Cultural Capital in Maths

Class	Personal	Social	Physical	Spiritual	Moral	Cultural
Rec	Developing their vocabulary through mathematical understanding.	Children learn to play dominoes .	Pupils are encouraged to create and be inspired by pattern as way of understanding and describing the world.	Children begin to share their ideas and thoughts with adults.	Understand that we need to pay for goods.	Visit a farm and collect data sorting animals and saying what features they have in common.
Rec/Y1	Children learn to sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).	Children can ask and answer maths related questions.	Begin to understand position and direction through movement.	Developing ability to engage in a more formal classroom environment.	Learning to share with the understanding of a half.	Children can recognise and use language relating to dates, including days of the week, weeks, months and years gaining a broader understanding of the world around them.
Y1/Y2	Learn to better articulate themselves through explaining how they know an answer.	Learning and discussing mathematical concepts with older pupils in school.	Children develop their problem solving skills making a den.	Children take a nature walk and record their findings.	Understand the concept of fair with regards to fractions as they learn to recognise, find,	Children can recognise and know the value of different denominations of coins and notes.

					name and write them.	
Y2	Children develop independence learning to choose an appropriate strategy to solve a calculation based upon the numbers involved.	Children can find and describe to others 2D and 3D shapes in the world around them.	Learn to follow a route map.	Children experience a bug hunt exploring the natural world and use pictograms, tally charts, block diagrams and simple tables to record their findings.	Work co-operatively in groups during mathematical tasks and appreciate the contributions of others.	Children learn to solve simple real life problems in a practical context.
Y3	Children develop independence through learning to estimate the answer to a calculation on their own and check answers using the inverse operation.	Learn to describe positions on a square grid labelled with letters and numbers and direct a peer.	Pupils make/build 3-D shapes using modelling materials.	Children create their own questions using data they are presented with.	Develop problem solving skills and team work through discussion, explanation and presenting ideas.	Children learn to read Roman numerals from I to XII.
Y3/Y4	Children learn to read, write and convert time between analogue and digital 12- and 24-hour clocks, supporting their personal	Design and create a mathematical board game to play with peers.	Children plan a tour of the local area and describe positions of key landmarks on a 2-D grid as coordinates.	Children go on a forest walk finding acute and obtuse angles in the natural world before comparing and ordering these angles.	Learning about division as sharing and grouping and understanding the value of sharing varied amounts in a real world context.	Children can add and subtract amounts of money to give change, using both £ and p in practical contexts.

	development and building life skills.					
Y4/Y5	Children learn to solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures.	Children know all of their times tables and challenge peers in TT Rockstars battles.	Make a tortilla pizza using knowledge of measurement to help organise ingredients.	Children represent their position and reflection skills creating symmetrical designs on a grid inspired by the stained glass we see in religious settings like our local church.	Children go litter picking and present data regarding amounts and types of litter using different graphs.	Children can find and order temperatures in different locations across the world.
Y5/Y6	Children develop their ability to self-assess their learning.	Children learn to further develop problem solving skills and team work through discussion, explanation and presenting ideas.	Using knowledge of shape and angles, children design and make a bridge.	Children devise increasingly more complex questions of their own regarding their learning and the links between mathematical concepts.	Solving increasingly complex, multi-step problems in a variety of real life contexts.	Children learn to read Roman numerals to 1000.
Y6	Children learn to read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.	Teach younger children some key maths skills.	Use understanding of positions on the full coordinate grid to aid orienteering around the school grounds.	Children build a model of the solar system using knowledge of 3D shapes and making nets. They can Illustrate and name parts of circles,	Lead the school in raising money for charity during the NSPCC Number day.	Children build on financial skills through their study of money.

				including radius, diameter and circumference.		