

Subject:	Mathematics	
Cycle reference:	Year 2	Autumn 1 and 2 2018
	Early Years	Colour and pattern
Theme:	Primary	Clothes and fashion
	Secondary	You are what you wear

British Values

Democracy

Pupils are given a 'voice' to communicate through the use of words, photographs, objects, pictures, symbols, touch cues, eye pointing or body language.
Pupils are given opportunities to make choices.

Rule of Law

Pupils are helped to make choices that are acceptable to the school community and society at large and to follow rules and codes of behaviour.
e.g. dressing appropriately for activity – aprons;

Individuality

Pupils are encouraged to become as independent as possible and access to activities is personalised e.g. getting dressed, undressed; making choices
Some pupils take responsibility for particular roles and understand the responsibility that comes with that role e.g. helping with the laundry; handing out aprons

Mutual respect

Pupils are encouraged to work together collaboratively, to take turns and to share equipment e.g. taking part in a fashion show

Work Related Learning

Pupils in Secondary and Sixth Form are encouraged to take part in a range of work related learning opportunities. These can include class based mini-enterprise groups, jobs within school working alongside professionals and work experience out of school.

Moving on:

Adventurer –Work related learning –[Team work in schools](#)

Explorer – Work related learning [Volunteering in school](#)

Traveller –Vocational skills -[Mini enterprise](#)

Also see Related Accreditation for linked Accredited units.

Healthy Schools Award



Whole-school Targets

Healthy Eating: All pupils will engage in (through exploration), or have access to healthy eating opportunities across the curriculum

Continue to explore or taste a wide range of fruit and vegetables. Investigate variety of aprons, oven gloves, chef hats. Thread pasta 'necklaces'. Create collage pictures with pulses. Make spaghetti 'hair'.

Physical Activity: All pupils will access personalised physical activity sessions daily

Select clothes for the weather, eg raincoats, umbrellas, boots. Make own waterproof 'hats'. Stamp boots in water/paint and make footprints. Select fabrics/resources for physical activities, eg parachute, shawls, blankets, scarves.

Pupil Well-Being (SEMH): All pupils will demonstrate increasing levels of happiness and well-being in school as a result of personalised programmes that match individual needs

Operate CD/MP3 players to play relaxing or stimulating music. Use iPads/Eye Gaze/symbol books to request massage, deep pressure, Handle, Tac-Pac, parachute activities, opportunities to chat with adult or peer. Investigate aromatherapy activities.

Pupil Voice (PSHE): All pupils will have frequent opportunities to express their views, choices, opinions, likes and dislikes throughout the school day

Make choices at snack time and dinnertime. Choose partner for shared activities, eg peer massage, collaborative games. Select songs or stories using iPads/Eye Gaze/symbol books. Give opinions on different dressing up clothes and fashions!

Pupil Voice and Wellbeing

We believe that all behaviour shows a desire to communicate. Pupils are encouraged to comment on and give opinions on their learning throughout all curriculum areas. All attempts at communication are valued. The school follows a Total Communication approach. (See [Total communication handbook](#)). This supports the UN Convention on the Rights of the Child, Article 12 (respect for the views of the child) and Article 13 (freedom of expression). By focusing on the individual's needs and abilities as the starting point when planning learning experiences, each pupil's sense of self and well-being are valued and promoted.

Key areas to cover are:

- Making choices
- Feeling safe
- Regulating own behaviour
- Personal safety
- Asking for help
- Travelling safely

Wellbeing and Maths

Wellbeing and Maths are closely connected; both through the importance of economic wellbeing and through the problem-solving skills that good maths teaching aims to develop in pupils. Firstly, worrying about money is one of the common life events that can affect mental wellbeing, identified by the charity Mind. Maths enables pupils to develop their understanding of buying, selling, and solving money issues. Problem-solving activities enable pupils to identify a problem, evaluate alternatives and implement a solution, which in turn reduces feelings of frustration, which can contribute to poor mental wellbeing.

Below are examples of maths activities that support wellbeing:

- Recognise the value of money through coin recognition and counting change
- Recognise that a coin/coins can be exchanged for an item, such as clothing
- Buy clothing items, collect and check change
- Budget when food shopping and preparing a meal
- Use tape measures to measure pupils for clothing
- Search for clothing that has a gone out of sight or touch, e.g. moving the aprons from where they are normally kept to another location

For more information and support, see the resource below, which provides ideas and

activities to support the teaching of personal finance, aimed at students with moderate learning difficulties and behavioural, emotional and social difficulties. The resource is designed so that it can be modified to meet the needs of children with severe learning difficulties. [..\..\..\Important info and documents\Spending Sense.pdf](#)

Spiritual, Moral, Social and Cultural development

SMSC underpins and permeates every area of the curriculum.
In Mathematics we promote:

Spiritual development

- by providing activities which enable pupils to make sense of the world around them and make connections e.g. dressing up games – hats, shoes, gloves
- by exploring sequences, patterns, symmetry and scale in the man-made and natural world e.g. hanging out washing, finding pairs of socks
- by fostering a sense of personal achievement in problem solving activities and opportunities to persist and 'have a go'. e.g. tying shoe laces, pulling up a zip

Moral development

- by encouraging sharing and turn-taking e.g. passing a piece of equipment/favourite item to a peer

Social development

- by providing opportunities for pupils to use mathematical skills in real life e.g. at the shops, measuring size of feet, trying on clothes for size, counting items into a bag
- by working together and collaborating e.g. role play shops

Cultural development

- by including counting activities in different languages for bi-lingual pupils e.g. Urdu and Polish
- by exploring differences and similarities e.g. hats and shoes from different countries

Collective worship

In our Collective Acts of worship, we recognize, affirm and celebrate the values and ethos of the school family and explore and celebrate the diversity of different faiths. We provide pupils with experiences which enhance their spiritual and moral development and encourage both quiet reflection and active participation.

Festivals this term include:

- Autumn and Winter
- Diwali – (November 7th 2018)
- Harvest
- Christmas
- Hannukah (2nd December)

Vision and Hearing impairments

Students who have visual or hearing impairments should be encouraged to further develop and or maintain their visual and hearing skills. Here are the links to targets they can work towards

[Auditory skills](#)

[Visual skills](#)

Safeguarding and E-Safety

Issues of Safeguarding are embedded within all practice and are explicit with students through day-to-day activities such as personal care and hygiene and through topic specific activities including dressing appropriately. Likewise, issues around e-safety are integral to the use of ICT in school and, where appropriate, are explicitly taught to students in adherence with the school's E-Safety policy.

For more information see policies [Safeguarding in school](#)

Safeguarding agenda focus:

CSE – develop an awareness of the places that make us feel safe

FGM – respond appropriately to simple choices and offers of help

Disclosure – know where to go to access help

E-safety agenda focus:

Using technology safely

Curriculum Guide Evaluation

Please use this section to add any comments or suggestions about the effectiveness of this Curriculum Guide. You may, for example, suggest additional activities or accreditation units that were successful with your students. Please add your initials to the comments. Thank you!