



Glen Hills Primary School S.M.S.C. Curriculum Map – Mathematics with Route to Resilience Links

Year Group	<u>Spiritual</u> The spiritual development of pupils is shown by their: <ul style="list-style-type: none"> • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, and respect for, different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning willingness to reflect on their experiences. 	<u>Moral</u> The moral development of pupils is shown by their: <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<u>Social</u> The social development of pupils is shown by their: <ul style="list-style-type: none"> • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<u>Cultural</u> The cultural development of pupils is shown by their: <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across • cultural, religious, ethnic and socio-economic communities • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
EYFS	Learners begin to develop their thinking and question the way in which the world works. Good thinking Learners begin to choose a method when solving problems and making decisions in life - making them more reflective, responsible and insightful. Good thinking/ Problem solving Children begin to develop a sense of awe and wonder when learning about and investigating the exactness of	Moral development starts when learners are supported to begin to discuss mathematical understanding of problems. Problem solving Children begin to question early mathematical and numerical information they are given. Curiosity/Good thinking Through adult-led discussions, children begin to give a basic reason for their thinking.	Children are encouraged to begin working in pairs, listening to and talking about their mathematical ideas and answers with all their peers. Cooperation/Listening/Respect With support, children are given the opportunity to investigate mathematical ideas. This provides an opportunity for children to work together in maths lessons. Cooperation/Listening/Respect Children are encouraged to start	Children begin to understand the importance of counting. Good thinking/Curiosity Children begin to explore early counting ideas from other countries, such as marks or tallies to count. Curiosity

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	<p>mathematics. Curiosity</p>	<p>Reasoning</p>	<p>seeing the benefits of working together as a team or pair in maths lessons.</p> <p>Cooperation</p>	
<p>Year 1 and Year 2</p>	<p>Learners develop deeper thinking and question the way in which the world works.</p> <p>Good thinking Learners begin to choose the most appropriate method when solving problems and making decisions in life - making them more reflective, responsible and insightful.</p> <p>Good thinking/ Problem solving Children begin to develop a sense of awe and wonder when learning about and investigating the exactness of mathematics. Curiosity</p>	<p>Moral development continues as learners discuss their mathematical understanding of problems.</p> <p>Problem solving Children question and explore mathematical information they are given.</p> <p>Curiosity/Good thinking Children begin to reason and prove their answers in mathematics.</p> <p>Reasoning</p>	<p>Children begin work in pairs with more independence, listen carefully to their peers and talk about their mathematical ideas and answers with their peers.</p> <p>Cooperation/Listening/Respect Children are given the opportunity to begin to investigate mathematical ideas which provides an opportunity for children to work together in maths lessons</p> <p>Cooperation/Listening/Respect Children begin to see some benefits of working together as a team in maths lessons and gain confidence in doing so.</p> <p>Cooperation</p>	<p>Children understand the importance of counting.</p> <p>Good thinking/Curiosity Children continue to explore early counting ideas from other countries, such as tallies.</p> <p>Curiosity</p>
<p>Year 3 and Year 4</p>	<p>Learners develop deep thinking further and question the way in which the world works.</p> <p>Good thinking Learners can choose an appropriate method when solving problems and making decisions in life - making them more reflective, responsible and insightful.</p> <p>Good thinking/ Problem solving Children develop a sense of awe and wonder when learning about and investigating the exactness of mathematics.</p> <p>Curiosity</p>	<p>Learners discuss their mathematical understanding of problems, and challenge mathematical ideas.</p> <p>Problem solving Children question and explore mathematical information and data they are given.</p> <p>Curiosity/Good thinking Children are encouraged to reason and prove their answers - giving some evidence and reasons for their thoughts. This allows them to further evidence their views, not just in maths, but in the wider</p>	<p>Children work cooperatively in pairs, listen carefully to and talk about their mathematical ideas and answers with all their peers.</p> <p>Cooperation/Listening/Respect Children investigate mathematical ideas regularly with peers. This provides an opportunity for children to work together in maths lessons</p> <p>Cooperation/Listening/Respect Children recognise the benefits of working together as a team in maths lessons and continue to gain confidence in doing so. Children begin to work as a Teaching Buddy in maths lesson.</p>	<p>Children explore more developed number systems, such as Roman numerals and imperial and metric measurements. Children begin to recognise how our counting system has developed throughout the ages.</p> <p>Curiosity</p>

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		world. Reasoning	Cooperation	
Year 5 and Year 6	<p>Learners improve deep thinking skills further and question the way in which the world works. Good thinking</p> <p>Learners consider the most appropriate method when solving problems and making decisions in life - making them more reflective, responsible and insightful.</p> <p>Good thinking/ Problem solving</p> <p>Children develop a deepened sense of awe and wonder when learning about and investigating the exactness of mathematics. Curiosity</p>	<p>Learners discuss their mathematical understanding of problems, and challenge mathematical ideas at a deeper level and with confidence.</p> <p>Problem solving</p> <p>Children question and explore a wider range of mathematical information and data they are given. They are given the opportunity to be aware of the use and misuse of data.</p> <p>Curiosity/Good thinking</p> <p>Children are encouraged to reason and prove their answers - giving evidence and reasons for their thoughts. This allows them to further evidence their views, not just in maths, but in the wider world.</p> <p>Reasoning</p>	<p>Children work cooperatively in pairs on more challenging mathematical ideas, listen carefully to, and talk about their mathematical ideas and answers with all their peers. They are able to share their group or pair ideas together to the class and respect differing ideas.</p> <p>Cooperation/Listening/Respect</p> <p>Children investigate more challenging mathematical ideas regularly and use perseverance as a group when doing so.</p> <p>Cooperation/Listening/Respect/Perseverance</p> <p>Children recognise the benefits of working together as a team in maths lessons and work as a Teaching Buddy to support their peers.</p> <p>Cooperation</p> <p>Children recognise how work completed by famous scientists and mathematicians has shaped our society.</p> <p>Curiosity</p>	<p>Children understand more developed number systems, such as Roman numerals and imperial and metric measurements.</p> <p>Curiosity</p> <p>Children recognise how our counting system has developed throughout the ages and shaped the decimal system that we use today.</p> <p>Curiosity</p> <p>Children recognise how work completed by famous scientists and mathematicians has shaped our society.</p> <p>Curiosity</p>

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