



## **Long-Term Curriculum Overview: Mathematics**

**Key Stage(s): 2**

**Curriculum Lead: Layla Shepherd**

**Academic Year: 2025-2026**

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### **Curriculum Intent**

Our curriculum aims to nurture the whole child, supporting emotional wellbeing, resilience, and positive mental health. We focus on creating safe, inclusive environments where pupils with SEMH needs can thrive academically and personally. The curriculum is personalised and underpinned by strong relationships and consistency.

### **Curriculum Implementation**

- Structured Routine: Clear, consistent lessons to support the reduction of anxiety and increase engagement.
- Therapeutic Approaches: Use of Zones of Regulation.
- Adapted Curriculum: Use of accessible activities and adapted scaffolding to meet the needs of all learners.
- Environment: Calming, sensory-aware settings.

### **Curriculum Impact**

- Pupils develop emotional literacy and self-regulation.
- Increased engagement and attendance.
- Reduced behavioural incidents.
- Positive relationships with peers and adults.
- Preparation for transitions and independence.

Term	Topic / Learning Focus	Links towards EHCP Outcomes	Independent Skills Development	Assessment / Reflection of Learning	Resources / Programmes Used
Autumn 1	<p>Exploring numbers including subitising, composition, and the concept of zero.</p> <p>Mass and Capacity</p>	<p><b>Communication and interaction:</b> Use of number rhymes and stories to support verbal reasoning. Use of key vocabulary such as heavy, light, full, empty, more, less.</p> <p><b>Cognition and learning:</b> Developing number sense through subitising and counting. Comparing and measuring mass and capacity using non-standard units.</p> <p><b>Social, emotional and Mental health:</b> Group activities and games to build confidence and cooperation. Collaborative play and exploration using balance scales and containers.</p> <p><b>Sensory/Physical Needs:</b> Use of tactile resources like dot plates, counters, and feely bags. Hands-on activities with sand, water, and various materials to explore mass and capacity.</p>	<p>Children will develop independence in recognising and representing numbers, using five frames and manipulatives.</p> <p>Children will develop independence by exploring and comparing mass and capacity through hands-on activities.</p> <p>They will make predictions, test outcomes, and use tools like balance scales and containers to investigate.</p>	<p>Observations during games and activities, questioning during story time, and feedback from group tasks</p> <p>Observations during continuous provision, questioning during adult-led activities, and feedback from practical tasks such as balancing scales and measuring container capacities.</p>	<p>Dot plates, five frames, number tracks, rhymes, books like "Zero is the Leaves on the Tree", "None the Number", and "Room on the Broom".</p> <p>Balance scales, containers of various shapes and sizes, cubes, sand, water, spoons, ladles and books.</p> <p>Use of visual aids and sentence stems to support language development.</p>

<p>Autumn 2</p>	<p>Exploring numbers through counting, representing, comparing, combining groups, making pairs, doubling, and early subitising.</p> <p>Length, Height and Time</p>	<p><b>Communication and Interaction:</b> Using key vocabulary (“more”, “less”, “double”, “pair”), practising turn-taking in counting games, sharing ideas in group discussions. Using comparative vocabulary (longer/shorter, taller/shorter, before/after), sequencing stories and events, engaging in turn-taking games.</p> <p><b>Cognition and Learning:</b> Developing early number sense up to 8; understanding composition of numbers; linking numerals, quantities, and mathematical language. Developing problem-solving skills by comparing and measuring; understanding sequences and simple order; applying early mathematical reasoning to everyday tasks.</p> <p><b>Social, Emotional and Mental Health:</b> Building confidence through success in practical tasks, celebrating achievements in small steps, working collaboratively in pairs and groups. Building confidence through success in real-life contexts (measuring themselves, timing activities); promoting cooperation in pair/group measurement challenges.</p> <p><b>Sensory/Physical Needs:</b> Hands-on exploration with manipulatives (counters, cubes, fruit, ten frames); fine motor skills developed through sorting, pairing, and mark-making activities. Using hands-on,</p>	<p>Building independence in using ten frames, cubes, and counting objects without constant adult prompts.</p> <p>Encouraging children to check and correct their own work (self-monitoring).</p> <p>Developing resilience by attempting challenges independently.</p> <p>Encouraging choice-making in resources used to represent numbers (drawing, loose parts, role play).</p> <p>Encouraging independent use of vocabulary to describe length, height, and time.</p>	<p>Ongoing observations during play and adult-led activities.</p> <p>Questioning to check understanding</p> <p>Reflection in group sessions (sharing how they represented or found a number)</p> <p>Observations of children using correct comparative language in play.</p>	<p>Manipulatives: Counters, cubes, ten frames, dot plates, dominoes, natural materials, small world animals, construction toys.</p> <p>Visual and sensory supports: number cards, washing line activities, mirrors for doubles, large chalked ten frames outdoors</p> <p>Practical resources: timers, clocks, cubes, non-standard measuring tools (string, blocks, crates), height chart, dough, ribbons, outdoor sticks.</p> <p>Visual sequencing aids: daily timetables, story cards, photo timelines.</p>
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		<p>active exploration (measuring with blocks, comparing footprints, timing physical activities) to develop fine and gross motor skills.</p>	<p>Developing resilience by attempting comparisons and ordering without adult help.</p> <p>Using real-life scenarios to practise independent decision-making.</p> <p>Supporting children to measure and compare objects in their environment using both standard and non-standard tools.</p>		
Spring 1	<p>Mathematics: Building 9 and 10 &amp; Exploring 3-D Shapes</p>	<p><b>Cognition and Learning:</b> Developing number sense, spatial reasoning, and mathematical vocabulary. Building confidence with number bonds and pattern recognition.</p> <p><b>Communication and Interaction:</b> Using mathematical language to describe shapes, quantities, and patterns. Encouraging discussion and explanation of mathematical thinking.</p>	<p>Number Independence: Recognising and using numbers 9 and 10 in daily contexts, counting objects accurately, and understanding 'more' and 'less' concepts.</p> <p>Spatial Skills: Identifying 3-D</p>	<p>Ongoing Observation: Noting children's use of mathematical vocabulary during play and structured activities.</p> <p>Practical Assessment: Children demonstrating number bonds,</p>	<p>Manipulatives: Ten frames, number shapes, 3-D shape collections, counting bears, dice, dominoes.</p> <p>Technology: Digital ten frames, shape sorting apps.</p> <p>Sensory Resources: Feely</p>

		<p><b>Social, Emotion and Mental Health:</b> Building resilience through problem-solving, celebrating mathematical discoveries, and creating positive associations with learning.</p>	<p>shapes in the environment, selecting appropriate shapes for construction tasks, and creating their own patterns and arrangements.</p> <p>Self-Regulation: Following multi-step mathematical processes, checking their own work, and explaining their reasoning.</p>	<p>shape recognition, and pattern-making through hands-on activities.</p> <p>Self-Assessment: Children explaining their mathematical thinking using sentence stems and discussing what they notice about numbers and shapes.</p> <p>Photo Documentation: Recording children's constructions, patterns, and mathematical representations for portfolio evidence.</p>	<p>bags, textured number cards, large outdoor shapes for movement activities.</p> <p>Visual Supports: Number lines, shape property charts, pattern sequence cards.</p>
Spring 2	Building 9 and 10; Explore 3-D shape	<p><b>Communication and interaction:</b> Use of key questions and sentence stems to support verbal reasoning and mathematical vocabulary.</p> <p><b>Cognition and learning:</b> Development of number sense, subitising, composition of numbers to 10, and recognition of 3-D shapes and patterns.</p> <p><b>Social, emotional and Mental health:</b></p>	<p>Learners will develop independence through hands-on exploration of numbers and shapes, engaging in activities such as number hunts, pattern creation,</p>	<p>Assessment will be conducted through observations during adult-led and continuous provision activities, questioning to probe understanding, and feedback during practical tasks.</p>	<p>Use of ten frames, dot plates, number shapes, loose parts, feely bags, and books.</p> <p>Visual aids, tactile manipulatives, and structured routines will scaffold learning.</p>

		<p>Collaborative activities such as building structures and pattern games to foster peer interaction.</p> <p><b>Sensory/Physical Needs:</b> Use of tactile resources like dot plates, ten frames, and 3-D shapes to support sensory engagement.</p>	<p>and building with 3-D shapes.</p> <p>They will be encouraged to make predictions, solve problems, and explain their reasoning using mathematical language.</p>	<p>Checkpoint activities such as identifying doubles, composing numbers, and recognising patterns will be used to reflect learning.</p>	<p>Activities will be adapted to support all learners including those with sensory needs.</p>
Summer 1	To 20 and beyond, How many now?	<p><b>Communication and interaction:</b> Development of working with others through collaborative games.</p> <p><b>Cognition and learning:</b> Development of counting and using previous knowledge to support them.</p> <p><b>Social, emotional and Mental Health:</b> Promotes SEMH through turn-taking and fair sharing activities.</p>	<p>Learners build independence by counting beyond 10, solving number problems, and using ten frames and manipulatives to represent mathematical ideas.</p>	<p>Observations, questioning, use of number tracks and dice games, feedback from story reenactments and problem-solving tasks.</p>	<p>Ten frames, number tracks, dice and books.</p> <p>Use of real-life contexts and props to support understanding.</p>
Summer 2	Manipulate, compose and decompose shapes; Sharing and grouping; Visualise, build and map	<p><b>Communication and interaction:</b> Encouragement of communication via building and map making with peers.</p> <p><b>Cognition and learning:</b> Promotes shape manipulation and introduces early division concepts.</p> <p><b>Social, Emotional and Mental health:</b></p>	<p>Learners develop independence by creating patterns, building models, and designing maps.</p> <p>They apply mathematical language and</p>	<p>Observations during construction and pattern activities, questioning, feedback from map-making and storytelling, use of barrier games and visualisation tasks.</p>	<p>Pattern blocks, tangrams, small-world resources and books.</p> <p>Use of visual aids, story maps, and hands-on materials to scaffold learning.</p>

		Promotes SEMH through teamwork and imaginative play.	reasoning in familiar and imaginative contexts.		
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