

Numeracy across the Curriculum

The overarching aim for Mathematics/Numeracy at Villa Real School is to promote high standards of numeracy by equipping pupils with the very best knowledge and understanding so they can make sense of the world by developing their ability to calculate, to reason and to solve problems. It enables pupils/students to understand and appreciate relationships and pattern in both number and space and in their everyday lives.

We strive to give our learners a Numeracy rich environment where skills are not only taught in Maths or Numeracy lessons but are also embedded across all subjects in our ambitious curriculums. Integrating numeracy skills into different subjects is a fantastic way to encourage recall of already taught composite knowledge, and also opportunities for pre learning and over learning. All of these strategies support the ways in which we support our specific learners with their memory skills in their journeys to achieve outstanding progress.



The process begins with our teachers wanting to provide the best opportunities for learning. Enthusiasm and good levels of knowledge across all subject areas are key. Using the in depth knowledge our teachers or class managers have regarding where individuals are in their learning, they use this to develop creative and exciting activities which should naturally link in numeracy skills.

Professional development delivered helps to improve subject knowledge and the sharing of good practice subsequently keeps the levels of teaching and learning in Numeracy/Mathematics high. Resources are created that are bespoke to learners as teachers and class managers use their assessments to ensure the activities planned and delivered in other subjects are at an appropriate level for them. For example, if learners are working in Numeracy lessons with numbers 1-5, then opportunities across the curriculum should be using these numbers too, or if learners have been focussing on directions - North, South, East and West in Numeracy/Maths, these are the directions that should be used in maybe a Geography lesson and if learners have been working on pictograms, then this form of chart should be used to show a favourite healthy food survey in DT. The Numeracy/Mathematics skills should remain at a level where practise and application of skills can take place. Opportunities can be in the form of applying skills in fluency, reasoning and problem solving.

Medium Term Planning is created for each subject taught and shows where Numeracy or Mathematics links have been made.

Some cross curricular links are listed below. But this is just a starting point!

Literacy/English	Spelling/reading of key vocab - days, months, number names, number formation,
Science	Measuring, data handling,
ICT	Spatial awareness, shape and space, typing numerals,
RE	Pattern in religious art/symbols
Music	Counting, fast/slow, long/short
Geography	Map skills – position and directions, data, graphs
History	Dates, ordering chronology,
MFL	Learning number names, counting, colours, days of the week, months, positional language
Art	Pattern, colour, shape, quantities when mixing colours
DT	Measuring, textile designs - shape
CE	Directions and positions, counting,
Independence Skills	Full and empty for drinks, yogurts etc, More, one more Time - Now, then, First, next