

Manor School



Maths Guidance

2025-2026

Number

Number skills

1:1 correspondence
Matching numerals, Numicon and quantity
Understanding of quantity
Counting quantities
1 more and 1 less
sequencing numbers
Comparing quantities
Simple addition and subtraction with objects
Number bonds
Recording data
Recording simple addition and subtraction
recall of addition and subtraction facts
Representing Place value
Odd and Even numbers
Addition and Subtraction word problems
Understanding half
Solving grouping, sharing and doubling problems with objects
Counting in steps
2 digit addition and subtraction
Understanding quarter
Constructing and interpreting pictograms
Missing number addition and subtraction problems
Multiplication and Division facts
Fractions
Solving problems involving multiplication and division

Speech and Language Therapy support

See Makaton signs and symbol guidance hard copy folders and media drive (incl. videos).
See Concepts Document
Assigned SaLT can support with the teaching of concepts and ensuring that pupils' AAC systems allow them to demonstrate their mathematical understanding when required

Maths Intervention Support

Support available from Maths Lead with target pupils or in class interventions. Support available from Interventions HLTA for 1:1, small group or whole class support.
See the Maths Intervention document for the rationale behind interventions. This flowchart outlines the decision-making process and identifies the level of support required.

Occupational Therapy opportunities

See Occupational Therapy and Maths good practice videos
Speak to Maths Lead or OT team

Geometry and Measure

Geometry and Measure skills

- Matching by shape, size, length, colour/ Matching coins
- Exploring weight, temperature, position and direction
- Understanding shape names
- Sorting by colour, shape, size or length
- Understanding of early concepts in/out, up/ down, full/empty, big/small, on/under, long/ short etc.
- Understanding times of the day
- Labelling shapes
- Following directions of movement
- copy, continue and create patterns
- Count sides, corners and faces on 2D/3D shapes
- Understanding more complex concepts next to, tall, heavy/ light, fast/ slow, middle/top/ bottom, in front/ behind, above/ below etc.
 - Select and label coins on request
 - Participate in shopping activities
- Measure using non-standard units
- To understand and use language related to geometric properties of shapes.
 - understand and describe relative height, weight and size
 - Use time related language
 - Solve practical problems related to measure
 - Make small values using coins
 - Select and name equipment needed for measuring
 - Read and write simple times
 - Measure using standard units
 - Compare measurements
 - Solve problem involving money
 - Solve problems involving time

Financial Education

Financial Education to be taught in cross-curricular sessions.
See Financial Education Hierarchy document.
School Shop available for all KS2 pupils
SmILE Therapy used to support pupils' communication in real-life situations such as making a transaction.

Rationale

Maths is a key life skill for our pupils which underpins the school vision to ensure a focus on independence so that each child can excel and reach their full potential. While our goal is to ensure that we teach mathematics in a fun, engaging, and visual manner, we also emphasise the importance of making each lesson meaningful with clear outcome expectations. We use Numicon resources to support understanding of number concepts and incorporate therapy recommendations into our Maths lessons. Maths is split into two areas the first of which is Number, which encompasses counting, calculation, and problem solving. The second area, Geometry and Measure, covers a wide range of areas and links closely to communication and skills for life. In the Early Years Foundation Stage curriculum these are Number and Numerical Patterns.

Alongside these run the skills of Financial Education, which has been successfully embedded across the school to ensure that our pupils have opportunities to develop not only numerical confidence with money but also the skills needed to be successful with their finances. We also recognise that Maths skills can be utilised across all learning and provide many cross-curricular maths opportunities including in Life Skills, PE and music.

Early Years

Our Early Years pupils follow the Early Years Foundation Stage Development Matters document. Pupils work across the areas of learning which include Mathematics. Aspects from many of the areas of learning feed into our Maths curriculum for Key Stage One and Two. Outdoor Learning is also a crucial part of learning in Early Years and simple plans are offered for providing engaging opportunities to explore Mathematical Learning through buddy play in the EYFS playground.

Pre-Maths Skills and Verbal Behaviour Provision

Pupils start their maths journey working on our base level targets of B1-4. This covers the pre-curriculum skills which pupils need in order to access early Maths learning. These skills include building engagement, requesting, labelling, following simple instructions, matching and imitating. We believe that these skills are essential to prepare pupils to access subject specific learning.

Number

We believe that visual, physical and real-life opportunities are the best ways to help our pupils develop a secure understanding of number. Number skills at Manor School start with an understanding of 1:1 correspondence and develop to include counting and recognition of quantities. We recognise that having a concrete grasp of quantity is crucial to developing a secure understanding of number and consequently emphasis is placed on a breadth of experiences within the range 0-5 and 0-10. Numicon resources are used throughout the school to help make number and quantity accessible to all our pupils and to provide a visual frame of reference. Pupils are also exposed to a wide variety of counting rhymes, numerals in the environment and lots of practical experiences including counting fruit at snack time, pupils in the class, physical activities, tokens and points on reward charts. Data handling is introduced at an early stage of number as pupils are encouraged to record preference through picture selection and count up pictograms.

As pupils become more confident with quantity, early calculation (addition and subtraction) is introduced. Pupils are given lots of opportunities to explore different types of calculation through number rhymes and practical games and activities before any formal recording or use of mathematical symbols are introduced. The same approach of practical exploration is also used when more challenging calculations are introduced (multiplication and division). As pupils become exposed to 2 and 3 digit numbers, they are again encouraged to be secure in their understanding of quantity with lots of exposure to place value and continued use of Numicon to represent much larger numbers. Pupils are extended in their learning to explore problem-solving and fractions.

Geometry and Measure

Geometry and Measure at Manor School encompasses a wide range of different skills which we feel are necessary for our pupils to excel in life and to develop independence. As well as understanding of shapes and patterns, Geometry and Measure lessons also introduce pupils to the concept of measure. Different types of measurement are explored including size, height, length, weight, capacity, temperature and time. Concepts of position and direction are also key elements of Geometry and Measure teaching. Geometry and Measure has a significant overlap with the development of communication skills at Manor School and includes many of the different concepts which our pupils will need to understand and apply in order to develop their independence. These concepts are introduced slowly through play and exploration. Pupils are supported to develop their comprehension of concept terms, as well as learning how to use them expressively (using their preferred mode of communication). Concepts are understood to be very challenging for our pupils as they can be fluid and are often made in comparison to other items e.g. big, bigger, biggest.

Where appropriate, we aim to incorporate current technology in our Geometry and Measure lessons, such as following directions on an online map.

This allows pupils to connect mathematical concepts with real-world applications. This will also provide life-skills for the digital world they will encounter in the future.

Financial Education

We believe that developing Financial Education compliments our school aims in Preparing for Adulthood. It is also crucial to meeting our school vision of developing the independence of our pupils so that each child can reach their potential. Financial Education is much more than the coin recognition and money handling skills that are covered within Geometry and Measure teaching. Following the Young Money approach, we are developing our own Hierarchy of Financial Education which incorporates different cross-curricular skills related to money:

- How to manage money,
- Becoming a critical consumer,
- Managing risks and emotions associated with money,
- Understanding the important role money plays in our lives.

We have a school shop available for half a term to all KS2 pupils to help prepare them to be more independent when shopping. This links closely to the SmiLE Therapy (Strategies and measurable interaction in Live English) which is run with some of our pupils. SmiLE Therapy teaches specific communication strategies to manage real situations, such as at the newsagent, in an office, cafe, train station, asking for directions etc. Many of these scenarios rely on knowing how to be a successful consumer. Financial Education is also touched upon in many cross-curricular areas including Life skills, PSHE and our curriculum learning themes. This is celebrated by the school in a Maths Day held each year during My Money Week.

Therapy and Mathematics

Both Speech and Language Therapy and Occupational Therapy are incorporated into Maths learning opportunities. Classes are supported by their assigned therapists and the Maths Lead to achieve this.

Speech and Language Therapy – Maths, and in particular Geometry and Measure is concept heavy. Whole School training has been provided to support staff in understanding how to deliver the teaching of concepts in fun and engaging ways. A concept poster and guide have been produced to help staff understand the progression in teaching concepts. Each class has been provided with a communication directory to help ensure that Maths sessions are accessible for all of our pupils. These directories include Makaton signs (line drawings and videos) and agreed Widgit symbols for common mathematical vocabulary.

Occupational Therapy – Due to the practical nature of our mathematics teaching and the focus on use on concrete resources we encourage the use of Occupational Therapy resources during maths lessons e.g. using putty to hide objects for counting, tongs to place items into large Numicon, counting physical activities such as jumps on a trampoline etc. Further peer support is available to help staff provide engaging mathematical learning opportunities which can simultaneously develop the gross and/ or fine motor skills of pupils.

Attention Autism – Training has been provided on how to incorporate simple Maths concepts or number opportunities into Attention Autism sessions in order to create highly engaging learning experiences.

Interventions

The school currently has an Academic Mentor who can run Maths interventions where appropriate but a focus is placed on quality first teaching and adaptive strategies to support pupils to learn within the classroom as much as possible.

Alongside Intervention from the Academic Mentor, the Maths Lead also offers in-class support and monitoring for pupils not receiving intervention.

In addition, a SATs club is offered to Year Six pupils who are identified as potentially benefiting from experiencing the process undertaking Year Six SATs. This is led in class by the Academic Mentor and Deputy Head.

Planning

Teachers use long term planning and unit planners to identify the themes for their year group each half term. They then produce a generalised medium term plan which identifies skills to be taught in a medium term topic planner. A detailed weekly plan identifies learning intentions, adaptive teaching, grouping and resources needed to support access and delivery.

Each unit planner has suggested learning intentions of Maths content to focus on, which are designed to help enhance cross-curricular learning opportunities. However, learning is highly individualised in each class. Teachers choose the appropriate level of skills for each unit to match the cognitive levels of individual learners. Opportunities will be planned that scaffold previous learning, consolidate skills and lead to the acquisition of new skills and progress for individuals. Teachers are provided with a pre-populated Medium term plan which has been developed by the curriculum team and all staff have had an input. These are viewed as a starting point for teachers to develop their own Medium Term Plan appropriate to their class. This is a working document which will be updated over time. The Maths Lead is available to support with planning of individual sessions, and a large bank of exciting maths resources exists to ensure that teaching can be fun, varied, multisensory and meet the

needs of all our pupils. In order to support with planning for our highest attainers the White Rose National Curriculum resources and scheme of work is available for staff to adapt for individual pupils in order to help bridge the gap to working on the National Curriculum objectives.

Resources and documents

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| <p>Resources: Numicon ChooseltMaker! Makaton symbols</p> | <p>Documents: General Reference EYFS Development Matters Small Steps Preparation for Adulthood website Maths Intervention document</p> | <p>Documents: Planning Long Term Planners Unit planners Medium Term Planners PIPs and individual EHCPs Skills Ladders Thematic Planning Development</p> | <p>Documents: Numicon Numicon Teaching Guides and Numicon website Numicon Training Slides Numicon folder on Google Drive with planning ideas and resources</p> |
| <p>Documents: Therapy Provision Maths Sign and Symbol directory Concepts Guide smiLE therapy units</p> | <p>Documents: Financial Education Hierarchy of Financial Education Young Money curriculum guide and planning framework Young Money website MoneySense website Handling Pupils Money – The School Shop (RISE Policy) smiLE Therapy – Financial Education unit</p> | | <p>Documents: Moderation Moderation Template Maths Pre-Key Stage Standards</p> |