

Numeracy Specialist

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



SPECIALIST Numeracy is formed of 12 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Number	Applying Learning	4
2 Shape & Sorting	Applying Learning	4
3 Measurement	Applying Learning	4
4 Time	Applying Learning	4
5 Position & Direction	Applying Learning	4
6 Money	Applying Learning	4
7 Number	Building Understanding	4
8 Shape & Sorting	Building Understanding	4

9 Measurement

**Building
Understanding**

4

10 Time

**Building
Understanding**

4

11 Position & Direction

**Building
Understanding**

4

12 Money

**Building
Understanding**

4





3. Lessons

Unit 1 Number

4 Lessons

Lesson number	Lesson question	About the lesson
1.	Counting individual objects	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will develop an understanding of one-to-one correspondence up to 9.• Counting objects to 9 <p>Equipment</p> <ul style="list-style-type: none">• items to count, number line
2.	Counting to 12	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will learn to count to 12 by rote.• To count to 12 <p>Equipment</p> <ul style="list-style-type: none">• items to count, number cards

3.

One more/One Less

Pupils will learn

- In this lesson, we will learn to calculate one more and one less from a group of objects up to 9.
- To understand one more / one less up to 9

Equipment

- items to count, building blocks, number line
-

4.

Counting and comparing groups

Pupils will learn

- In this lesson, we will learn to count items individually, recognise numerals and match quantities to numerals.
- Counting and comparing groups

Equipment

- pictures of doors, envelopes, number cards
-





Lesson
number

Lesson question

About the lesson

1.

Comparing objects by size

Pupils will learn

- In this lesson, we will compare familiar objects by size, using associated vocabulary to label items.
- Comparing items based on their shape and size

Equipment

- objects of different sizes, building blocks such as lego or duplo

2.

Sorting objects by shape and size

Pupils will learn

- In lesson 2 of 4, we will use the vocabulary learned in lesson 1 to sort objects by one criterion. We will explore the sorting of household objects and apply this to the practical context of storing food items after shopping.
- Sorting items based on their shape and size

Equipment

- objects of different sizes, shopping bag containing groceries of different sizes, shelves

3.

Identifying simple 2D shapes from a pattern

Pupils will learn

- In this lesson, we will look at common 2D shapes and learn some of the vocabulary associated with their properties. We will learn to identify these shapes and practice using mathematical vocabulary to show we recognise what makes each shape different from the others.
- Identifying simple 2-D shapes from a pattern

Equipment

- shapes cut from paper or card, paper and pens, bag



4.

Creating patterns using simple shapes

Pupils will learn

- In this lesson, we will recap the vocabulary associated with 2D shapes and will use our understanding of the properties of shapes to make them in a practical activity. We will sequence these shapes as part of a repeating pattern.
- Creating patterns using simple shapes

Equipment

- whiteboard and marker, bubble wrap, sandpaper, playdough



Lesson number	Lesson question	About the lesson
1.	Comparing and ordering similarly sized items by height	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will compare different items to find short and tall items when comparing two. We will begin to order multiple items by height.• Comparing and ordering similarly sized items by height <p>Equipment</p> <ul style="list-style-type: none">• short items, tall items, stacking toys
2.	Comparing items based on their size	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will explore different items found on a nature walk - looking at length and thickness of different natural resources we may find.• Comparing items based on their size

3.

To compare items using mathematical vocabulary

Pupils will learn

- In this lesson, we will begin to identify and describe items as 'full' or 'empty' and 'heavy' or 'light'.
- To compare items using mathematical vocabulary

Equipment

- plastic bottles, water, cups, heavy items, light items, Jugs



4.

Measuring liquids and lifting items to identify and compare weights

Pupils will learn

- In this lesson, we will explore a range of items to identify how much should go into a cup and explore the weights of different objects from the home. We will apply this to making our own drinks and helping putting the shopping away.
- Measuring liquids and lifting items to compare weight

Equipment

- cups, jugs of water, squash/juice, heavy items, light items



Lesson number	Lesson question	About the lesson
1.	Learn to name the days of the week	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will see and hear the names of days of the week. We will be given strategies to use to learn these and recognise which one is missing.• Learning the names of the days of the week <p>Equipment</p> <ul style="list-style-type: none">• names of the days of the the week written on paper or printed, made up nonsense words such as 'floopsday'
2.	Sequencing the days of the week	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will learn to sequence the days of the week and apply this to use or respond to the terms such as 'today', 'yesterday' and 'tomorrow'.• Sequencing days of the week <p>Equipment</p> <ul style="list-style-type: none">• names of the days of the the week written on paper or printed, key vocabulary symbols

3.

Knowing what happens on different days

Pupils will learn

- In this lesson, we will learn what a visual timetable is and answer questions to show understanding of how it works. We will then do the same for our own visual timetable or diary.
- Knowing what happens on different days

Equipment

- visual timetable, with at least one event on each day



4.

Creating a visual timetable

Pupils will learn

- In this lesson, children should be more proactive in constructing their own visual timetable. The lesson is flexible to allow the most appropriate format for each young person, while some examples are given too. Children should apply their understanding from previous lessons in unit 4 to create a visual representation of when things happen and in what sequence.
- Creating a visual timetable / diary

Equipment

- blank visual timetable, photos of events, people and places
-



Lesson
number

Lesson question

About the lesson

1.

Following instructions for prepositional language (Part 1)

Pupils will learn

- In this lesson, we will learn the words 'in', 'on' and 'under'. We will respond to and then go on to use these terms, reinforcing with manipulation of familiar objects.
- Following instructions for prepositional language (in, on and under)

Equipment

- small items from around your home, containers, symbol cards showing objects and keywords

2.

Following instructions for prepositional language (Part 2)

Pupils will learn

- In this lesson, we will practise and apply our understanding of the prepositional language learned in lesson 1 of unit 5. We are encouraged to think about where this skill can be used.
- Following instructions for prepositional language (in, on and under)

Equipment

- selection of objects that need to be it away, 'in', 'on' and under cards

3.

Responding to forwards and backwards

Pupils will learn

- In this lesson, we will explore the vocabulary of forwards and backwards, introduced through the use of familiar objects. We will have the opportunity to experience these words as actions and apply them using a game.
- Responding to 'forwards' and 'backwards'

Equipment

- toy vehicles, 'forwards' and 'backwards' cards, snakes and ladders board, dice and counters



4.

Following directional instructions

Pupils will learn

- In this lesson, we will recap the vocabulary learned in this unit and then apply this to an obstacle course around the home. We will recognise and respond to directional and positional vocabulary.
- Following directional instructions

Equipment

- objects and furniture you can move towards, as well as things that you can get in, on or under



Lesson number	Lesson question	About the lesson
1.	Identifying more and less with money	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will compare prices up to 9p, using the terms 'more' and 'less'.• Identifying more and less with coins. <p>Equipment</p> <ul style="list-style-type: none">• pennies, price tags, items from your home
2.	Exchanging appropriate quantities for an item	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will begin to match the quantity of coins to a price tag and exchange these for an item.• Exchanging appropriate quantities for an item. <p>Equipment</p> <ul style="list-style-type: none">• pennies, price tags, items from your home

3.

Understanding 'enough' and 'not enough' in the context of money

Pupils will learn

- In this lesson, we will begin to explore the concept of 'enough' in relation to prices
- Identifying enough and not enough

Equipment

- pennies, price tags, items from your home
-



4.

Exchanging coins in a real life setting

Pupils will learn

- In this lesson, we will begin to explore exchanging coins for an item in a real-life setting.
- Exchanging coins in a real life setting.

Equipment

- money, shop or market, explanatory note
-



Lesson number	Lesson question	About the lesson
1.	Counting individual objects (one-to-one correspondence)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will count individual objects that are presented in different arrangements.• To count individual objects (one-to-one correspondence) <p>Equipment</p> <ul style="list-style-type: none">• objects to count from your home, number line, dried cereal
2.	Counting to 5	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will count to 5 using correct number names. They will recognise numerals and relate them to the correct number names.• To count to 5 <p>Equipment</p> <ul style="list-style-type: none">• objects to count from your home (for example coins, buttons, spoons), number line, number cards

3.

Comparing groups of objects

Pupils will learn

- In this lesson, children will compare and describe two groups of up to 5 objects using 'more' and 'less'.
- To compare groups of items

Equipment

- objects to count from your home (for example coins, buttons, spoons), number line



4.

Reinforcement of counting and comparing the number of objects to 5

Pupils will learn

- In this lesson, we will reinforce counting and comparing skills using the numbers 1-5. We will recognise and match numerals and use different number names for each number.
- Counting and comparing groups

Equipment

- envelopes labelled with numerals 1-5, 5 pictures of houses numbered 1-5



Lesson
number

Lesson question

About the lesson

1.

Recognising and matching 2D shapes to a template

Pupils will learn

- In this lesson, we will identify rectangles, circles and triangles and be able to match similar shapes of different sizes. We will recognise 2D shapes on the faces of objects in the real world.
- Recognising and matching 2D shapes to a template.

Equipment

- templates of a rectangle, circle, and triangle, playdough or salt dough, objects from your home that have rectangular, circular or triangular faces

2.

Making a model with 3D shapes

Pupils will learn

- In this lesson, we will explore 3D shapes using familiar objects from around the home. We will learn about their properties through practical exploration of these items.
- Making a model with 3D shapes

Equipment

- recyclable objects from your home, slope or ramp

3.

Repeating a pattern

Pupils will learn

- In this lesson, we will continue a repeating pattern using 2 different objects and 2 different colours.
- Repeating a pattern

Equipment

- multiples of the same objects from your home, 2 different colours of paint or crayons
-



4.

Repeating a sequence

Pupils will learn

- In this lesson, we will explore a sequence of sounds, which they should copy and then continue. We will go on to create their own repeating sequence.
- Repeating a sequence

Equipment

- pots and pans, something to bang on the pots and pans
-



Lesson
number

Lesson question

About the lesson

1.

Comparing big and small objects

Pupils will learn

- In this lesson, we will learn the mathematical vocabulary big and small. We will compare 2 objects and 2 towers to identify the biggest and smallest.
- Comparing big and small items from a selection of two

Equipment

- objects from you home of different sizes, objects from your home that can be stacked such as bricks or tins

2.

Understanding bigger and smaller with actions

Pupils will learn

- In this lesson, we will apply mathematical vocabulary 'bigger' and 'smaller' to actions.
- Understanding bigger and smaller with actions

Equipment

- chalk

3.

Comparing and matching objects based on their size

Pupils will learn

- In this lesson, we will compare objects as big or small and match them to corresponding objects or characters also described as big or small when compared.
- Comparing and matching items based on their size

Equipment

- big and small objects from your home, big and small dolls, teddies or figures



4.

Comparing and matching items based on the size and properties

Pupils will learn

- In this lesson, we will compare items of different sizes using the terms 'bigger' and 'smaller'. We will use this knowledge to organise and sort items from the home.
- Comparing and matching items based on the size and properties

Equipment

- recycling materials
-



Lesson
number

Lesson question

About the lesson

1.

Understanding day and night through a sensory story

Pupils will learn

- In this lesson, we will learn to recognise and describe day and night using different sensory experiences.
- Understanding day and night through a sensory story

Equipment

- shiny stars, white sheet, dark sheet, torch, pillows, blankets, yellow circle, toys or food

2.

Identifying events from daytime and night-time

Pupils will learn

- In this lesson, we will learn the difference between daytime and night-time, and will relate familiar events to these times. We will learn to sort events between daytime and night-time, and work towards stating facts about when events happen using key vocabulary.
- Identifying events from day time and night time

Equipment

- symbols or pictures which represent daytime, night-time, morning and afternoon, symbols or pictures of events that happen throughout the day and night

3.

Linking meals to times of the day

Pupils will learn

- In this lesson, we will identify appropriate meals that may be eaten during different times of the day.
- Linking meals to times of the day

Equipment

- different food found in your house or pictures of food, written headings of different meal times
-



4.

Sequencing meals throughout the day

Pupils will learn

- In this lesson, we will recap what they know about when meals are eaten. We will go on to use this to plan their own meals, showing that we know which meals are eaten at each mealtime.
- Sequencing meals throughout the day

Equipment

- different food found in your house or pictures of food, written headings of different meal times, blank table
-



Lesson
number

Lesson question

About the lesson

1.

Exploring position

Pupils will learn

- In this lesson, we will explore which objects may be placed on or in another object by stacking and nesting.
- Exploring position

Equipment

- objects that can be stacked, objects that cannot be stacked

2.

Exploring position: Applying skills

Pupils will learn

- In this lesson, we will learn about how some objects can be stacked and some fit together, applying their understanding of 'same' and 'different'. We will then use this skill to tidy objects away.
- Exploring position

Equipment

- box or container, range of items from around your home including multiples of the same item and stackable and non stackable items

3.

Exploring position and direction of different objects

Pupils will learn

- In this lesson, we will explore different sized objects and how they fit into different sized boxes.
- Exploring position and direction of different objects

Equipment

- different sized boxes, different sized items to fit the boxes



4.

Exploring position and direction of different objects: Constructing a sculpture

Pupils will learn

- In this lesson, we will use recycled materials to construct a sculpture. We will explore how objects can fit together and the relative positions of two or more objects. We will listen to and respond to key vocabulary associated with the position of objects.
- Exploring position and direction of different objects

Equipment

- glue or tape, recycling items



Lesson
number

Lesson question

About the lesson

1.

Matching coins to templates

Pupils will learn

- In this lesson, we will identify properties of coins for example colour, shape and size. We will be able to match real coins to coin templates, describing their properties.
- Matching coins to templates

Equipment

- coins of all denominations, coin templates

2.

Exchanging a coin for an item

Pupils will learn

- In this lesson, we will begin to understand the exchange of a coin for desired items in a role play situation.
- Exchanging a coin for an item

Equipment

- pennies, price tags, items from your home

3.

Exchanging coins for an item

Pupils will learn

- In this lesson, we will select a desired item to buy and count out the correct number of pennies to exchange for it.
- Exchanging a coin for an item

Equipment

- objects from your home, five 1p coins, price cards for your objects



4.

Exchanging coins in a real life setting

Pupils will learn

- In this lesson, we will begin to explore exchanging coins for an item in a real-life setting.
- Exchanging items in a shop

Equipment

- money, shop or market, explanatory note
-

4. Learn More



Contents

Section number	Section contents
1.	Specialist curriculum purpose
2.	Specialist curriculum principles
3.	Introduction to Oak's specialist numeracy curriculum
4.	Subject structure overview
5.	Additional information about curriculum sequence
6.	Unit summaries

1. Specialist curriculum purpose

We serve schools by providing online lessons that can be used to help educate children who are not able to be in a classroom with their teacher.

Our aim is to help schools make sure that every child and young person continues their education, even if they, or their teacher, cannot attend school. We hope to make our contribution to transforming pupils' life chances through an ambitious and intellectually stimulating education. We believe that this includes contributing to success in public examinations (where applicable) and the development of independent living and employability skills.

We cannot achieve these goals on our own - Oak cannot replace the school. However, we do believe that we can be a high-quality partner to schools, to help them achieve their ambitions for their pupils. Oak is most effective when used by schools, not as a standalone resource. As our purpose is to serve schools, we seek, and are open to, their challenge and feedback.



Developmental Stages

Our specialist curriculum is structured using three starting point stages:

- Early Development
- Building Understanding
- Applying Learning

Domains of learning

The subject areas we are offering in the specialist curriculum include:

- Communication and Language
- Numeracy
- Independent Living
- Physical Development
- Creative Arts

For each of these subjects, six units will be offered, including content for pupils at the Early Development, Building Understanding and Applying Learning stage. Masterclasses are also offered in Physical Development. In addition we are expanding our therapeutic offer to include Sensory Integration. Our therapeutic modules will offer 14 sequenced sessions in each unit to support each pupil's unique developmental progress.

Our therapeutic offer will cover:

- Speech and Language Therapy
- Occupational Therapy

- Physical Therapy
- Sensory Integration



Below are a set of principles we have sought to apply in our specialist curriculum planning. These are generic, and so will be applied differently in the different contexts we aim to serve.

2. Specialist curriculum principles

Supported learning

During the initial phase of the Oak National Academy, we heard that many of our lessons were supported by parents, carers and siblings. To recognise this we have modified our approach to create content that supports families to create authentic and engaging learning experiences in the home. Our units have been designed to make the best use of everyday activities, spaces and resources and do not seek to recreate the classroom environment in the home. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.

Subject domains

Our specialist curriculum is structured by subject domains: Communication and Language. Numeracy, Independent Living, Physical Development and Creative Arts. Although these domains sit adjacent to each other and sometimes overlap, each will stand alone. We will not be able to create cross-curricular coherence as the units can be taught in multiple orders. Our subject areas are enhanced by therapeutic modules across Speech and Language Therapy, Occupational Therapy, Physical Therapy and Sensory Integration.

Content selection

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is most commonly being taught in schools so that we can serve them with resources commonly available at home. Where there are opportunities to broaden, for example, the diversity, we will do this. We encourage schools to select the units from the across the entire Oak curriculum and therapy modules that best suit their children's starting points.

Inclusive and ambitious



We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all children can succeed. However, the aim of teaching is to bring all children to achieve, regardless of starting point. To support this, our specialist content is designed for those pupils who normally attend a specialist setting. Schools, who know their pupils best, will be essential in directing pupils and families to the lessons and therapy modules that will most help them.

Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. To support schools to target the most appropriate content to their families we have created explanatory videos, examples and resource packs for our units. Where necessary we have created age appropriate content, to ensure the units are relevant for both primary and secondary aged pupils at different developmental stages. For Physical Development and Creative Arts, we have introduced new masterclasses.

Motivation through learning

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate and engage children through our subjects. We believe that what we teach is inherently interesting, and that the joy of participating and learning is our primary motivator.

3. Introduction to Oak's specialist numeracy curriculum

The numeracy curriculum consists of subject content from three areas of the National Curriculum; Number, Measurement and Geometry. These have been further broken down into six areas delivered over the course of six half terms. The numeracy curriculum has been designed to encourage pupils to experience functional numeracy in the world around them. Core number knowledge is built on term-by-term in order to secure pre-existing skills and acquire new ones. This will allow pupils to encounter real-life problems and prepare for adulthood. The curriculum is inclusive in all of its concepts - it is divided into two stages of development; Building Understanding and Applying Learning. This ensures that there is a clear progression throughout the curriculum.

4. Subject structure overview



Two stages of development are planned for delivery for Numeracy; Building Understanding (BU) and Applying Learning (AL). These are planned in an age neutral manner in order to be inclusive of pupils of similar cognitive abilities but different ages.

Each of the six units has four lessons planned, these vary with a minimum of 2 video lessons per unit and four accompanying resource packs for each unit.

5. Additional information about curriculum sequence

The units can be used in any sequence to match with themes relating to schools' own topic cycles. Some videos are cross referenced within each unit to support consolidation and generalisation of skills.

We suggest that parents and schools work together to identify which aspects are most relevant to meet the individual needs.

6. Unit summaries

Unit: Number

Content details

Unit details

Building Understanding

- Develop an understanding of one-to-one correspondence,
- Develop a knowledge the number names and numerals up to 5,
- Develop an understanding of more and less when comparing groups of objects.

Applying Learning

- Develop an awareness and work towards rote counting to 12,
- Develop cardinality up to 9.
- Develop an understanding of 'one more/less'

Vocabulary

Number, Count, One, Two, Three, Four, Five, How many/much?, More/less, Most/Least

Number, Count, One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten, Eleven, Twelve, How many/much?, More/less, Most/Least

Preparation for adulthood

Employment/HE & Independent Living:
Recognising numbers. Independent
Living: Setting the table

Employment/HE & Independent Living:
Recognising numbers Independent Living:
Setting the table



Unit: Shape and Sorting

Content details

Unit details

Building Understanding

- Repeat physical sequences with their bodies.
- Repeat patterns using colours or objects from the home.
- Match shapes to a template and find items in the household with similar properties.
- Explore 3-D items around the house.

Applying Learning

- Identify simple 2-D shapes from a repeated pattern.
- Create their own patterns and begin to describe them.
- Compare items by given criterion.
- Sort objects by given criterion.

Vocabulary

Shape, circle, rectangle, triangle, pattern, sequence, 2-D, 3-D, repeat

Pattern, shape, big, small, large, circle, square, triangle

Preparation for adulthood

Community participation: Beginnings of turn taking in discussion. Good Health: Physical therapies: Link to fine motor skills

Community Participation: Understanding of conversation/turn taking

Unit: Measurement

Content details

Building Understanding

Applying Learning



Unit details

- Compare and match items based on their size;
- Identify and compare big and small items from a selection of two.
- Compare differences in size of an object to that of another where there is not too significant a difference.
- Begin to use some familiar words to compare size and quantities e.g. heavy, light, more, less, enough and not enough.
- Compare objects on one dimension e.g. length, height, thickness etc.
- Use language such as 'the short one' 'the thin one'

Vocabulary

Big(ger/gest)/Small(er/est), tall(er/est)/short(er/est), compare

Heavy, Light, Weight, Big(ger/gest)/Small(er/est), Thick(er/est)/Thin(ner/nest), size, Height, Length, Full, Empty, More/Less

Preparation for Adulthood

Independent Living & Community Participation: Recycling Good Health: Sensory circuit

Independent Living: making drinks, putting shopping away Good Health: Nature Walk

Unit: Time

Content details

Building Understanding

Applying Learning

Unit Details

- Sort key events in their day to "day time" and "night time" events.
- Sequence key meals in their day.
- Demonstrate an awareness of time such as being familiar with names of



		the days of the week or times of the day (lunch time, bed time etc.)	
		<ul style="list-style-type: none">Recognize familiar facts of time e.g. I go swimming on Tuesday. Thursday is Nanny's visit day.	
Vocabulary	Day, Night, Time, morning, afternoon, evening, breakfast, lunch, tea/dinner, supper	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, day.	
Preparation for Adulthood	Independent Living & Good Health: Choosing healthy meals, appropriate meal times	Employment, Independent Living, Community Participation: Understanding which days we work on. Understanding times of the day for activities.	
Unit: Position and Direction			
Content details	Building Understanding	Applying Learning	
Unit details	<ul style="list-style-type: none">Begin exploring position and the relationship between items such as stacking bricks.Explore the position and direction of objects, e.g. posting items, placing items into containers, filling spaces with a variety of items.	<ul style="list-style-type: none">Understand words, signs and symbols linked to position and direction e.g. placing an item in, on or under an object.Begin to respond to 'forwards' and 'backwards' (this is normally linked to an adult directing them or playing with toys such as pull along cars).	
Vocabulary	On, in, next to, under	On, in, next to, under	

Preparation for Adulthood

Community Participation & Independent living: Navigating a map

Employment Independent living: tidying away appropriately



Unit: Money

Content details

Unit details

Building Understanding

- Demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity).

Applying Learning

- Begin to use some familiar words to compare size and quantities, e.g. heavy, light, more, less, enough and not enough.

Vocabulary

Money, pence, p, buy, coin

Employment, Independent Living & Community Participation: Interacting and handling money

Preparation for Adulthood

Employment & Independent Living: Handling money
Community Participation: Exchanging items for money

Employment, Independent Living & Community Participation: Interacting and handling money