

**Redbridge High School**  
**Thinking and Problem Solving Curriculum**



At Redbridge High School, pupils are supported to develop cognitive skills around problem solving and mathematical concepts. This is embedded across the school day and beyond. Our pupils take part in a host of practical activities, educational visits and cross curricular challenges to reinforce their learning and to encourage them to become independent problem solvers. It is vital that our pupils are able to function in a range of contexts and in order to do this they must be able to solve problems as independently as possible by reacting to unexpected circumstances in a variety of contexts. This curriculum area focuses on being able to react accordingly to real life situations and encompasses a range of mathematical skills in order to be able to do so.

**Thinking and Problem Solving**

| Informal   | Semi-formal  | Formal  |
|--|--|---|
| Cause and effect<br>Compare and Contrast<br>Anticipation<br>Problem solving through sabotage<br>Make an informed choice<br>Pattern<br>Sequences<br>Shapes<br>Measure<br>Spatial awareness<br>Object permanence | The number system<br>Sorting and ordering<br>Spatial awareness<br>Patterns<br>Sequences<br>Shape<br>Measure<br>Time (days of week / timetables / routines)<br>Classification<br>Sharing<br>Memory<br>Problem solving through sabotage<br>Object permanence | The number system<br>Calculation<br>Time<br>Money & finance<br>Shopping<br>Data<br>Measure<br>Shape |

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|--|---|---|
|  | <p style="text-align: center;">Spatial location<br/>         Shopping<br/>         Informed choice</p>  |   |
| <b>Thinking and Problem Solving: Independent Living skills</b>   |   |   |
| <p style="text-align: center;">Local community visits<br/>         Visiting work places, cultural locations and<br/>         places of worship<br/>         Accessing public transport (experiencing)<br/>         Anticipation of transition activities</p> | <p style="text-align: center;">Ordering in cafes<br/>         Purchasing and interacting with employees<br/>         in shops<br/>         Accessing public transport<br/>         (buying tickets, with support)<br/>         Matching bus stops to symbols.</p> | <p style="text-align: center;">Gaining hands-on experience in workplaces<br/>         in their local community.<br/>         Accessing public transport<br/>         (buying tickets, independently)<br/>         Reading timetables<br/>         Finding bus stops on maps.<br/>         Washing dishes<br/>         Cleaning after activities</p> |
| <b>Links to careers and world of work</b>  |   |   |

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| <p style="text-align: center;">ASDAN – Personal Progress<br/>Approx. Achievement Continuum<br/>– 1- 3<br/>Horticultural skills<br/>Performative/musical skills</p> | <p style="text-align: center;">ASDAN – Personal Progress<br/>Approx. Achievement Continuum – 4-7<br/>Horticultural skills<br/>Performance/music skills</p> | <p style="text-align: center;">ASDAN – Personal Progress<br/>Approx. Achievement Continuum – 7 - 10<br/>Canal Trust<br/>Horticultural skills<br/>D of E<br/>Work Experience E.g. Passport office, cafes<br/>Residential<br/>National and International overnight trips<br/>Acorn Farm</p> |
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