



## Maths at Kensington Queensmill

**Intent:** The aims of Maths at Kensington Queensmill are:

- To create opportunities for adult and peer interactions and joint attention
- To encourage children with special interests or particular mathematical talents
- To develop problem solving skills
- To teach children the mathematical vocabulary to request and comment on objects and events
- To teach functional mathematics skills to enable them to be more independent in the local community
- To recognise and use money in a range of functional contexts
- To understand chronological language relating to sequencing of events and activities
- To develop an understanding of quantity with words such as more, less, big, little, lots, few
- To develop functional mathematics skills for life skills and employment opportunities
- To learn to attend to a range of group sessions and activities
- To develop an understanding of time and the structure of a school day, week, term and year
- To be able to discriminate between objects, symbols, numbers and shapes
- To offer older children the opportunity to gain qualifications relating to Maths

**Implement:** Maths is generally taught at KQ through a mixture of discrete lessons, topic based learning and through activities embedded throughout the school day. Many of our students go on to gain qualifications in Maths, ranging from ASDAN, to Functional Skills and GCSEs.

- The Maths subject team meet regularly to review topics and schemes of work where there are aspects of Maths teaching and learning
- Themed learning walks look at the impact of Maths teaching across the school
- Staff training is held regularly on a variety of topics related to Maths
- Lesson observations, as well as monitoring of assemblies, support the development of Maths teaching
- Risk assessments for community outings are written by class teachers and reviewed by SMT

**Impact:** Progress in Maths is assessed formally through termly Personalised Learning Plan targets. Maths targets are agreed in collaboration with class teams, phase leaders, parents and speech and language therapists. Staff will consider children's EHCP outcomes and use targets to create small steps of learning and progress towards these. Engagement in Maths based activities are often related to social communication, joint attention and emotional regulation areas of development as well as number, measurement and geometry. Development of maths skills are embedded across the curriculum and the school environment.

Social partners might be working towards...

**Being part of a group**  
attending to maths activity

Exploring **sensory stimuli**  
relating to number, shape, time  
or measurement

Understanding and following a  
**schedule**

**Transitioning** between  
locations and activities

Participating in a range of  
**functional activities** such as  
cooking or shopping

Accessing a range of  
**community outings**

**Experiencing numbers and  
shapes** all around them

**Requesting** more of  
something

**Following simple  
instructions** using temporal or  
directional language

**Differentiating between  
some numbers or shapes**

Language partners might be working towards...

**Sorting** based on qualities e.g.  
big, small, more, less

Recognising and identifying the  
**days of the week, seasons and  
months of the year**

**Requesting** using a range of a  
range of attributes

**Commenting** on events,  
activities or objects

Developing independence in a  
range of **functional activities**  
such as cooking or shopping

**Accessing the community** with  
greater independence

**Matching** shapes, numbers or  
coins

**Counting** and writing some  
numbers

**Naming some shapes**

**Sequencing** events, patterns or  
numbers

**Identify numbers and shapes** in  
the world around them

Conversation partners might be working towards...

**Telling the time**

**Recognising money** and using  
it in a functional context

**Using mathematical language**  
to comment on events or  
objects

**Using positional and  
directional language** to  
describe a location

Using a range of strategies to  
**add, subtract, multiply or  
divide**

Rote learning **times tables or  
number bond** facts

**Sorting** based on qualities and  
attributes such as measurement

**Comparing** based on qualities  
and attributes

**Accessing some parts of the  
community** independently e.g.  
travel to and from school

**Using fractions, percentages  
or ratio** in a functional context

