

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>Maths is a core subject that is studied in all key stages. Through various mini investigations and activities built into lessons, SMSC, (Spiritual, Moral, Social and Cultural) is being delivered in most Maths lessons.</p>	<p>Sp4 - Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. SP5 - In Maths lessons pupils are often encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them.</p> <p>SP4 - Students are given plenty of opportunities in all year groups to challenge themselves and think about what they are being asked.</p> <p>SP6 - By receiving praise and guidance of how to improve their work, students feel a sense of pride when they are able to demonstrate their developed knowledge and understanding.</p>	<p>M5 -Pupils use Maths in real life contexts, applying and exploring the skills required to solve various problems.</p> <p>M3 - Students focus on why businesses and retail outlets have a sale and how they create a price and discount based on the product being sold. M1 - By looking at the morals that can lead to discounts and working out increases and decreases in price, students can understand how a successful business can work.</p> <p>M5 - By developing their maths based skills in all lessons, students are able to work on morally how they can use these to their advantage as adult in real life scenarios.</p> <p>M2 / M5 - Students can look at statistical data that is based on real life situations</p>	<p>So1 - Problem solving skills and group work are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas.</p> <p>So4 - Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other.</p> <p>So5 - Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of Maths lessons.</p> <p>So2 - Students are given the opportunity on a regular basis to work out their solutions on the board at</p>	<p>C2 - Mathematics is a universal language with a myriad of cultural inputs throughout the ages. These are looked at in a variety of tasks and also reinforced when talking about using Maths in a future career or adult life.</p> <p>C5 - By investigating exchange rates from various currency from around the world, students can look at foreign travel and how much money is worth in other countries.</p> <p>C4 - Students also develop an understanding of the cultural context that is behind many key mathematicians that they study. These include:</p> <ul style="list-style-type: none"> • Fibonacci and number sequences • Pythagoras' theorem.

	<p>SP1 - All students are given the chance to analyse data and look at how this can be puzzling and difficult. SP4 - By completing differentiated tasks based on the level of understanding in this area, students can experience tough work that will engage their skill development.</p> <p>SP3 - From looking at enrichment work, students can look at the amazing patterns that can be created by tessellation and feel in awe at how complicated these can be.</p>	<p>and then reflect in a moral way what the context is in relation to what they have to solve.</p>	<p>the front and this then allows full class dialogue and discussion to take place.</p> <p>So5 - By sharing peer feedback and offering guidance to each other how work can be improved, also allows all students with good social skills for adult life.</p> <p>So2 - By differentiating project tasks for lower ability Key Stage 3 students, they are able to develop skills such as telling the time and working out a TV schedule from a magazine.</p> <p>So1 - Students also develop skills for adult life in society such as reading timetables and calculating travel time.</p>	
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