

Maths and Numeracy	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By making connections between pupils' numeracy skills and real life; for example, budgeting, saving and making charitable donations. The School Council make decisions about fundraising for charity and for the benefit of the school. By encouraging the children to see the sequences, patterns, symmetry and scale both in the man-made and the natural world and to use maths as a tool to explore it more fully. For example by looking at a picture of a natural mathematical structure such as a beehive or snowflake as part of Maths Eyes.	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people and make links to the Fairtrade movement (Year 5) By reflecting on data that has moral and ethical implications; for example, pupils consider the impact of increased use of plastic bottles compared with numbers that are recycled. By reflecting on the ways in which data can be presented or interpreted in a particular way to achieve a desired outcome; for example, the winner in an election may have received more votes than any one individual but that more people may have voted for other candidates.	By the sharing of resources within the classroom, the negotiating of responses and group problem solving. By using discussion, debate and collaborative work to further mathematical knowledge and understanding. By encouraging the children to explain concepts within lessons and to support each other in their learning. This discussion enables children to realise their own strengths and to feel a sense of achievement and growth. Over time they become more independent and resilient learners.	By showing that Maths is a universal language with various cultural inputs. Students are encouraged to question the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?' By using mathematics to answer valid historical/geographical and scientific questions. By recognising the achievements and influence of mathematicians, such as Fibonacci, Katherine Johnson, Alan Turing and Ada Lovelace.