

SMSC within Mathematics – Coverage and Progression Map (Spring Term)

Spiritual Development: (Sp)

- To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in.
- To show respect for different people's faiths, feelings and values.
- To demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

Moral Development: (M)

- To demonstrate an ability to recognise the difference between right and wrong and apply this understanding in their own lives and, in doing so, respect civil and criminal law of England.
- To show an understanding of the consequences of their behaviour and actions.
- To show an interest in investigating and offering reasoning views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social Development: (So)

- To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
 - To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively.
 - To demonstrate acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

Cultural Development: (C)

- To understand and appreciate a range of cultural influences that have shaped their own heritage and that of others.
- To understand and appreciate a range of different cultures within school and within their community and the wider world to prepare them for life in modern Britain.
- To have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extend they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Nursery	➤ Sizes and sorting relating to the three bears. Positional language relating to the bear hunt. (C/So/Sp)
The Den	<ul style="list-style-type: none"> ➤ Arrays in multiplication (sp) fascination with patterns etc. ➤ 3D shapes in our environment (Sp) ➤ Baking bread as part of measure and then sampling own bread (links to fire of London) (C, Sp) ➤ Division (c) ➤ Number bonds to 20 (c) ➤ Visualisation
Reception	<ul style="list-style-type: none"> ➤ Patterns and shapes (awe and wonder) ➤ Growth- weighing and measuring their growth, hand spans. Ages including birthday numerals, how many candles they need, how old will they be at their next birthday? (C/So/Sp) ➤ Convince me Statements: Reflect on learning. (Sp) ➤ Visualisation
Year 1	➤ Arrays in multiplication (sp) fascination with patterns etc.

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	<ul style="list-style-type: none"> ➤ 3D and 2D shapes in our environment (Sp) ➤ Baking bread as part of measure and then sampling own bread (links to fire of London) (C, Sp) ➤ Division (c) ➤ Number bonds to 20 (c)
Year 2	<ul style="list-style-type: none"> ➤ Arrays in multiplication (Sp) fascination with patterns etc. ➤ Problem solving linked to topic (Sp, C) ➤ Division and fractions (c)
Year 3	<ul style="list-style-type: none"> ➤ Use of Roman numerals and how they link with past cultures. SP ➤ Making fruit cocktails and measuring children's height and feet. SP ➤ Personal timetable linked with time. SP ➤ Recognise effect of misreading clock. M
Year 4	<ul style="list-style-type: none"> ➤ Fractions- real life problems ➤ Reflecting on overcoming barriers/own ability ➤ Sharing of resources/collaboration (M,S) ➤ Geometry- awe and wonder
Year 5	<ul style="list-style-type: none"> ➤ Making connections between pupils' numeracy and real life (So) ➤ Sharing resources/collaboration (M/So) ➤ Reflecting on overcoming challenges in maths (sp) ➤ Numerals- Roman numerals and Mayan numerals (Sp, C) ➤ Statistics unit linked to famous British scientists (C)
Year 6	<ul style="list-style-type: none"> ➤ Making connections between pupils' numeracy and real life e.g. scaling and ratio (sp) ➤ Reflecting on unequal shares of resources- fairness (M) ➤ Statistics through the natural and man-made world (Sp) ➤ Sharing of resources/collaboration (M,S) ➤ Geometry – shape within art (C)

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