Maths Curriculum Intent Statement - 26/27

Intent: What will our pupils experience in Maths?

At Longcause Community Special School, pupils experience a carefully sequenced and progressive Mathematics curriculum that develops mathematical understanding, confidence and independence through meaningful, practical learning. Our curriculum is informed by the White Rose Schemes of Learning and underpinned by the Concrete-Pictorial-Abstract (CPA) approach, ensuring pupils develop secure conceptual understanding before moving towards increased application, reasoning and problem-solving.

Many of our pupils experience difficulties with communication and interaction, cognition and learning, sensory processing and emotional regulation. These barriers can make it more challenging to access mathematical concepts and apply them within everyday life. Therefore, our curriculum is designed to be practical, engaging and highly personalised, with concepts taught through repetition, real-life experiences, visual supports, communication opportunities and hands-on learning.

For our pupils, mathematics is about much more than academic attainment. It provides essential skills for developing independence, making choices, understanding the world and preparing for adulthood. Skills such as counting, recognising quantities, handling money, understanding time, following directions, measuring, comparing and problem-solving enable pupils to participate more confidently in daily life both within and beyond school.

For pupils working within Pre-Scheme A, mathematical learning begins through exploration, sensory experiences, communication and engagement. A strong focus on Number and Place Value runs throughout the year alongside Shape, Size, Position and Capacity, providing repeated opportunities to revisit and consolidate key concepts while developing mathematical language and understanding.

As pupils move through Schemes A, B, C and D, the curriculum progressively develops knowledge and skills in number, calculation, place value, fractions, measure, geometry, statistics and functional mathematics. Particular emphasis is placed on Addition and Subtraction, as these skills form the foundation for future mathematical learning and were identified as a key strength across the school. Following transition learning at the end of the previous academic year, opportunities to further consolidate and apply these skills have been embedded throughout the 2026–2027 coverage maps.

Analysis of assessment data from 2025–2026 identified Fractions and Time as areas requiring additional development across several pathways. In response, these concepts have been deliberately revisited more frequently throughout the curriculum rather than being taught as

isolated units. This provides pupils with regular opportunities to retrieve, practise, apply and consolidate learning, supporting improved retention, confidence and long-term understanding.

Across all pathways, pupils are supported to understand the purpose and relevance of mathematics in everyday life. Money, Time and other functional mathematical concepts are prioritised to promote independence, communication and preparation for adulthood. Mathematical vocabulary is explicitly taught and reinforced across lessons and daily routines to enable pupils to communicate, explain their thinking, solve problems and apply learning in meaningful contexts.

Why do we want this?

We want all pupils to develop the mathematical knowledge, confidence and independence needed to thrive in school and beyond. Through an engaging, practical and personalised curriculum, pupils will:

- Develop confidence, curiosity and enjoyment in mathematics.
- Build secure foundations in number and calculation.
- Develop a deeper understanding of fractions and time through regular revisiting and application.
- Use mathematical language to communicate, reason and problem-solve.
- Apply mathematical skills in real-life and functional situations.
- Develop resilience, perseverance and independence as learners.
- Progress through appropriately matched curriculum pathways.
- Prepare for adulthood through the development of functional mathematical skills.
- Experience success and achievement regardless of starting point or level of need.

Implementation: How do we deliver Maths?

Pre-Explorers

For our pupils at the earliest stages of development, mathematics is experienced through sensory exploration, communication, regulation and interaction.

- Learning focuses on sensory regulation, attention, engagement and motor interaction.
- Mathematical concepts are embedded within the AET Areas of Learning and everyday experiences.
- Progress is measured using the Engagement Model, including exploration, anticipation, persistence, realisation and initiation.
- Pupils develop early mathematical awareness through cause-and-effect activities, matching, sorting, turn-taking, exploration and sensory play.

Scheme A

Pupils access daily mathematics sessions through highly practical and engaging learning opportunities.

- Learning is delivered through adapted White Rose planning and topic-based experiences.
- Teaching incorporates stories, songs, sensory play, structured routines and practical activities.
- Pupils develop understanding of Number, Place Value, Shape, Size, Position, Capacity and early Calculation.
- Mathematical vocabulary is explicitly modelled, taught and reinforced throughout the school day.
- Learning is carefully scaffolded to support communication, understanding and participation.
- Fractions and Time are revisited regularly throughout the year to support retention and confidence.

Schemes B, C & D

Pupils access a broad and ambitious mathematics curriculum that balances academic learning with functional application.

- Daily mathematics follows adapted White Rose learning pathways.
- Key curriculum priorities include Number, Calculations, Money and Time.
- The Concrete-Pictorial-Abstract approach is used to develop deep conceptual understanding.
- Learning is practical, purposeful and linked to real-life experiences wherever possible.
- Pupils are given regular opportunities to apply mathematics during daily routines, community activities and problem-solving situations.
- Increased curriculum coverage of Fractions and Time provides opportunities for retrieval, overlearning and consolidation.
- Mathematical skills are embedded across the wider curriculum and preparation for adulthood opportunities.
- Pupils work towards a range of accreditation pathways, including AQA Unit Awards, Entry Level qualifications, Functional Skills and GCSE Mathematics where appropriate.

Impact: What will our pupils achieve?

By the end of their mathematical journey at Longcause, pupils will:

- Demonstrate secure understanding of mathematical concepts appropriate to their individual pathway.
- Develop confidence and fluency in number, calculation and problem-solving.
- Understand and apply functional skills including money, time, measurement and direction.
- Communicate mathematical ideas using appropriate vocabulary and representations.
- Apply mathematics confidently within everyday situations and real-life contexts.
- Progress successfully through the school's mathematics pathways and accreditation routes.
- Demonstrate resilience, flexibility and perseverance when approaching mathematical challenges.
- Develop increasing independence and preparedness for adulthood.

Ultimately, our mathematics curriculum equips pupils with the knowledge, confidence and functional skills needed to participate as independently as possible within their communities and navigate the world around them with increasing confidence and success.