

# SMSC within Mathematics– Coverage and Progression Map (Summer)

## 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	➤ Number rhymes relating to summer and seaside, number challenges relating to topic, capacity relating to water and sand
Reception	➤ Place Value

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	<ul style="list-style-type: none"> <li>➤ Subitising</li> <li>➤ 2d and 3d Shape recognition and properties.</li> <li>➤ Capacity and Weight</li> <li>➤ Addition on a number line</li> <li>➤ Subtraction on a number line</li> <li>➤ 1 more and 1 less than.</li> <li>➤ Doubling and Halving.</li> <li>➤ Problem Solving and reasoning.</li> <li>➤ Number bonds.</li> </ul>
The Den	<ul style="list-style-type: none"> <li>➤ Telling the time to the hour and half past the hour.</li> <li>➤ Addition on a number line</li> <li>➤ Subtraction on a number line</li> <li>➤ 1 more and 1 less than.</li> <li>➤ Doubling and Halving.</li> <li>➤ Problem Solving and reasoning.</li> <li>➤ Number bonds.</li> <li>➤ Finding quarters and halves of shapes and amounts (so, sp).</li> <li>➤ Telling the time to the hour and half past the hour (so, c) .</li> <li>➤ Addition on a number line (so,sp)</li> <li>➤ Inverse operations, number family triangles (sp,so)</li> <li>➤ Subtraction on a number line (so,sp)</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>➤ Telling the time to the hour and half past the hour (so, c) .</li> <li>➤ Addition and subtraction to 20 including measures (So,Sp).</li> <li>➤ Geometry: names of shapes, position and movement (So, Sp).</li> <li>➤ Measurement, using measurement equipment (So, Sp).</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>➤ Addition, subtraction, division and multiplication written methods (So, Sp)</li> <li>➤ Problem solving using all operations (So, Sp, M)</li> <li>➤ Missing number calculations (So, Sp, M)</li> </ul>



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	<ul style="list-style-type: none"> <li>➤ Shape and fractions recap. (So)</li> <li>➤ Measure recap (So)</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>➤ Making connections between pupils' numeracy and real life e.g. shape, geometry turns (sp,so)</li> <li>➤ Missing number problems within statistics (So, M)</li> <li>➤ Sharing of resources/collaboration (M,S)</li> <li>➤ Addition and subtraction in contexts (C)</li> <li>➤ Division in context. Sharing. (M)</li> <li>➤ Problems involving money. (C,M)</li> <li>➤ Fractions recap (So)</li> <li>➤ Telling the time (C)</li> <li>➤ Timetables (C)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>➤ Addition and subtraction in contexts (C)</li> <li>➤ Division in context. Sharing. (M)</li> <li>➤ Problems involving money. (M)</li> <li>➤ Telling the time (C)</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>➤ Making connections between pupils' numeracy and real life e.g. percentages and discounts (So)</li> <li>➤ Sharing of resources/collaboration (M,S)</li> <li>➤ Reflecting on progress (Sp)</li> <li>➤ Statistics- looking at changes over time linked to the census(So, C)</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>➤ Making connections between pupils' numeracy and real life e.g. scaling and ratio, timetables (sp,so)</li> <li>➤ Reflecting on unequal shares of resources- fairness (M)</li> <li>➤ Statistics through the natural and man-made world (Sp)</li> <li>➤ Sharing of resources/collaboration (M,S)</li> <li>➤ Roman numerals (C)</li> <li>➤ Enterprise - work experience and school enterprise project - idea of profit and loss, sales, accounts etc. (M, So, C)</li> <li>➤ Maths through art (shape, geometry, patterns) (C, So, Sp)</li> </ul>

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