Cara Community Special School
Enfield, Co. Meath

Maths Policy

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1. Introduction to Cara Community Special School, Enfield, Co. Meath & Rationale

In December 2023, the Department of Education (DE) granted Patronage of a new Special School in Co. Meath to the Louth and Meath Education and Training Board (LMETB).

Cara Community Special School, Enfield, Co. Meath is a Community Special School that provides an appropriate education for students, aged 4 to 18 years old, who have a diagnosis of Autism and complex learning needs, with a professional recommendation for a Special School/who require the support of a Special School setting.

The student must have reached 4 years on or before 31st August of the school academic year for which they seek enrolment. To facilitate this age band, the range of classes extend from primary to post primary and are based on relevant and appropriate peer groupings and the individual needs of each child. As per DE regulations, students will leave school at the end of the school year in which they reach the age of 18 years old.

The school operates within the regulations as outlined by the Rules for National Schools and relevant circulars and directives issued by the Primary/Special Education sections of the Department of Education. The school is funded by grants from the Department of Education. Staffing allocations are in line with those set out by the Department of Education. Under the direction of the Patron, the school will be managed on an interim basis by a Single Manager pending the appointment of a Board of Management. The Board of Management is made up of representatives of the Patron, parents, school staff and the community.

Cara Community Special School, Enfield, Co. Meath delivers the curriculum as prescribed by the Department of Education and adapted to meet the educational needs of each student. A variety of methodologies and strategies are adopted to maximise the students' learning potential. Supported by the child's multidisciplinary team, the teachers and staff provide a caring and challenging learning environment which fosters personal, social and academic development. All students have an Individual Educational Plan designed specifically for them.

Our school is a place where everyone feels a sense of belonging and ownership. The school is characterised by respectful and positive relationships which support the dignity of every individual. We are committed to ensuring a safe environment where our students can

maximise their potential. Forging meaningful relationships with the students, their parent(s)/guardian(s) and all involved in their care and education, is essential to ensuring a quality educational experience for our learners.

This policy aims to have in place, appropriate procedures that enable the school to conform to the principles outlined in the Primary Mathematics Curriculum (2023). The Maths Policy in the Cara Community Special School is important so as to ensure that there is continuity and consistency in the Maths curriculum from class to class and to ensure that all areas of the curriculum are adequately addressed during the child's schooling.

2. Vision

Our mission is to provide a school environment that is conducive to learning and to the development of the whole person, where children can achieve their full potential; spiritually, physically, academically and socially. This plan will focus on meeting the needs of the children in the area of maths, ensuring they have the mathematical ability to cope with appropriate real-life maths as well as preparing them for future learning. As our partners in the development of their children's mathematical attainments, the involvement of parents will be encouraged as much as possible. As in all areas of the curriculum we aim to develop in each child a confidence and acceptance of their varying degrees in ability and stages of ability.

Our approach to teaching mathematics is grounded in the following principles:

1. Individualised Learning: We provide personalised learning experiences that are tailored to each student's abilities, needs, and learning styles.

2. Functional Mathematics: Emphasis is placed on teaching practical mathematical skills that can be used in students' everyday lives, promoting independence and self-sufficiency.

3. Sensory and Multimodal Approaches: We incorporate a variety of sensory, visual, auditory, and tactile resources to engage students in mathematics.

4. Development of Communication through Mathematics: Whether through verbal, non-verbal, or augmentative communication methods, we support students in developing language skills alongside their mathematical learning.

5. Inclusive and Collaborative: We ensure a collaborative learning environment where students work individually, in pairs, or in small groups, based on their communication and social needs.

3. Aims

The aims of the Primary Mathematics Curriculum (2023) are:

- **Conceptual Understanding** - The comprehension of mathematical concepts, operations and relations.
- **Procedural Fluency** - The ability to use a variety of mathematical procedures in an effective and efficient way.
- **Productive Disposition** - The tendency to see Mathematics as practical, useful and worthwhile.
- **Adaptive Reasoning** - The capacity to use logic to understand, explain and justify one's thinking.
- **Strategic Competence** - The skill to devise, represent and solve mathematical problems.

Cara Community Special School strives to adapt these aims as appropriate to the individual learning needs of our students, while encouraging their natural curiosity for maths and developing the appropriate skills to become life-long learners. We strive to:

- Foster a positive attitude towards mathematics by creating engaging, meaningful, and enjoyable learning experiences.
- Promote functional mathematical skills that students can apply in everyday activities such as shopping, cooking, and managing money.
- Support the development of mathematical understanding in a way that is accessible to students with intellectual disabilities and autism.
- Encourage communication and social skills through collaborative problem-solving and sharing of ideas.
- Build independence in practical tasks involving numbers, measurement, shapes, and time.

4. Additional Support Pathways

The Additional Support Pathways (ASP) is a tool that is designed to support teachers to provide for more individualised and inclusive learning experiences for children with additional needs. It provides a lens through which to conceptualise and recognise the kind of learning experience which are most appropriate for these children as they engage with Learning Outcomes in the curriculum.

The ASP allows the teachers to look at (breaks down) the learning experience in greater detail to identify varying levels of cognitive demand for the child. Each of the seven pathways describes how children might access, engage with and demonstrate their learning as they work towards a Learning Outcome. Staff will use the ASP when teaching the Primary Mathematics Curriculum.

Experiencing	The child is present during a learning activity. They are exposed to and/or aware of the learning environment. They are beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
Attending	The child becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. They are acclimatised to the learning environment.
Responding	The child demonstrates capacity to actively or purposefully take an interest in the learning environment. They begin to indicate likes, dislikes or preferences. They actively respond to a learning activity with or without support.
Initiating	The child shows curiosity about the learning environment. They actively and independently seek opportunities to engage with and/or influence that environment.
Acquiring	The child demonstrates that knowledge, a concept or a skill is being learned. They explore and participates in the learning
Becoming Fluent	The child moves towards fluency and accuracy in familiar learning contexts. They independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
Generalising	The child transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

5. Strands & Strand Units

Strands outline the main categories of mathematical learning (what children learn) across five domains or content areas of primary mathematics: algebra; data and chance; measures; number; and shape and space. Each strand has a set of strand units.

ALGEBRA	DATA & CHANCE	MEASURES	NUMBER	SHAPE & SPACE
Patterns, rules & relationships	Data	Measuring	Uses of number	Spatial awareness & location
Expressions & equations	Chance	Time	Numeration & counting	Shape
		Money	Place value & base ten	Transformation
			Sets & operations	
			Fractions	

6. Broad Objectives

When due account is taken of intrinsic abilities of autistic children with complex needs within Cara Community Special School, the Maths curriculum should enable the child to (but in individual cases note be limited to):

Skills Development

- Apply mathematical concepts and processes, and plan and implement solutions to problems, in a variety of contexts.
- Communicate and express mathematical ideas, processes and results in their preferred communication form.
- Make mathematical connections within mathematics itself throughout other subjects, and in applications of mathematics in practical everyday contexts.
- Reason, investigate and hypothesise with patterns and relationships in mathematics.

- Implement suitable standard and non-standard procedures with a variety of tools and manipulatives.
- Recall and understand mathematical terminology, facts, definitions, and formulae.

Algebra

- Patterns, Rules & Relationships:
    - Explore, extend and create patterns and sequences.
    - Identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences.
- Expressions & Equations:
    - Interpret the meaning of symbols or pictures in number sentences.

Data & Chance

- Data:
    - Explore, interpret and explain data in a variety of ways for a range of purposes.
    - Pose questions of interest, record and use data as evidence to answer those questions and communicate the findings.

Measures

- Measuring:
    - Demonstrate an awareness that attributes such as length, weight, capacity and area can be measured and compared.
    - Compare, approximate and measure length, weight, capacity and area using appropriate instruments and record using appropriate units of measurement.
- Time:
    - Develop a sense of time and its uses.
    - Understand how time is measured, expressed and represented.
    - Explore equivalent expressions of time.
- Money:
    - Develop an awareness of money and its uses.
    - Recognise the value of money and use euro and cent in a range of meaningful contexts.

Number

- Uses of Number:
    - Develop an awareness that numbers have a variety of uses.

- Numeration & Counting:
    - Develop an awareness that the purpose of counting is to quantify.
    - Demonstrate proficiency in using and applying different counting strategies.
    - Use a range of counting strategies for a range of purposes.
- Place Value & Base Ten:
    - Understand that digits have different values depending on their place or position in a number.
    - Use estimation to quickly determine number values and number calculations.
    - Develop a sense of ten as the foundation for place value and counting.
- Sets & Operations:
    - Recognise and understand what happens when quantities (sets) are partitioned and combined.
    - Select, make use of and represent a range of addition and subtraction strategies.
- Fractions:
    - Develop an awareness of part-whole relationships using a variety of models (area, length and set).
    - Recognise and name fractions according to their part-whole relationships.
    - Explore the concept of equivalence in terms of simple fractions.

Shape & Space

- Spatial Awareness & Location:
    - Develop a sense of spatial awareness in relation to their bodies and the immediate environment.
    - Describe the spatial features of objects and their relative position in space.
    - Use spatial knowledge for the purposes of orientation and navigation.
    - Visualise and model location using symbolic co-ordinates.
    - Describe, interpret and record directional instructions and location.
    - Explore and recognise properties of 3-D and 2-D shapes.

- Shape:
    - Explore and recognise properties of 3-D and 2-D shapes.
    - Examine, categorise and model 3-D and 2-D shapes.
    - Represent shapes with drawings and models, and calculate dimensions of shapes.
- Transformation:
    - Explore the effects of shape movements.
    - Understand that shapes and line segments can be reflected, rotated and translated.

7. Timetabling

A weekly minimum of three hours & twenty-five minutes is allocated for maths in the Infant Classes and four hours ten minutes from 1st to 6th. Additionally, maths can be integrated into other subjects. In line with the New Primary Maths Curriculum, maths is incorporated in all aspects of teaching and the curriculum and through the natural course of the school day. For example, maths is incorporated into Circle Time, life skills, Physical Education, etc.

8. Resources

Below is an outline of the maths resources currently on site at Cara Community Special School. Individual teachers are responsible for managing resources in their rooms.

	Junior/Senior Infants	1st/2nd Class	3rd/4th Class
Books	Planet Maths Operation Maths Busy at Maths	Planet Maths Operation Maths Cracking Maths	Planet Maths Busy at Maths
Resources			
Numicon			

9. Staff Development

Staff are actively encouraged to identify and participate in courses of professional development which will be of benefit to them and consequently to the school. The skills learned through these courses can be shared with other teachers during Croke Park hours. Staff development needs are identified at regular staff or In-School Management meetings and these may be addressed through discussion, drawing on internal expertise, the organisation of a staff development session, engagement of external expertise and/or the provision of required resources.

10. Individual Teacher Planning

Teachers should base their yearly and short-term plans on the approaches set out in this whole school plan for maths and the Primary Mathematics Curriculum. Each class teacher will familiarise themselves with the objectives they deem appropriate for the students in their class. Each teacher will bear in mind that in planning, a balance between the strands should be kept throughout the year. Work covered will be outlined in the Cuntas Míosúil.

Pupils following the Junior Certificate Level 1 Learning Programmes will access maths through the Numeracy Priority Learning Unit. Teachers of post-primary aged pupils can use the Primary Mathematics Curriculum as a resource where appropriate.

11. Success Criteria

The success of this plan should be based on the following criteria:

- Ongoing assessment, formal and informal, will show that pupils are acquiring an understanding of mathematical concepts and a proficiency in maths skills appropriate to their age and ability.
- Implementation of the school plan will be evident in teachers' preparation and monthly reports.
- Inspector's Suggestions and Reports will be taken into consideration.
- Feedback from parents, pupils and the wider school community will advise the revision of this plan.

12. Implementation & Review

Class teachers are responsible for the implementation of the maths curriculum for their own classes. This plan reflects a new curriculum. Teacher will use this time to fully implement the new curriculum into their classrooms. Upon next review, all teachers will review each strand and further develop our whole school plan.

In draft form this plan was given to staff members and Board of Management on _____. When due account was taken of any amendments, this plan was presented to the Board of Management and ratified on _____. This policy will be reviewed by the Board of Management as required.

Signed: _____ Date: _____
(Chairperson of board of management)

Signed: _____ Date: _____
(Principal)

APPENDICES

APPENDIX 1: Monthly Primary Mathematics Curriculum Focus

The table below outlines the monthly focus for teacher planning for the Primary Mathematics Curriculum. This is to be followed to allow for consistency across Cara Community Special School, sharing of resources and the importance of collaboration. To ensure that children progress through the maths curriculum, we have aligned content with developmental age and developmental stage, whichever the teacher deems most applicable to their student(s).

Green denotes L1LP Learning Outcomes

Month	Strand/ Strand Unit	Age or Developmental Stage	Activity Ideas
September	**Number**	*Ages 4-6* *Or* *Stage 1*	Numbers 1-5 • Counting concrete items • Counting groups/ sets • Number hunts in sensory play/ classroom/outside • Writing numbers • Matching number activities • Matching numerals to correct sets of items • Number line activities • Number formation-Tracing/ writing and colouring numbers • Counting poems/ songs • Digital games • Number posters • Number puzzles • Number Towers
		Ages 7-9 *Or* *Stage 2*	Numbers 1-20 and more if child is able • Counting concrete items • Counting groups/ sets • Number bingo • Number scavenger hunt • Writing numbers • Matching number activities • Matching numerals to correct sets of items • Number line activities • Number Formation-Tracing/ writing and colouring numbers • Counting poems/ songs • Flashcards • Number Puzzles

			• Number towers
		Age 9-11 *Or* *Stage 3*	Numbers 1-50 and more if child is able • Counting concrete items • Counting groups/ sets • Number bingo • Number scavenger hunt • Writing numbers • Matching number activities • Matching numerals to correct sets of items • Number line activities • Number Formation-Tracing/ writing and colouring numbers • Counting poems/ songs • Flashcards • Number Puzzles • Number towers
		Age 12-18 *Or* *Stage 4*	Numbers 1-100 and more if child is able • Counting concrete items • Counting groups/ sets • Number bingo • Number scavenger hunt • Writing numbers • Matching number activities • Matching numerals to correct sets of items • Number line activities • Number Formation-Tracing/ writing and colouring numbers • Counting poems/ songs • Flashcards • Number Puzzles • Number towers • 2.13 Participate in counting activities • 2.14 Explore and use familiar numerals • 2.15 Explore the relationship between sets and numbers • 2.16 Experiment with differences in quantity and the language associated with it

			• 2.17 Explore the concepts of addition and subtraction
October	**Patterns, rules & relation ships**	*Ages 4-6* *Or* *Stage 1*	• Songs and rhymes that have repetition • 2 step patterns using concrete items • Art and craft creating patterns with 2/3 step patterns • Digital Games • Flashcards • Copying patterns using concrete materials eg peg boards • Stack sort and count blocks
		Ages 7-9 *Or* *Stage 2*	• Songs and rhymes that have repetition • 2/3/4 step patterns using concrete items • Art and craft creating patterns with 2/3/4 plus step patterns • Digital Games • Flashcards • Copying patterns using concrete materials eg peg boards • Match socks according to colour • Sort kitchen items by category • Scavenger hunt for Prints or patterns
		Age 9-11 *Or* *Stage 3*	• Songs and rhymes that have repetition • Creating patterns using concrete items • Art and craft creating patterns with step patterns • Digital Games • Flashcards • Copying patterns using concrete materials eg peg boards • Match socks according to colour • Sort kitchen items by category • Scavenger hunt for Prints or patterns
		Age 12-18	• Songs and rhymes that have repetition

		Or *Stage 4*	• Creating patterns using concrete items • Art and craft creating patterns with step patterns • Digital Games • Flashcards • Copying patterns using concrete materials e.g. peg boards • Match socks according to colour • Sort kitchen items by category • Scavenger hunt for Prints or patterns • 2.8 Explore pattern through a variety of sensory experiences • 2.9 Observe patterns in the student's environment • 2.10 Engage with language, objects, symbols, signs and stimuli associated with ordering and sequencing which forms part of the student's daily routine • 2.11 Participate in activities where the aim is to repeat patterns • 2.12 Recognise and/or anticipate familiar activities or routines with predictable patterns and sequences
November	**Measuring**	*Ages 4-6* *Or* *Stage 1*	• Feely bag with long and short items • Comparing/ sorting games with long and short items • Matching games with long and short items • Scavenger hunt- long/ short items • Colouring activities long and short items • Digital games • Measuring using nonstandard units e.g. steps, books, lollipop sticks
		Ages 7-9 *Or*	• Feely bag with long and short items

		Stage 2	• Comparing/ sorting activities with long and short items • Matching games with long and short items • Scavenger hunt- long/ short items • Colouring activities long and short items • Measuring using nonstandard units e.g. steps, books, lollipop sticks • Measuring using standard items- metre • Digital games • Activities using the trundle wheel • Transport games
		Age 9-11 *Or* *Stage 3*	• Feely bag with items of various lengths and width • Comparing/ sorting activities with various items looking at length and width • Matching games with long and short items and wide and narrow • Scavenger hunt • Colouring activities • Measuring using nonstandard units e.g. steps, books, lollipop sticks, paper clips etc • Measuring using standard items- metre and cm • Digital games • Activities using the trundle wheel • Transport games

		Age 12-18 *Or* *Stage 4*	• Comparing/ sorting activities of various length and width • Matching games • Scavenger hunt • Maths activities in workbooks Measuring using nonstandard units e.g. steps, books, lollipop sticks, paper clips etc • Measuring using standard items- metre and cm • Looking at distance km • Digital games • Activities using the trundle wheel • Transport games
December	**Shape**	*Ages 4-6* *Or* *Stage 1*	• 3D and 2D Shapes-Circle, Square, Triangle and Heart • Scavenger hunt • Sorting shape activities • Shape art- colouring and painting shapes • Shape formation ideas • Matching shapes • Sensory shape hunt
		Ages 7-9 *Or* *Stage 2*	• 3D and 2D revision of Shapes- Circle, Square, Triangle and Heart • New shapes, rectangle, cone, cylinder, oval • Scavenger hunt • Sorting shape activities • Shape art- colouring and painting shapes • Shape formation • Matching shapes • Sensory shape hunt
		Age 9-11 *Or* *Stage 3*	• Revision of shapes- circle, square, triangle, heart, rectangle, cone, cylinder, oval • New Shapes: Pyramid, cube, cuboid and sphere • Scavenger hunt • Sorting shape activities

			• Shape art- colouring and painting shapes • Shape formation • Matching shapes • Sensory shape hunt
		Age 12-18 *Or* *Stage 4*	• 2.18 Experiment with the movement of body parts in the immediate • environment • 2.19 Participate in activities where the language of movement and position is • used • 2.20 Explore the features and properties of 2D and 3D regular and irregular • shapes through a variety of sensory experiences • 2.21 Recognise and/or identify shapes in the immediate and local • environment
January	**Data**	*Ages 4-6* *Or* *Stage 1*	• Recognising items of similar reference • Sorting and classifying items of similar reference e.g. colour/ size/ shape • Digital games • Matching items with similar data
		Ages 7-9 *Or* *Stage 2*	• Recognising items of similar reference • Sorting and classifying items of similar reference eg colour/ size/ shape • Data games • Digital games • Matching items with similar data eg socks, cutlery etc • Data collection posters and gathering of data of peers eg hair colour, age etc
		Age 9-11	• Recognising items of similar reference

		Or *Stage 3*	• Sorting and classifying items of similar reference eg colour/ size/ shape • Data games • Digital games • Matching items with similar data eg socks, cutlery etc • Data collection of pupils in class eg favourite sweets/ colours/ age etc
		Age 12-18 *Or* *Stage 4*	• 2.22 Investigate objects and language in relation to measurement • 2.23 Participate in everyday activities associated with measurement in the student's environment • 2.24 Participate in a shopping experience or in an activity where real money is used functionally • 2.25 Participate in recording and displaying number and/or familiar data
February	**Time**	*Ages 4-6* *Or* *Stage 1*	• Recognising Day and Night using pictures • Digital games • Sorting and differentiation of day and nighttime activities using concrete materials e.g. toy bed and toothbrush for nighttime and school bag and lunch for daytime and match to sun or moon. • Colouring day and night activities • Looking at the clock • Looking at the daily class schedule • Days of the Week • Calendar month • Songs
		Ages 7-9 *Or* *Stage 2*	• Recognising various parts of the day using pictures, morning, afternoon, evening and night • Digital games

			• Sorting and differentiation of morning, afternoon, evening and nighttime activities using concrete materials e.g. toy bed and toothbrush for nighttime, breakfast and bus for morning, school bag and lunch for daytime etc • Colouring morning, afternoon, evening and night activities • Looking at the daily class schedule • Days of the Week • Calendar month • Clock work- big hand for hour and small hand for the minutes • Concrete work with clocks
		Age 9-11 *Or* *Stage 3*	• Recognising various parts of the day using pictures, morning, afternoon, evening and night • Digital games • Sorting and differentiation of morning, afternoon, evening and nighttime activities using concrete materials e.g. toy bed and toothbrush for nighttime, breakfast and bus for morning, school bag and lunch for daytime etc • Colouring morning, afternoon, evening and night activities • Looking at the daily class schedule using hours and minutes if able • Days of the Week • Calendar month • Clock work- big hand for hour and small hand for the minutes • Concrete work with clocks • Quarter to and quarter past work • Digital clock work
		Age 12-18 *Or*	• 2.26 Engage with language, objects, symbols, signs, stimuli or activities

		Stage 4	• associated with times of the day and/or days of the week • 2.27 Explore language, objects and stimuli associated with significant personal • and cultural events in the student's life • 2.28 Participate in activities/actions that are used to transition from one event • to the next or to show the passage of time, waiting or turn-taking • 2.29 Use instruments such as timers, visual timetables, objects of reference or • clocks functionally
March	**Spatial, awareness & location**	*Ages 4-6* *Or* *Stage 1*	• Recognising their classroom and areas they visit in school regularly eg sensory room, OT room. • Matching visuals to parts of the classroom and various spaces in the school. • Proposition words in and out.
		Ages 7-9 *Or* *Stage 2*	• Recognising their classroom and areas they visit in school regularly eg sensory room, OT room. • Matching visuals to parts of the classroom and various spaces in the school. • Proposition words, in, out, on, under, beside and activities based on this. • Left and right direction activities. • Following 1 step directions. • Scavenger hunt.
		Age 9-11 *Or* *Stage 3*	• Recognising their classroom and areas they visit in school regularly eg sensory room, OT room. • Matching visuals to parts of the classroom and various spaces in the school.

			• Proposition words, in, out, on, under, beside and activities based on this. • Left and right direction activities • Following simple 1 &2 step directions to find or locate items. • Scavenger hunt.
		Age 12-18 *Or* *Stage 4*	• 2.1 Discover and explore a range of objects/stimuli • 2.2 Investigate objects/stimuli in motion • 2.3 Recognise and/or show preferences for objects/stimuli • 2.4 Match identical items that are familiar to the student • 2.5 Recognise objects/stimuli that are the same and/or different in one or • more ways • 2.6 Participate in cause and effect activities8 • 2.7 Explore the concept of object permanence9
April	**Money**	*Ages 4-6* *Or* *Stage 1*	• Set up a toy shop and exchange money. • 1c, 2c, 5c coins • Matching activities with coins • Sort and match silver/gold/bronze coins from a limited selection (using real coins)
		Ages 7-9 *Or* *Stage 2*	• Set up a toy shop and exchange money. • Name, verbally or non-verbally, coins up to 10 cent. • 1c, 2c, 5c, 10c, 20c, 50c coins • Matching activities with coins • Isolate familiar coin or paper notes from a selection of items. • Discover that some coins are worth more than others: going to school canteen/shop and discovering that certain coins are needed to buy certain items

			• Calculate simple bills involving addition and subtraction to 10 cent: shopping activities in the home corner of the class
		Age 9-11 *Or* *Stage 3*	• Set up a toy shop and exchange money. • Name, verbally or non-verbally, coins up to 10 cent • Calculate simple bills involving addition and subtraction to 10 cent: shopping activities in the home corner of the class • 1c, 2c, 5c, 10c, 20c, 50c, 1e and 2e coins • Matching activities with coins • Addition and subtraction with coins • Match the appropriate number of coins to a coin card to buy a drink • Develop an awareness that some products are very expensive and require a lot of savings while others are cheap
		Age 12-18 *Or* *Stage 4*	• Sort and name the coins/notes most frequently used. Insert coins in a vending machine to buy stamps or a snack. • Investigate the fact that some coins/notes are worth more than others: going to shop and finding out that certain coins/notes are needed to buy certain items. • Develop an awareness that some products are very expensive and require a lot of savings while others are cheap • 2.24 Participate in a shopping experience or in an activity where real money is used functionally
May	**Number**	*Ages 4-6* *Or* *Stage 1*	• Develop an awareness of number in stories, • Goldilocks and The Three Bears, The Three little Pigs.

			• Respond to simple number rhymes by expression, vocalisation or action: 'Baa Baa Black Sheep', 'Three Blind Mice'. Respond to requests: 'Show me three big hops', 'Do two small jumps' • Develop awareness that quantity can be represented by a number: listen to the language of number as quantity is tapped out on his/her hand, listen/look/feel as one, two, three objects are counted out. • Respond to a request to count out number of items in familiar situations: 'give me two blocks', 'put two pegs in the board'.
		Ages 7-9 *Or* *Stage 2*	• Develop awareness through listening to stories that involve use of number: 'The Very Hungry Caterpillar', 'Noah's Ark', etc. • Participate in shopping and race type games using number sequences. Ask for and recite number rhymes, verbally or non-verbally. Perform actions with an adult/ another student for number rhymes and stories: 'Five Little Speckled Frogs'. Have access to number rhymes and stories: on tape, on video, on computer. Participate in group number games: Simon says, 'Show me five fingers', 'Take two steps back', (playing skittles) 'How many did you knock down?' • Count objects, pushing them aside while counting out loud: communicate that there are three objects after having counted them
		Age 9-11 *Or*	• Bake a gingerbread man with two eyes, five buttons, two legs, one

		Stage 3	head, etc. Demonstrate an ability to recognise number in stories • Participate in board games: Ludo, Snakes and ladders, Dominoes, use board games with a dice, count along a track. Point or tag as each item is counted or communicate the sequence of number words • Ask questions involving numbers: 'How many pages can I have?' Count reliably to ten and recognise that 'one more' is the next number in the sequence and 'one less', the number before. Count out snacks and drinks
		Age 12-18 *Or* *Stage 4*	• Bake a gingerbread man with two eyes, five buttons, two legs, one head, etc. Demonstrate an ability to recognise number in stories: e.g…
June	**Algebra**	*Ages 4-6* *Or* *Stage 1*	• 2 colour pattern using paint, crayons, beads, peg boards.
		Ages 7-9 *Or* *Stage 2*	• 3 colour patterns using cubes, blocks, art activities. • Book work. • Expressions and patterns using plus sign, minus sign and equals.
		Age 9-11 *Or* *Stage 3*	• 3-4 step patterns using art materials and concrete materials. • Book work. • Expressions and patterns using plus sign, minus sign and equals.
		Age 12-18 *Or* *Stage 4*	• 4-5 step pattern using concrete material. Book work. • Expressions and equations using plus sign, minus sign, multiplication sign and division sign.