

Maths

Spiritual education involves the awe and wonder of mathematics that is shown to children. Mathematics can be used to explain the world and the mathematical patterns that occur in nature such as the symmetry of snowflake patterns or the stripes of a tiger. There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems.

Moral education concerns the use and interpretation of data that is becoming more prevalent in society. Pupils are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument. Statistics is taught from year 3 to 6 in a progressive manner.

Through social education in maths we consider the 'What's in it for me and relate our learning to everyday life by sharing examples where different areas of maths would be important. We use reasoning and justification to prove our understanding using tasks such as convince me cards.

Through cultural education in maths we understand how maths has changed over time by looking at aspects such as Roman numerals and imperial measurements. We use the universal language of modern maths and interpret the rules that we must follow.

SMSC examples in maths at Gayton

In all year groups, children reason with peers about their mathematical understanding through discussion and investigation. This extends their social development and helps them become more fluent in mathematics.

In year 5, the children engage in baking using their mathematical knowledge, it also develops their social skills and cultural understanding.

In year 4, pupils create Rangoli symmetrical patterns, linking to spiritual and cultural development.