

## 1:1 YEAR 1 MATHS INTERVENTION PLAN FOR SEN STUDENTS

### OBJECTIVE:

This intervention plan is tailored help children with ADHD and ASC to achieve the Year 1 maths objectives in the UK curriculum while addressing behavioural needs. This 6-week plan integrates sensory breaks, tailored instruction, and interactive activities to enhance focus and understanding. This plan can be spread across 18-weeks as well if there is only time for one session every week, however, for best results 3 sessions per week is recommended. If a child struggles with the concept in a particular session when assessed, then the session should be repeated later for consolidation.

---

### KEY MATHS SKILLS BASED ON YEAR 1 UK CURRICULUM:

1. Counting and number recognition (1–20)
2. Addition and subtraction within 20
3. Number bonds to 10
4. Recognising and using simple fractions ( $\frac{1}{2}$ ,  $\frac{1}{4}$ )
5. Understanding place value (tens and ones)
6. Shape recognition (2D and 3D shapes)
7. Measuring and comparing length, weight, and capacity
8. Telling the time (hours and half hours)

### GENERAL SESSION STRUCTURE:

Each week includes **three 30-minute sessions**. Each session is structured as follows:

1. **Warm-Up** (5 minutes): Sensory or physical activity to transition into learning.
  2. **Main Activity** (15-20 minutes): Focus on the key maths skill for the week.
  3. **Sensory/Movement Break** (2-5 minutes): A break for energy release or calming.
  4. **Review and Reward** (5 minutes): Recap learning and positive reinforcement.
-

## WEEK 1: COUNTING AND NUMBER RECOGNITION (1-20)

### Learning Objective:

- Recognise, read, and write numbers from 1-20.
- Count forwards and backwards from any given number between 1-20.

### Activities:

- **Session 1:** Use physical objects (e.g., counters or blocks) to count up to 20. Match objects to numbers on flashcards.
- **Session 2:** Number matching game: Match written numbers (cards) to groups of objects.
- **Session 3:** Number line activity: Jump on a floor number line while counting forwards and backwards.

### Materials:

- Counters, blocks or small toys
- Number flashcards (1-20) – if unavailable, staff can print off numbers and laminate them.
- Floor number line – if unavailable, staff can draw a number line on the playground in chalk.

### ADHD/ASC Strategies:

- Keep activities short (2–5-minute tasks).
  - Use visual cues such as number flashcards and number lines.
  - Provide a choice of counting objects (e.g., toys, buttons) to increase engagement.
- 

## WEEK 2: SIMPLE ADDITION AND SUBTRACTION (WITHIN 10)

### Learning Objective:

- Understand and solve simple addition and subtraction problems within 10 using objects.

### Activities:

- **Session 1:** Introduce addition using blocks. Ask the child to physically add blocks together to solve problems like  $3 + 2$ .
- **Session 2:** Subtraction with counters. Show 5 counters, then take away 2, and ask how many are left.
- **Session 3:** Play a dice game to add or subtract numbers rolled.

### Materials:

- Blocks or counters
- Dice for addition/subtraction game
- Number line card for support

### ADHD/ASC Strategies:

- Break tasks into single steps (e.g., “Add these blocks”).
  - Use a timer to keep tasks short and visually show how long each activity will last.
  - Incorporate movement (e.g., hopping as they add blocks).
-

## WEEK 3: NUMBER BONDS TO 10

### Learning Objective:

- Develop fluency with number bonds to 10.

### Activities:

- **Session 1:** Use counters to visually explore number bonds. Lay out 5 red and 5 blue counters and ask what two numbers make 10.
- **Session 2:** Number bond matching game using cards with pairs of numbers that make 10.
- **Session 3:** Play “Make 10” with dice. The child rolls two dice, adds the numbers, and figures out how much more is needed to make 10.

### Materials:

- Counters or buttons
- Number bond flashcards
- Dice for “Make 10” game

### ADHD/ASC Strategies:

- Incorporate movement: The child can stand and place counters into groups.
- Use colourful visuals and make number bonds hands-on.
- Use a reward system (e.g., sticker chart) to keep motivation high.

---

## WEEK 4: SHAPE RECOGNITION (2D)

### Learning Objective:

- Identify and name common 2D shapes (circle, triangle, square, rectangle).

### Activities:

- **Session 1:** Shape sorting with cut-out shapes. Have the child sort shapes into groups (e.g., circles, triangles).
- **Session 2:** Find the shapes around the room—point out objects shaped like circles, squares, etc.
- **Session 3:** Draw and cut out shapes from paper, then match them to objects in the room.

### Materials:

- Cut-out 2D shapes
- Shape posters or flashcards
- Paper and scissors for drawing shapes

### ADHD/ASC Strategies:

- Offer choices: Let the child choose which shapes to explore first.
  - Keep activities tactile, using hands-on materials like cut-out shapes.
  - Reward completed activities with sensory breaks or stickers.
-

## WEEK 5: PLACE VALUE (TENS AND ONES)

### Learning Objective:

- Understand place value in numbers up to 20 by breaking numbers into tens and ones.

### Activities:

- **Session 1:** Use place value blocks to show the child how to build numbers like 12 (1 ten block and 2 one blocks).
- **Session 2:** Place value card matching: match number cards with tens and ones visuals (e.g., the number 14 with 1 ten and 4 ones).
- **Session 3:** Play a “build a number” game where the child uses blocks to create numbers up to 20.

### Materials:

- Place value blocks (tens and ones)
- Visual place value cards
- Number cards

### ADHD/ASC Strategies:

- Keep tasks simple and visual with hands-on materials.
- Use physical objects to break down numbers into tens and ones.
- Offer rewards for completed tasks and provide frequent breaks.

---

## WEEK 6: TELLING THE TIME (HOURS AND HALF HOURS)

### Learning Objective:

- Read the time to the hour and half-hour on an analogue clock.

### Activities:

- **Session 1:** Introduce an analogue clock and explain the hour and minute hands. Use a toy clock to show “o’clock” times.
- **Session 2:** Play a game where the child moves the hands of a toy clock to show different “o’clock” times.
- **Session 3:** Introduce half hours by asking the child to show 3:30, 5:30, etc., on the toy clock.

### Materials:

- Toy clock with moveable hands
- Time flashcards showing “o’clock” and half-hour times

### ADHD/ASC Strategies:

- Make time-telling visual and interactive with the toy clock.
  - Offer choices about which times to practise first to increase engagement.
  - Incorporate movement: the child can stand and move around while setting the time on the clock.
-

## REVIEW AND PROGRESS MONITORING:

### Weekly Assessment:

- At the end of each week, assess the child's progress informally through questioning (e.g., "Can you show me 10 using these blocks?") or by having the child explain what they've learned. You can also ask the child to 'teach' you what they had learned.

### Progress Tracker:

- Use a visual chart to track the child's mastery of each skill, giving them a visual representation of their progress.

### Adjustment Based on Behaviour:

- If the child finds a particular task difficult or is losing focus, adapt the session by reducing the number of tasks or increasing sensory breaks.

---

## ADDITIONAL SUPPORT FOR ADHD AND ASC:

### 1. Personalised Breaks:

- Tailor sensory breaks to the child's needs, whether they need physical movement or calming activities. Use visual timers to make the length of breaks predictable.

### 2. Consistent Reinforcement:

- Use a sticker chart or points system for each task completed. Offer a small prize or reward for reaching specific goals.

### 3. Visual Timers and Schedules:

- Display the schedule for the session and use a visual timer to help the child manage time. This reduces anxiety around transitions and makes the sessions predictable.