



Navigator

## Navigator Curriculum - Formal Curriculum

- A formal academic curriculum for students closer to age related expectations.
- Aspirational and challenging.
- It is typically for our children with high functioning autism or moderate learning difficulties.
- A broad and balanced secondary curriculum.
- Leads to good GCSE, Level 1 and Level 2 outcomes.
- Subjects become more specialist.

### 7N - Navigator Curriculum -

Year	2020 – 2021 Autumn 1 Unit 1	2020 – 2021 Autumn 2 Unit 2	2020 – 2021 Spring 1 Unit 3	2020 – 2021 Spring 2 Unit 4	2020 – 2021 Summer 1 Unit 5	2020 – 2021 Summer 2 Unit 6
	<p><b>Topic:</b> Number and place value Addition and subtraction.</p> <p><b>Key Questions:</b> Can you recognize your units, tens and hundreds? Can you count across 100? Can you subtract with/without regrouping.</p> <p><b>Key Skills and Knowledge:</b> Use place value and number facts to solve problems. add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers</p>	<p><b>Topic:</b> Multiplication and division</p> <p><b>Key Questions:</b> Can you recall you 2, 5 and 10 timetable facts. Can you halve numbers up to 20? What is sharing?</p> <p><b>Key Skills and Knowledge:</b> ♣ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</p> <p><b>Assessment outcome:</b></p>	<p><b>Topic:</b> Measurement statistic/money/perimeter and length.</p> <p><b>Key Questions:</b> Can you recognize British coins and notes? Can you use a ruler and measure with accuracy.</p> <p><b>Key Skills and Knowledge:</b> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ♣ find different combinations of coins that equal the same amounts of money</p> <p><b>Assessment outcome:</b> Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record</p>	<p><b>Topic:</b> Fractions</p> <p><b>Key Questions:</b> What is meant by half? What common fractions do you know? What are fractions?</p> <p><b>Key Skills and Knowledge:</b> ♣ recognise, find, name and write fractions 3/1, 4/1, 4/2 and 4/3 of a length, shape, set of objects or quantity ♣ write simple fractions for example, 2/1 of 6 = 3 and recognise the equivalence of 4/2 and 2/1.</p> <p><b>Assessment outcome:</b> Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal</p>	<p><b>Topic:</b> Measurement Time and Geometry.</p> <p><b>Key Questions:</b> Can you tell the time in hours? Can you tell the times in 1/4 intervals? Can you tell the time in 1/2 intervals? Can you identify number of sides in a 2d/2d shape?</p> <p><b>Key Skills and Knowledge:</b> tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ♣ know the number of minutes in an hour and the number of hours in a day. ♣ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ♣ identify and describe the</p>	<p><b>Topic:</b> Measurement Capacity and Number.</p> <p><b>Key Questions:</b> Can you measure the mass of an object? What is kg? What is a gram? What are the difference between scales?</p> <p><b>Key Skills and Knowledge:</b> compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p><b>Assessment outcome:</b> Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations.</p>

	<p><b>Assessment outcome:</b> Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency.</p>	<p>Pupils use a variety of language to describe multiplication and division. Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.</p>	<p>using standard abbreviations. Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'</p>	<p>sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet <math>\frac{4}{3}</math> as the first example of a non-unit fraction.</p>	<p>properties of 3-D shapes, including the number of edges, vertices and faces</p> <p><b>Assessment outcome:</b> Become fluent in telling the time on analogue clocks and recording it</p>	<p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ♣ recognise the place value of each digit in a two-digit number (tens, ones) ♣ identify, represent and estimate numbers using different representations, including the number line ♣ compare and order numbers from 0 up to 100; use and = signs ♣ read and write numbers to at least 100 in numerals and in words ♣ use place value and number facts to solve problems.</p>
<p>Links to Gatsby Benchmarks:</p>	<p><b>Link to careers in supermarket as cashier.</b></p>		<p>Link and research careers in carpentry.</p>			<p>Link to careers in food industry (chef)</p>