Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Discovery 6. 8 Sixth Form –
ASDAN Lifeskills Challenge WTE 1

Please Use CPA Approach
Concrete
Pictorial
Abstract

Promote maths vocabulary and number bonds.

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
	Topic: ***ASDAN Lifeskills:*** **Using numbers 1-5 in practical situations Challenge reference: 1540** **Learning Outcomes:** ***The Learner will-*** 1. Be able to count up 1-5 2. Be able to count down 5-1 3. Be able to count a group of objects between 1-5 4. Be able to count when using ICT	**Topic:** ***ASDAN Lifeskills:*** **Calculating with numbers up to 10 4387** **Learning Outcomes:** ***The Learner will-*** 1. Be able to add single digit numbers in the range of 0 to 10. 2. Be able to subtract single digit numbers in the range of 0 to 10. 3. Be able to use basic mathematics symbols and vocabulary in addition and subtraction tasks.	**Topic:** ***ASDAN Lifeskills:*** **Identifying 2D Shapes 4728** **Learning Outcomes:** ***The Learner will-*** 1. Be able to demonstrate basic knowledge of 2D shapes. 2. Be able to recognise the difference between 2D and 3D shapes. **Assessment Criteria/ Key Skills and Knowledge:** ***The learner can-***	**Topic:** ***ASDAN Lifeskills:*** **Time: Day and Night 8590** **Learning Outcomes:** ***The Learner will-*** 1. Understand and explain the differences between day and night. 2. Identify specific activities and routines associated with day and night. 3. Use language or communication aids to describe what happens during day and night.	**Topic:** ***ASDAN Lifeskills:*** **Understanding money 1316** **Learning Outcomes:** ***The Learner will-*** 1. Be able to select coins from a variety of objects. 2. Be able to indicate situations where money would be used. **Assessment Criteria/ Key Skills and Knowledge:** ***The learner can-***	**Topic:** ***ASDAN Lifeskills:*** **Experiencing weighing and measuring activities 1855** . **Learning Outcomes:** ***The Learner will-*** 1. Explore the weight of different objects. 2. Explore different measures. **Assessment Criteria/ Key Skills and Knowledge:** ***The learner can-*** Participate in two activities (with support) that consider the

	Assessment Criteria/ Key Skills and Knowledge: ***The learner can-*** Independently engage in a number song, counting up, using words, gestures or symbols Independently engage in a number song counting down using words, gestures or symbols In different practical activities, indicate how many there are in a group on three occasions. Correctly match a numeral to quantity when completing an IWB song, game or activity **Activities:** Number songs and rhymes Counting familiar classroom items Number puzzles and matching cards Number treasure hunt Utilise the class iPads (topmarks).	**Assessment Criteria/ Key Skills and Knowledge:** ***The learner can-*** Add single digit numbers with totals up to and including 10 Identify pairs of single digit numbers which total 10 Use single digit numbers to create totals of 3,4,5,6,7,8 and 9 Subtract single digit numbers working with the numbers 0 to 10 Use addition to check accuracy of results Use related vocabulary and signs for addition, with symbol supports Use related vocabulary and signs for subtraction, with symbol supports Use a calculator for tasks involving addition, with appropriate guidance Use a calculator for tasks involving subtraction, with appropriate guidance **Activities:**	Identify simple 2D shapes Identify 2D shapes from everyday images and patterns eg on fabrics, a ruler, a sheet of paper, hula hoop, traffic signs Identify simple 2D shapes in a range of sizes eg rectangles, squares, circles Identify the basic differences between 2D and 3D shapes eg flat, container, solid, faces **Activities:** Shape hunts around the school Shape art (e.g., stamping, collage) Interactive whiteboard shape games Building with shapes (blocks, cut-outs)	**Assessment Criteria/ Key Skills and Knowledge:** ***The learner can-*** Correctly identify whether an activity, object, or scene belongs to day or night (e.g., select "sun" for day and "moon" for night) Describe at least one difference between day and night (e.g., "Day is bright, night is dark") Sequence a set of daily activities in correct order for both day and night routines (e.g., wake up → breakfast → bed → sleep) and explain the sequence Sort at least four activities into "Day" and "Night" categories, ensuring that daytime and nighttime activities are correctly identified Use words or communication aids to describe personal routines, explaining what happens during the day and night Discuss at least one activity they do during the day and one they do at night with verbal or non-verbal support	Indicate coins when placed among; -objects such as keys, cubes and pencils. -other circular objects such as discs, buttons and bottle tops. Indicate three situations where money would be needed. **Activities:** Coin sorting into trays Matching coins to images Counting 1p coins into a piggy bank Pretend "classroom café" on table with symbolic prices (using real or plastic coins) Coin rubbings	weight of objects (e.g. baking, sorting heavy and light items, exploring sensory trays, weighing items etc). Participate in two activities (with support) that consider measures (e.g. listening to quiet and loud music, big and small objects, changes in lighting etc). Demonstrate causing a change with support (e.g. using a switch to turn the volume up, lights down, building a tower higher, knocking a tower down etc). Use non-standard measures (with support) to measure at least one familiar item/person. **Activities:** Compare teddy bears or soft toys by size Use balance scales to compare objects Measure using hands or blocks Sort objects by size

		Counting food items for snack time Sorting and grouping toys Interactive number games (e.g., Numicon, counting apps)		**Activities:** Use a visual timetable Sequence “my morning routine” with symbols Match activities to time of day (eat = lunchtime) Use photos to make personal routine books "Now/Next" boards for tasks		Pour water between containers to explore full/empty **Sensory Option:** Compare filled bags of rice/flour (heavy/light) Water play for full/empty
Links to Gatsby Benchmarks:	**Benchmark 2. Student find potential careers paths that they can link to mathematics and their current topic. Can they explore career opportunities in the school café and use their Mathematic skills.**	**Benchmark 2. Student find potential careers paths that they can link to mathematics and their current topic. Can they explore career opportunities in the school café and use their Mathematic skills.**	**Benchmark 2. Student find potential careers paths that they can link to mathematics and their current topic. Can they explore career opportunities in the school café and use their Mathematic skills.**	**Benchmark 2. Student find potential careers paths that they can link to mathematics and their current topic. Can they explore career opportunities in the school café and use their Mathematic skills.**	**Benchmark 2. Student find potential careers paths that they can link to mathematics and their current topic. Can they explore career opportunities in the school café and use their Mathematic skills.**	**Benchmark 2. Student find potential careers paths that they can link to mathematics and their current topic. Can they explore career opportunities in the school café and use their Mathematic skills.**