

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 considering pattern, order, symmetry and scale both man made and in the natural world through for example, looking at a picture of a natural mathematical structure such as a beehive or snowflake for Maths Eyes assemblies.	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 (P4C). 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 and by using discussion, debate and collaborative work to further mathematical knowledge and understanding. By the sharing of our mathematical findings in class presentations and 'Maths Eyes' assemblies. By analysing social data e.g. on healthcare, poverty or bullying.	By asking questions about 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: for example, 'What do the execution statistics tell us about the conduct and reputation of Tudor Monarchs?' (Year 6)