

**Intent:**

To learn basic principles of Maths as an essential part of functioning independently in adult life safely.

		Cycle A (2023-24)	Cycle B (2024-25)	Cycle C (2025-26)
Autumn	1	<ul style="list-style-type: none"> <li><b>Whole Numbers in Adult Life</b> <i>To identify numbers used in adult life in a functional way.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Whole Numbers in the Community</b> <i>To recognise and understand the purpose of numbers within the local community.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Whole Numbers in the Workplace</b> <i>To identify and use numbers within the workplace in a functional way.</i></li> </ul>
	2	<ul style="list-style-type: none"> <li><b>Whole Numbers in the Environment</b> <i>To identify numbers in the environment and how these support everyday life.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Whole Numbers for a Range of Purposes</b> <i>To use numbers to support with signs, directions, and house numbers.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Whole Numbers within Technology</b> <i>To use numbers to support with payments, phone numbers, wages and understanding online safety.</i></li> </ul>
Spring	1	<ul style="list-style-type: none"> <li><b>Measures in Adult Life</b> <i>To read and understand different units of measure and how to use these functionally.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Measures for Independence</b> <i>To utilise measures within timetables, instructions, recipes, dates.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Measures when Socialising</b> <i>To read and understand calculating costs, events, menus.</i></li> </ul>
	2	<ul style="list-style-type: none"> <li><b>Shape and Space in the Local Community</b> <i>To read and understand signs and symbols in the community and follow directions.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Shape and Space whilst Shopping</b> <i>To understand shape and space whilst shopping through effective packing, storing, purchasing.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Shape and Space Travelling</b> <i>To follow directions and understand positional language.</i></li> </ul>
Summer	1	<ul style="list-style-type: none"> <li><b>Data and Statistics in Everyday Life</b> <i>To read data and statistics for functional purposes, writing a shopping list, finding contact numbers.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Data and Statistics in the Home</b> <i>To safely sort recycling within the home, clothes, and order.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Data and Statistics in the Community</b> <i>To read information from a wide range of statistical information such as football leagues, holiday brochures and maps.</i></li> </ul>
	2	<ul style="list-style-type: none"> <li><b>Whole Numbers Travelling</b> <i>To understand numbers when travelling in relation to speed, timetables, transport numbers.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Whole Numbers for Independence</b> <i>To understand numbers within instructions and recipes, temperatures, ages.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Whole Numbers in Everyday Life</b> <i>To understand how numbers are a part of everyday life, page numbers within books, prices of products.</i></li> </ul>

<p>Running throughout each cycle</p>	<p><b><u>Spiritual, Moral, Social and Cultural Development</u></b></p> <p><b>The spiritual development of learners is shown by their:</b></p> <ul style="list-style-type: none"> <li>• Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.</li> <li>• Knowledge of, and respect for, different people's faiths, feelings and values.</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>• Use of imagination and creativity in their learning.</li> <li>• Willingness to reflect on their experiences.</li> </ul> <p><b>The moral development of learners is shown by their:</b></p> <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.</li> <li>• Understanding of the consequences of their behaviour and actions.</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul> <p><b>The social development of learners is shown by their:</b></p> <ul style="list-style-type: none"> <li>• Use of a range of social skills in different contexts, for example working and socialising with other learners, including those from different religious, ethnic and socio-economic backgrounds.</li> <li>• Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</li> <li>• Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul> <p><b>The cultural development of learners is shown by their:</b></p> <ul style="list-style-type: none"> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</li> <li>• Understanding and appreciation of the range of different cultures in the college and further afield as an essential element of their preparation for life in modern Britain.</li> <li>• Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</li> <li>• Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</li> </ul>	<p><b><u>Fundamental British Values</u></b></p> <p><b>Individual Liberty:</b></p> <ul style="list-style-type: none"> <li>• Freedom of speech to make own decisions.</li> </ul> <p><b>Mutual Respect:</b></p> <ul style="list-style-type: none"> <li>• Treating others as you would want to be treated.</li> </ul> <p><b>Tolerance:</b></p> <ul style="list-style-type: none"> <li>• Learning about other cultures and faiths and listening to viewpoints.</li> </ul> <p><b>Rule of Law:</b></p> <ul style="list-style-type: none"> <li>• Understanding rules and why they are important.</li> </ul>
--------------------------------------	---	---