Maths Policy

Written by: Kelly Kerr & Harriet Duffy, September 2025

DAVENTRY HILL SCHOOL

INSPIRE ♦ EMPOWER ♦ ACHIEVE

OUR MISSION

To create **happy**, **successful** people.

OUR VISION

To **inspire** and **empower** our young people to **achieve** success.

AT DHS WE VALUE

We celebrate what everyone can do.

We look forward to the possibilities that lay ahead.

We nurture curiosity, to know more and understand more.

We encourage exploration of the world around us.

We support everyone to have courage to keep moving forward and learn from their experiences.

We nurture a strong sense of self.

We nurture everyone's sense of belonging.

We support everyone to communicate and work with others.

We nurture the understanding of others.

We treat all with kindness.

Part of CREATING TOMORROW

Contents

1. Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
    - Health Assure (confidential counselling support available through Education Support
    - Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

2. Subject Rationale

2.1 Intent

We aim to give the children a secure understanding of the basic mathematical skills, a solid foundation upon which they can build as they move through their education. A good mathematical knowledge is an essential skill for everyday life, and necessary for financial literacy and most forms of employment.

In our early years and yellow pathway classrooms, maths skills are developed through activities such as matching, sorting, role play and number songs and games. We use developmental ladders to assess whether our pupils are ready to move on to more formal learning.

We believe that all children have the potential to succeed. It is important that pupils are given the chance to deepen their conceptual understanding by tackling challenging and varied problems. Pupils learn to apply their mathematical knowledge when problem solving and are given opportunities to reason about their mathematical learning. Practical, real-life activities are used wherever possible to enable pupils to relate their learning to real life contexts. Pupils are encouraged to work systematically when solving problems, identifying what they know and thinking how this can be used.

It is important that pupils do not learn calculation procedures by rote but are able to demonstrate an understanding of them through the use of concrete materials and pictorial representations. We have a coherent calculation policy that can be used by teachers to ensure pupils understand mathematical calculation and are supported to develop this incrementally.

2.2 Implementation

Pupils will develop a range of mental calculation skills. They will learn to recall number facts and apply these when calculating and problem solving. Pupils will learn their times tables and can practise these using the Times Table Rockstars programme in our primary school. All children in Black Pathway will have a username and password to access TTRS both at home and at school. Black Pathway learners have daily Maths Meetings in which pupils practice and embed their knowledge of mathematical facts.

Mathematical language is important and so key vocabulary are identified within lessons and explicitly taught. All pupils are encouraged to use the correct language and this is modelled by all staff. Pupils can refer to Knowledge Organisers for the correct language relating to maths topics and for further guidance on mathematical concepts.

Teachers use Rising Stars to support lesson sequencing, ensuring that a spiral curriculum is in place. Teachers may use other resources such as White Rose to enhance lessons and ensure that learning is appropriate and differentiated for all learners.

In Skills for Life (KS4) and Foundations for the Future (KS5) pupils work towards accreditation in Functional Skills Maths, starting at OCR Life and Living Skills or Entry Level 1,2 and 3, then moving on to Level one and two if appropriate. These qualifications are equivalent to GSCE Maths. Work experience in Key Stage 4 give pupils the opportunity to apply their maths skills in a real-life context.

2.3 Importance of Maths

Maths is important because:

- Life Skills – Maths is used every day: telling time, handling money, shopping, cooking, and budgeting.
- Problem-Solving – It builds logical thinking and helps students tackle real-world problems.
- Supports Other Subjects – Maths is key in science, technology, geography, and more.
- Opens Future Opportunities – Many jobs and courses require basic maths skills.
- Boosts Confidence – Solving maths problems builds perseverance and self-belief.

3. How the Scheme is Structured

To ensure we achieve coverage of all areas, teachers will follow the below plan. However, within each section teachers will use their assessment of the pupils and ensure that the content is targeted to a personalised next step based on a gap analysis.

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Foundations for learning	Number (approx. 4 weeks) Shape (approx. 2 weeks)	Number (approx. 4 weeks) Measure (approx. 2 weeks)	Number (approx. 4 weeks) Space (approx. 2 weeks)	Number (approx. 4 weeks) Shape Consolidation (approx. 2 weeks)	Number (approx. 4 weeks) Measure consolidations (approx. 2 weeks)	Number (approx. 4 weeks) Space Consolidation (approx. 2 weeks)
Learning to be me	Number and Place Value (approx. 4 weeks) To Calculate (approx. 2 weeks)	To know and use number (consolidation) To Measure- time and money (approx. 3 weeks) incl consolidation of calculation where appropriate To calculate (consolidate) (Approx. 4 weeks)	To Sequence (numbers) (approx. 2 weeks) To Discriminate (incl consolidation of shape) (approx. 2 weeks) To Measure- time and money (approx. 2 weeks)	To Understand the properties of shape (approx. 2 weeks) To Use data information (approx.. 2 weeks)	To Know and Use Numbers/to Calculate (approx. 3 weeks) To Measure- length/height; mass/weight (approx..2 Weeks) To use data information (approx. 1 week)	Consolidation of Learning (approx.. 3 weeks) TRANSITION- to know and use number to calculate (2 weeks)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Place in the World	Number and Place Value (approx. 4 weeks) To Calculate (approx. 2 weeks)	To Understand the properties of shape (approx. 2 weeks) To know and use number (consolidation) To calculate (consolidate) (Approx. 4 weeks)	To Sequence (approx. 2 weeks) To Discriminate (incl consolidation of shape) (approx. 2 weeks) To Measure- length/height; mass/weight (approx.. 2 Weeks)	To Measure- time and money (approx. 3 weeks) incl consolidation of calculation where appropriate To Use data information (approx.. 2 weeks)	To Know and Use Numbers/to Calculate (approx. 3 weeks) To use data information (approx. 1 week)	Consolidation of Learning (approx.. 3 weeks) TRANSION- to know and use number to calculate (2 weeks)
Skills for Life	Number and Place Value (approx. 4 weeks) To Calculate (approx. 2 weeks)	To know and use number (consolidation) To Measure- time and money (approx. 3 weeks) incl consolidation of calculation where appropriate To calculate (consolidate) (Approx. 4 weeks)	To Sequence (approx. 2 weeks) To Discriminate (incl consolidation of shape) (approx. 2 weeks) To Measure- time and money (approx. 2 weeks)	To Understand the properties of shape (approx. 2 weeks) To Use data information (approx.. 2 weeks)	To Know and Use Numbers/to Calculate (approx. 3 weeks) To Measure- length/height; mass/weight (approx. 2 Weeks) To use data information (approx. 1 week)	Consolidation of Learning (approx.. 3 weeks) TRANSION- to know and use number to calculate (2 weeks)

3.1 Correspondence with Rising Stars (to be used for school years 1-8)

Teachers will use the content that is appropriate based on teacher assessment. Content delivery will not be stipulated by chronological age

3.1.1 Rising Stars EYFS

Number	Unit 1 Recognise numerals 1-4 Partitioning 4 Unit 2 More/less/same Ordering numbers and introducing 0 Unit 4 Counting to 6 Counting to 10	Unit 7 11 and 12 Unit 9 Counting in 2s Unit 10 Counting to 20 Unit 13 One more/one less to 20
Calculation	Unit 5 One more/one Adding to 10 Subtracting within 10	Unit 7 Doubling and halving Unit 9 Sharing Unit 13 Adding and subtracting 2 single digit numbers
Measurement	Unit 3 talking about time Unit 6 Comparative measures Compare length and height Weight Capacity Distance	Unit 10 Time Unit 11 Recognising coins Shopping Unit 12 Measuring length using non-standard units Measuring weight and capacity using non-standard units
Shape	Unit 3 3D shapes Positional language	Unit 8 Size and sorting 2d shapes Repeating patterns

3.1.2 Rising Stars Year 1

Number	Unit 1 One more/one less 10s and ones Length and height (counting to and across 30) Days of the week and months of the year Unit 2 Number stories	Unit 4 Number patterns Unit 6 Coins and notes Ten more/ten less Two more/two less Unit 11 Ordering Five more/five less
Calculation	Unit 5 Doubles Adding and subtracting with 20 Adding and subtracting with 11-19 Unit 7 Arrays and grouping Twos, tens and sharing	Unit 9 Adding and subtracting on a number line Unit 12 Solving addition problems Solving subtraction problems Unit 13 Multiplying and dividing
Fraction	Unit 13 Halves Quarters	Unit 14 Different turns
Measurement	Unit 1 Length and height Days of the week and months of the year Unit 3 measurement Unit 4 time comparing mass and capacity	unit 8 measuring length and height measuring mass measuring capacity and volume Unit 9 when and where Unit 11 Clocks

Shape	Unit 3 3D shapes 2D shapes Position direction and movement Unit 10 3D shapes and towers Giving and following directions	Unit 11 repeating patterns Unit 14 Different turns Programming floor robots

3.1.3 Rising Stars Year 2

Number	Unit 1 Comparing numbers Partitioning numbers Unit 4 Less than/greater than	Unit 6 estimating Unit 9 numbers in words Unit 13 multiplication table of 3
Calculation	Unit 2 Fact families Adding and subtracting ones Adding three single digit numbers Adding and subtracting tens Unit 5 Patterns in calculations Unit 7 Repeated addition and subtraction Multiplication tables and arrays Division	Unit 8 Partitioning to add and subtract (TO O) Partitioning to add and subtract (TO TO) Unit 9 Adding and subtracting by sequencing Adding and subtracting a near multiple of 10 Unit 11 Millilitres Unit 12 Add or subtract? Checking addition and subtraction Solving missing number problems Adding in columns
Fraction	Unit 8 fractions of a whole Unit 11 thirds	Unit 13. Fraction and scaling

Measurement	Unit 1 Tallest, longest, shortest Units of time Unit 5 pounds and pence adding and subtracting money money problems	Unit 7 five minute times Unit 8 temperature Unit 11 Millilitres Time intervals Unit 13 Calculating time
Shape	Unit 3 Patterns Faces. Vertices and edges Symmetry Unit 4 Less than/greater than How much? Quarter past and quarter to	Unit 10 Exploring faces Pattern in shapes Unit 14 Turns Estimating lengths and distances directions
Statistics	Unit 6 odd and even displaying information	

3.1.4 Rising Stars Year 3

Number	Unit 1 tens and hundreds hundreds, tens and ones compact and ordering numbers representing numbers Unit 5 counting in steps of different sizes more about place value	Unit 7 Showing numbers in different ways Unit and non-unit fraction Unit 10 Reading and writing numbers Using place value

Calculation	Unit 2 Mental calculation strategies Developing written methods Unit 3 2s, 4s, 8s Commutativity Sharing and possibilities Unit 6 Adding three digit numbers Subtracting three digit numbers	Unit 8. Multiplication tables Multiply by 5 and 20 Missing number problems and scaling Unit 11 Adding three digit numbers Subtracting three digit numbers Unit 13 Towards the written method for multiplication Towards the written method for division
Fraction	Unit 5 tenths Unit 7 Showing numbers in different ways Unit and non-unit fraction Adding and subtracting fractions	Unit 10 Reading and writing numbers Using place value Unit 12 Representing whole numbers and tenths Finding and using unit and non-unit fraction Equivalent fractions
Measurement	Unit 10 Reading and writing numbers (time) Using place value (time- seconds and minutes) Unit 5 more about place value	Unit 10 Reading and writing numbers Using place value
Shape	Unit 4 making and describing 3D shapes angles Unit 9 lines turning	Unit 14 all about 2D shapes measuring perimeter
Statistics	Unit 5 counting in steps of different sizes	

3.1.5 Rising Stars Year 4

Number	Unit 1 Counting Place value Unit 5 Counting in steps Rounding, ordering and comparing Roman numerals	Unit 10 25s and 1000s Place value and measures
Calculation	Unit 2 Adding 4 digit numbers Subtracting 4 digit numbers Unit 3 Counting Calculating mentally Calculating on paper Unit 6 Using mental and written methods to solve problems Bar models and bar charts Solving problems	Unit 8 Multiplication table facts 3 at once Written methods Scaling Unit 11 Solving problems using written methods Applying methods of addition and subtraction Unit 13 Multiply and dividing mentally Multiplying on paper scaling
Fraction	Unit 7 Families of fraction Decimals and equivalences Unit 11 Solving problems using written methods	Unit 12 Equivalences Comparing and rounding decimals
Measure ment	Unit 6 Using mental and written methods to solve problems problems Unit 11 Solving problems using written methods	Unit 14 Perimeter and area Perimeter and angles Area and symmetry

Shape	Unit 4 three types of triangle triangle quadrilaterals symmetry	Unit 9 trapeziums and kites coordinates and translations Unit 14 Perimeter and angles Area and symmetry
Statistics	Unit 6 Bar models and bar charts	

3.1.6 Rising Stars Year 5

Number	Unit 1 Distances Unit 5 Place holders and comparing Positive and negative numbers Roman numerals	Unit 10 Negative numbers and millions
Calculation	Unit 1 converting units of measure Unit 2 mental calculation strategies written methods for addition and subtraction Unit 3 exploring multiples, factors, squares and cubes mental calculation strategies for multiplication and division written methods for multiplication and division Unit 6 Mental or written methods? Don't forget to check!	Unit 8 Primes, squares and cube using scaling for multiplication and division Unit 11 Mental and written calculations Unit 13 All about factors Mental calculating and scaling Four digit and long multiplication Division with remainder

Fraction	Unit 1 fractions and decimal equivalences reading, writing and ordering decimal numbers Unit 6 Mental or written methods? Unit 7 comparing and ordering fraction improper fraction and mixed numbers Equivalences Percentages	Unit 8 Using fractions as operators for multiplication Unit 10 all about fractions all about decimal fractions Unit 11 adding and subtraction fractions Unit 12 Exploring fraction Working with decimals Calculating and converting percentages
Measurement	Unit 1 converting units of measure Unit 6 Mental or written methods? Unit 11 Mental and written calculations adding and subtraction fraction	Unit 14 finding perimeters areas and perimeters volume and capacity
Shape	Unit 4 regular or irregular angles drawing Unit 9 reflecting and translating 2D shapes identifying 3D shapes angles	Unit 14 finding perimeters
Statistics	Unit 11 adding and subtraction fractions Unit 6 Don't forget to check!	

1. 4.Assessment (Impact)

What assessment typically looks like through the Maths curriculum

2. **Ongoing / Formative Assessment**
    - Teachers assess continuously during each lesson via conversation and observation, for example checking students' intentions and understanding.
    - Use of "I can…" statements as checkpoints during units to see how students are progressing.
    - In Primary, floor books are used for capturing and showing progress overtime. During floor book time students will have an opportunity to revisit their work.
    - Either Pre unit teacher assessments or formative White Rose Start of unit tests assessments take place for black pathway students. Teachers use these assessments to plan for any gaps in learning and to show progress and attainment.
3. **Milestones / Progression Documents**
    - By following our Maths Rising Star Curriculum, students will have opportunities to develop skills found within the developmental ladders. Floor books and student maths books student success and wow moments.
4. **Self- and Peer-Reflection**
    - Students are encouraged to evaluate their own and others' work: to reflect on what worked, what didn't, experiment, try again.
5. **Holistic / Growth Mindset Focus**
    - Assessment is not just about final product quality, but growth over time, risk taking, experimentation, building confidence and creativity.

Assessment

Our aim is to ensure all children are given the knowledge, skills and experiences they need to be happy and successful in their future. Our curriculum provision (curricular and EHCP) supports personal success and good mental health.

Purpose

- monitor a young person's progress in achieving the curriculum aims,
- celebrate their successes,
- identify necessary interventions and next steps.

Process

To achieve this:

- A **developmental ladder** is completed to identify the appropriate curriculum pathway.
- **Baseline assessments** are completed within the first 6 weeks of a new year.
  - These could include phonics/reading, writing, Maths White Rose, as appropriate to the pathway
- **Pupil meetings** will take place 3 times per year to review progress against the curriculum pathway
- 12-montly targets are set for **EHCP** outcomes in line with the annual review date. These are broken into smaller steps and monitored at pupil meetings.

Yellow Pathway

Yellow 1/ Yellow 2

This is a pre-formal curriculum that links to EHCP outcomes. Learning is child centred and heavily integrated into play, allowing the student to explore, experiment and make choices

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP using EfL, each target to be broken into 6 weekly small steps
- 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos.
- Floor books in the classroom will capture key moments of learning in the curriculum. These will also be captured within the observations.

Green Pathway

Green 1/ Green 2

This introduces some subject specific study that is taught using yellow pathway pedagogy e.g. opportunities to play, continuous provision, short targeted teacher input, sensory breaks, concrete objects etc.

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP using EfL, each target to be broken into 6 weekly small steps
- 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos.
- Subject specific evidence collection
- Informal teacher assessment gathered to inform planning of subject specific content

Black Pathway

This is curriculum designed for students who are cognitively operating above 60 months and follows a formal, subject specific learning approach. The majority will work towards accreditations in maths, English and ICT alongside vocational subjects.

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP in student portfolios, this will include student self-assessment
- Standardised assessments to include phonics/fresh start, reading age, comprehension, white Rose maths, Functional Skills (KS4 &5)
- Hot and cold writes used to show progress in Writing.

5. SMSC

The spiritual, moral, social and cultural (SMSC) curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for British Values.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The SMSC curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in SMSC using their preferred and appropriate communication strategies.

Moral Development

- Fairness in Sharing
  Using maths activities (e.g. dividing objects) to show equal and fair sharing.
- Honesty in Work
  Encouraging students to try their best, check their answers, and not copy.
- Right and Wrong Understanding when answers are correct or incorrect and learning from mistakes respectfully.
- Respect for Others
  Taking turns in group maths games and listening to others' methods or ideas.

Social Development

- Working Together
  Group maths games or problem-solving to encourage cooperation and turn-taking.
- Communication Skills
  Explaining how they solved a problem, listening to others' ideas.
- Supporting Peers
  Helping each other with tasks, celebrating each other's success.
- Following Routines
  Learning to wait, share resources, and respect classroom rules during maths lessons.

Cultural Development

- Exploring Different Number Systems
  Introducing counting or patterns from various cultures (e.g., Roman numerals, Mayan numbers).
- Learning About Mathematicians Worldwide
  Sharing stories of famous mathematicians from different backgrounds.

- Real-Life Cultural Contexts
  Using examples like traditional games, crafts, or currencies from various cultures in maths activities.

To access the full SMSC document please click on the link SMSC at DHS_final.docx

6. British Values

The British Values curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for Spiritual, Moral, Social and Cultural (SMSC) development.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The British Values curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in British Values using their preferred and appropriate communication strategies.

In Maths, British Values will be highlighted and celebrated through: -

1. Democracy

- **Voting in class**: Use tally charts, pictograms, or bar graphs to record votes (e.g., "What's our favourite fruit?").
- Pupils see their choices represented fairly in maths and learn about decision-making.

2. Rule of Law

- **Maths rules**: Emphasise that maths has clear rules (e.g., order of operations, number facts).
- Link to classroom routines in maths – following agreed steps to solve problems, respecting turn-taking in games.
- Show consequences of breaking "rules" in maths (e.g., adding instead of subtracting changes the outcome).

3. Individual Liberty

- Encourage pupils to **choose their own strategies** for problem-solving (counters, number lines, drawing).
- Let pupils select how they present data or which challenge level they want to try.
- Show that everyone can succeed in maths in their own way.

4. Mutual Respect

- Promote **teamwork in maths games** (e.g., working in pairs to solve puzzles).
- Celebrate different methods of finding answers and respect others' working out.
- Praise listening to others' mathematical ideas, even if they're different.

5. Tolerance of Different Faiths and Beliefs

- Use **real-life maths contexts** that celebrate diversity (e.g., looking at shapes in Islamic art, Rangoli patterns, Jewish festival timings).
- Compare number systems (Roman numerals, Hindu-Arabic numerals).
- Use measures and time linked to cultural events (e.g., Ramadan timings, calendars from different traditions).

7. Personal Development

At Daventry Hill School, we consider the development of character to be a key part of personal development.

We define character to be:

- Being able to identify personal strengths and areas of development and be able to use this to set goals.
- The development of resilience, learning from setbacks and persevering.
- Understanding the importance of honesty and acting for the right reasons.
- Understanding their place in the world and the importance of generosity and kindness towards others
- Being able to listen to others
- Developing an understanding of who they are and having self-confidence

These are linked to the 4 adult EHCP outcomes of employability, independent living, good health and community.

The DfE guidelines state that:

- Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.
- The Relationships, Sex and Health Education Statutory Guidance (which applies to all state funded schools) makes clear that this is most effective when schools also actively promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.

- Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.

This clearly links with our Preparation for Adulthood curriculum as well as our SMSC and British Values Curriculum, as detailed above.

In addition to the areas listed in SMSC and British Values above, Personal Development will be highlighted and developed through:

1. Our Employability offer

This includes opportunities to look at how Maths is used in the workplace and careers linked with Math. Our enterprise projects are linked to financial business plans where students need to budget, plan and execute their own class business. Our world of work offer explores different work settings and these include careers that have a maths focus.

2.Community visits and outdoor learning

Outdoor learning both on and off site gives our students the opportunity to linked maths provides hands-on, real-world experiences that make abstract concepts concrete and meaningful for students. For example, visiting a supermarket can help students practice budgeting, addition, subtraction, and understanding money. These experiences show students how maths applies outside the classroom, boosting engagement and motivation. They also encourage problem-solving, teamwork, and communication skills as students work through practical tasks together. Overall, maths-related trips enrich learning by connecting theory to everyday life, helping students develop confidence and a deeper understanding of mathematical concepts.

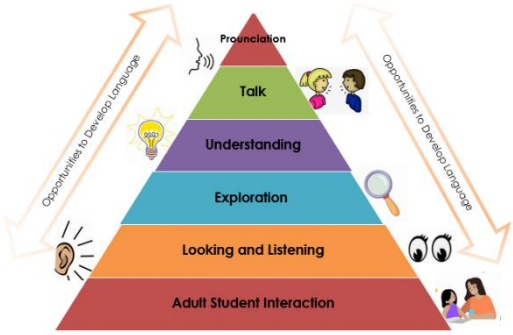
To access the full Personal Development document, please click here: DHS- Confidential Hub - DHS - Confidential Shared Documents - Personal Development - All Documents

8. Inclusion and Accessibility

Curiosity and Communication Approach

At Daventry Hill School, the development of a curiosity to be one of our core values. This is captured in our Curiosity and Communication Approach. There are many opportunities to explore curiosity and communication throughout the teaching and learning in maths.

We define curiosity opportunities for:	What could this look like in maths?
Independent thinking	Maths encourages individuals to select the resources they may need and strategies that work best for them.
Non-verbal communication	Through resources, visuals, communication aids and technology.
Language and verbal communication	Using subject specific vocabulary and encouraging maths talk where appropriate. Connecting maths to real-life examples to make it meaningful.
Problem solving	Maths allows learners to explore different ways of solving a problem
Risk taking	Stepping outside comfort zones, trying new methods and building confidence.
Imagination	Seeing maths as creative, playful and connected to real-life- not just numbers on a page.
Creativity	Through number stories and visuals. Incorporating building and creating linked to maths topics. Investigating scenarios. Using maths in creative subjects such as music and dance.
Critical thinking	Maths should go beyond "just getting the answer" and should focus on reasoning, questioning and decision making.
Lifelong learning	Applying maths to real-life contexts when telling the time, using money and calculating in order to foster independence.



At Daventry Hill School we use the Language Development Pyramid to support communication and curiosity based learning.

Some Strategies to use from the Language Development Pyramid in art:

<table>
<tr><td>Student interaction
  </td><td>• Play opportunities
• Sensory based tasks
• Intensive interaction- copy movements, sounds, choices
• ShREC
• Discussion
• Sharing preferences</td></tr>
<tr><td>Looking and listening
  </td><td>• Commenting and questioning. 4 comments to 1 question.
• Attention Autism pedagogy- anticipation, waiting, extending lesson time
• Modelling</td></tr>
<tr><td>Exploration
  </td><td>• Experimenting
• Continuous provision
• Risk taking
• Trying new things
• Researching and experiencing artists</td></tr>
<tr><td>Understanding, Talk and Pronunciation
  </td><td>• Art specific key words
• Opportunities to share work
• Group work
• Blanks Level of Questioning
<table><tr><td>Level 1

(Concrete Features)</td><td>What is this? (point to an object in the artwork)

Can you find the ___? (e.g., tree, person, house)

What colour is this?</td></tr></table></td></tr>
</table>

		Level 2 (More detail)	What is happening in this picture? What do you see in the background?	
		Level 3 (features that can't be seen)	Why do you think the artist used dark colours here? How is the person feeling? How can you tell? What do you think happened before this picture was made?	
		Level 4 (reasoning and problem solving)	What would happen if we changed the colour of the sky to green? Why do you think the artist chose this style instead of making it realistic?	

To access the full document please click on the link Curiosity Approach.docx