

## Spiritual

Making connections between pupils' numeracy skills and real life; for example, line graphs to show the growth of plants.

Considering pattern, order, symmetry, and scale both human made and in the natural world.

Teaching of Ancient civilizations in relation to Roman Numerals.

## Moral

Engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? Reflecting on data that has moral and ethical implications; for example: students might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid – links to maths in different subjects, e.g. Geography, PSHE

# SMSC Bugle School MATHS

## Social

Sharing resources within the classroom, the negotiating of responses and group problem solving.

Analysing social data e.g. on health care, poverty, bullying, population and economies.

## Cultural

Cultural Capital and aspirations within Maths lessons:

Opportunities within lesson to ask questions about maths: for example, 'What did the Egyptians, Greeks and Early Islamic civilisation discover that we still use in maths today?'

'How can we use this concept in our everyday lives?' 'Which jobs and activities need this skill?'