

SMSC and FBV	Do Children....	Evidence and Examples
<p>Spirituality Explore beliefs, experience and faiths, feelings and values, enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explore pattern, number, shape, space and measures in the world around them, for example, Fibonacci or angles in everyday life <input type="checkbox"/> use role play, concrete objects, structured apparatus and real life situations <input type="checkbox"/> talk creatively using mathematical language <input type="checkbox"/> develop mathematical reasoning by talking about their learning and listening to others' viewpoints 	<p>Continuous prevision in EYFS</p> <p>Highlighting pattern in times tables, shape and measure, using number lines.</p> <p>Sharing ideas of how to solve questions.</p>
<p>Moral Recognise right and wrong and respect the rule of law; understand consequences; investigate moral and ethical issues and offer reasoned views</p>	<ul style="list-style-type: none"> <input type="checkbox"/> calculate and prove whether an answer is right or wrong <input type="checkbox"/> test and explain mathematical statements, problems or investigations <input type="checkbox"/> use probability to help them understand risk and real life economics <input type="checkbox"/> look at moral issues raised in mathematics, for example, lessons linked to global charities such as Children in Need 	<p>Think it through Friday- UKS2</p>
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and co-operate; resolve conflict</p>	<ul style="list-style-type: none"> <input type="checkbox"/> explore mathematics in the real world, for example, money, shopping, cooking, travel <input type="checkbox"/> collaborate with others to solve mathematical problems, investigations and challenges <input type="checkbox"/> use group work as an opportunity to learn from others and notice that different people solve problems in different ways <input type="checkbox"/> work together to discuss, compare, evaluate and improve their work 	<p>D.T- cooking understanding how to read scales properly, times for cooking</p> <p>Class discussions about questions. True or false questions.</p>
<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> investigate patterns from a range of cultures, for example, Islamic tiling or Rangoli patterns <input type="checkbox"/> explore other number systems from the past and around the world, for example, Roman numerals and Egyptian hieroglyphs <input type="checkbox"/> recognise that mathematics from many cultures have contributed to modern day mathematics <input type="checkbox"/> have opportunities to explore mathematical methods and strategies used in other countries, for example, lattice multiplication and Shanghai maths 	<p>Roman numerals- Autumn 1 Block 1 UKS2 LKS2</p> <p>Ancient civilization- Cycle B LJS2</p> <p>Dynmaic Dynasties- Cycle A UKS2</p> <p>Ground Breaking Greeks Cycle A UKS2</p>
<p>Democracy A system where everyone plays an equal part</p>	<ul style="list-style-type: none"> <input type="checkbox"/> work collaboratively on mathematics tasks, investigations and challenges, comparing answers and methods <input type="checkbox"/> make mistakes and learn from them <input type="checkbox"/> discuss their work and explain their reasoning <input type="checkbox"/> question information and data, challenging mathematical assumptions 	<p>Daily maths lessons allow children to learn from mistakes.</p> <p>Targeted correct my mistake questions</p> <p>Tiny (White Rose Maths mascot) often makes mistakes the children can challenge and improve on.</p>

<p>Rule of Law The principle that all people and institutions are subject to and accountable for their actions and behaviours</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use simple formulae and equations <input type="checkbox"/> follow rules related to maths, for example, BODMAS 	<p>Spring UKS2 Autumn 2 UKS2</p>
<p>Individual Liberty Being free to express views or ideas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> persevere, take risks and try different methods and strategies <input type="checkbox"/> explain their reasoning, choices and strategies used when solving problems <input type="checkbox"/> have opportunities to use self and peer-assessment to identify where they are and what they need to do to improve 	<p>Think it through Friday- by weekly in yr 5/6 to be rolled out into all of KS2</p>
<p>Tolerance and Respect The ability or willingness to respect and tolerate the opinions or behavior of others</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use a range of strategies that are inclusive, irrespective of stages of attainment or gender <input type="checkbox"/> talk with others about a problem, challenge, investigation with an adult or peers <input type="checkbox"/> solve problems with others <input type="checkbox"/> respect others' methods used to reach an answer and use in their own work, where appropriate <input type="checkbox"/> decide upon the best way to represent their conclusions, drawing upon others' recording methods or ideas 	<p>Daily Maths lessons</p>