



First Base Maths Curriculum is derived from objectives given in the EYFS profile and the National Curriculum. For the Springboard Curriculum, key skills have been identified and progression mapped through from Early Years standards to greater depth at Year two. First Base have a concentric curriculum to enable objectives to be revisited, to build on learning and for knowledge acquisition to be long term. Children will know more, do more and remember more.

The purpose of our Springboard Maths programme of study is to equip children with strong foundations in number, understanding of place value and skills in addition and subtraction. The fundamental areas in our Maths Springboard curriculum are;

- Number and Place Value
- Addition and subtraction
- Measurement (length, weight and capacity only)

Each of these areas include opportunities for application of knowledge and skills to solve problems and explain reasoning. For pupils accessing the Springboard pathway we will not be covering; Multiplication and Division, Fractions, Measurement (time & money), Geometry and Statistics.

Pupils accessing the Springboard Curriculum access a Maths lesson for 40 minutes on 2 of the days. Each area of study is covered for the duration of a three-week topic unit. Within each unit key objectives will be taught and assessed. As agreed with pupil's mainstream settings First Base will teach the agreed objectives, as outlined in the programme of study, but will not be responsible for teaching the unit in its entirety.

Curriculum documents and assessment data will be shared with mainstream settings to enable them to fully understand which objectives have been taught during the First Base placement and consequently those they remain responsible for delivering.

Teachers will assess learning objectives taught through a RAG rating system which will measure progress overtime. Assessment is used to inform future planning and teaching. It is shared with mainstream schools to allow them to reach a holistic judgement to report on statutory Maths attainment. Gaps in learning and misconceptions are addressed rapidly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

See Calculation Policy detailing calculation methods which will be used for teaching addition and subtraction at First Base. A wide range of resources and manipulatives will be used to support Maths teaching.

All teaching will be adapted to support pupil's individual needs, according to their starting point. First Base work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties. Pupils are encouraged during lessons to access challenge cards which provide regular opportunities to extend their learning.

Policy reviewed: September 2022

Reviewed by: Stacey Laws

