Watermill School Maths Pathway

STAGE				
Pre-Intentional/ Pre-Verbal	**Learner Characteristics**	**Resources**	**Assessment Tools**	**White Rose Maths Guidance**
	- Not yet using symbolic communication - Responds to sensory stimuli - Early cause-effect awareness	- Sensory stories - Number songs - Objects of reference - Intensive Interaction	- Engagement Model - Observational tracking on Evidence for Learning	N/A (not yet at this stage)
Early Intentional Communication	**Learner Characteristics**	**Resources**	**Assessment Tools**	**White Rose Maths Guidance**
	- Reacts to significant changes of amounts - Independently explores space/their environment - Demonstrates awareness of daily routine and predicts familiar situations - Shows an interest in filling/emptying and stacking, sorting, lining up objects - Joins in with action rhymes and songs	- Songs and rhymes - Daily maths opportunities and routines - Equals SOW - Birth to 5 Matters	- Engagement Model - Observational tracking on Evidence for Learning - Birth to 5 Matters – Range 1-2	N/A – building readiness for maths

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	(including number songs/rhymes)			
Emergent Mathematician	**Learner Characteristics**	**Resources**	**Assessment Tools**	**White Rose Maths Guidance**
	In **meaningful contexts**: - Uses counting words in play, songs and rhymes and engages in counting-like behaviour - Beginning to demonstrate some cardinality to 3 - Explores shapes, spaces and puzzles - Some learners have a strong interest in number and can recognise numerals but may not have strong cardinality	- Songs and rhymes - Storybooks - Daily maths opportunities and routines - Equals SOW - Birth to 5 Matters	- Birth to 5 Matters – Range 3-4 - WRM Small Steps - Principles of Counting	Nursery
Early Counting Mathematician	**Learner Characteristics**	**Resources**	**Assessment Tools**	**White Rose Maths Guidance**
	- Counts up to 5 objects and recognises and matches numerals	- Equals Mathematics SOW + other Equals SOW - White Rose Maths Scheme of Learning	- Birth to 5 Matters – Range 5-6 - WRM Assessment Checkpoints	Reception

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	- Explores mark making to represent numbers and quantity - Joins in with simple linear patterns in the environment	- Active Maths - Numicon Breaking Barriers - Numicon Firm Foundations - Calculation Policy - Manipulatives - NCETM - Numberblocks	- Principles of Counting	
Developing Fluency Mathematician	**Learner Characteristics**	**Resources**	**Assessment Tools**	**White Rose Maths Guidance**
	- Counts reliably and has deep understanding of number to 10 - Begins to solve simple reasoning and problem solving questions - Vocabulary developing	- Equals Mathematics SOW + other Equals SOW - White Rose Maths Scheme of Learning - Active Maths - Numicon Breaking Barriers - Numicon Firm Foundations - Calculation Policy - manipulatives - Sumdog -NCETM	- Birth to 5 Matters – Range 6/ELGs - WRM end-of-block assessments - WRM end-of-term assessments	National Curriculum Year 1+
Problem Solver with Access Needs	**Learner Characteristics**	**Resources**	**Assessment Tools**	**White Rose Maths Guidance**
	- Older pupils (KS3/KS4) - May use	- iPads and Maths apps/websites - Audio support	- Observations on Evidence for Learning - EHCP outcomes	Variable → Base starting point on understanding of

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	technology to support access	- alternatives to recording		concepts not access to formal questions/assessments
Functional Mathematician	**Learner Characteristics**	**Resources**	**Assessment Tools**	**White Rose Maths Guidance**
	- Applies maths skills and knowledge in real life contexts - May struggle with abstract concepts	- Equals Mathematics SOW + other Equals SOW - Functional maths tasks - Sumdog - Active Maths - Calculation Policy - manipulatives -NCETM	- WRM end-of-block assessments - WRM end-of-term assessments - Reasoning and problem solving tasks	National Curriculum Year 2 +

The Principles of Counting