

**SMSC provision at Meriden CE Primary School**

**Subject: Maths**

<p><b>Spiritual</b></p> <p><i>At Meriden CE Primary School we...</i></p> <ul style="list-style-type: none"> <li>Promoting teaching styles which value questions and give space for their own thought, ideas and concerns.</li> <li>Developing deep thinking and questioning - Encouraging children to explore and ask questions</li> <li>Encourage awe and wonder with numbers - e.g. The Nine Times Table</li> <li>Encouraging children to ask why, how, where and what.</li> </ul>	
<p><i>Learning intentions:</i></p> <ul style="list-style-type: none"> <li>To Reflect and puzzle on numbers, patterns, shapes and mathematics symbols</li> <li>To reflect on the idea of truth and the concept of infinity;</li> </ul>	<p><i>Example outcomes (I can...)</i></p> <ul style="list-style-type: none"> <li>Use time to make connections between numbers in the classroom to numbers in the real world and how nature and numbers are closely linked.</li> <li>Understand how Mathematics and relates to the world around me</li> <li>Look closely at Numbers in the natural world e.g. spirals, patterns in the environment.</li> <li>Notice Sequences and natural environments - Fibonacci Numbers in nature.</li> <li>Know about Spiritual beliefs about numbers from the ancient world</li> <li>Create patterns using numbers;</li> </ul>
<p><b>Moral</b></p> <p><i>At Meriden CE Primary School we...</i></p> <ul style="list-style-type: none"> <li>Develop an open and safe learning environment in which pupils express views and are happy to make mistakes as part of the learning process</li> <li>Provide real life contexts for children to contemplate right and wrong</li> <li>Encourage a sense of personal responsibility for children's own learning.</li> <li>Teaching of values using problem-solving approach to teaching mathematics e.g. issues related to gambling - 'chance'</li> </ul>	
<p><i>Learning intentions:</i></p> <ul style="list-style-type: none"> <li>To use maths skills in relation to a part of everyday life. E.g. understanding loan repayments calculating whether the cheapest item is the best buy</li> <li>To conduct an opinion survey on a moral issue</li> <li>To consider population density - using the law in China for the number of children a family are allowed</li> </ul>	<p><i>Example outcomes (I can...)</i></p> <ul style="list-style-type: none"> <li>Explore how numbers represent aspects of life, e.g. people as statistics, recording height/weight;</li> <li>Engage in challenging problem solving activities, persevering to overcome difficulties and experiencing satisfaction in reaching a solution;</li> </ul>
<p><b>Social</b></p> <p><i>At Meriden CE Primary School we...</i></p> <ul style="list-style-type: none"> <li>Encourage children to develop personal qualities of thoughtfulness, honesty and respect for difference</li> <li>Working with pupils from different schools on projects/ quizzes</li> <li>Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve.</li> <li>Provide contexts for teamwork and problem solving</li> <li>Encourage pupils to work co-operatively on maths problems and puzzles</li> <li>Encourage challenge</li> </ul>	
<p><i>Learning intentions:</i></p> <ul style="list-style-type: none"> <li>To gain skills in financial responsibility</li> <li>To collect data in groups</li> <li>To plan small budgets</li> <li>To solve problems</li> <li>To understand the role of maths in society.</li> </ul>	<p><i>Example outcomes (I can...)</i></p> <ul style="list-style-type: none"> <li>Conduct and analyse surveys</li> <li>Solve problems related to improving living conditions</li> <li>Play maths games, taking turns and sharing</li> </ul>
<p><b>Cultural</b></p> <p><i>At Meriden CE Primary School we...</i></p> <ul style="list-style-type: none"> <li>Allow discussion on the cultural and historical roots of mathematics, such Pythagoras' theorem</li> <li>Provide contexts to link Religion and maths/ use of mathematics in cultural symbols and patterns e.g. Rangoli patterns/ Islamic geometric patterns/ Celtic patterns/ Symmetry/tessellations</li> </ul>	
<p><i>Learning intentions:</i></p> <ul style="list-style-type: none"> <li>To know that Mathematics is a universal language with numerous cultural inputs throughout the ages.</li> <li>To know that numbers are a symbol system and different cultures having different systems (e.g. Arabic, Roman)</li> </ul>	<p><i>Example outcomes (I can...)</i></p> <ul style="list-style-type: none"> <li>The ability to use exchange rates for foreign travel are also important life skills students will learn.</li> <li>Explore the history of numbers, eg. the history of zero and the notion of numbers in different cultures.</li> <li>Know about different maths methods from different cultures e.g. Chinese lattice method for multiplication</li> <li>Investigate different number sequences and where they occur in the real world</li> </ul>

