
	Using coins and notes
	Estimating and measuring
Entry 3	Working with time
	Working with money
	Working with whole numbers up to 1000
	Presenting information in a chart
	Working with measurements

Entry Level Accreditation:

The Entry Level Certificate in Mathematics has specifically been designed to complement the GCSE (9–1) Mathematics qualification, enabling children to develop the underpinning mathematical skills and understanding to provide a progression route to GCSE Mathematics. The qualification can be accessed at 3 levels and includes the content outlined below.

Level	Skill Area: Numeracy Assessment
Entry 1	Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Equipment
	Geometry: 2D shapes; 3D shapes; Position, movement and pattern
	Measures: Units; Measuring instruments
	Statistics
Entry 2	Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Operations; Equipment
	Geometry: 2D shapes; 3D shapes; Position, movement and pattern; Angles
	Measures: Units; Measuring instruments
	Statistics
Entry 3	Number: Count; Read, write and order; Fractions and decimals; Pattern; Facts; Operations
	Algebra
	Geometry: 2D shapes; 3D shapes; Position, movement and pattern; Angles
	Statistics
	Numbers: Equipment
	Ratio and proportion
Geometry: Perimeter and area	
Measures: Units; Measuring instruments	