



ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

SPIRITUALITY ACROSS THE MATHS CURRICULUM

A curriculum map of authentic opportunities from the White Rose Maths schemes of learning



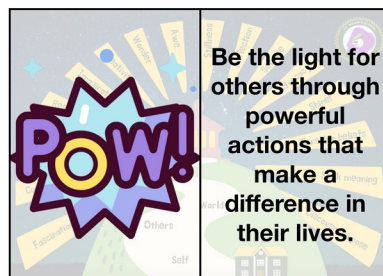
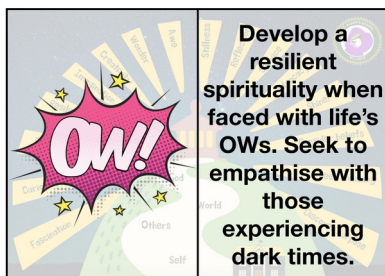
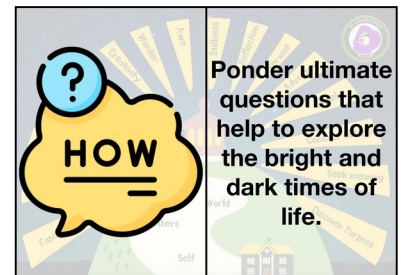
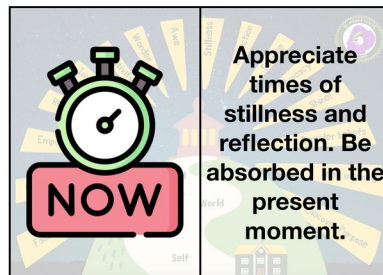
Scope. This document maps the 73 White Rose Maths blocks supplied for Years 1-6, using the Small Step title of each lesson as the curriculum reference point. The supplied materials contain 706 Small Steps. Detailed mapping is deliberately selective: only Small Steps where a meaningful spiritual opportunity grows naturally from the mathematics are highlighted.

Hope • Love • Friendship • Forgiveness • Truth • Perseverance

OUR SPIRITUALITY LANGUAGE

Six shared lenses used across the Beacon Curriculum

A common language. The lenses help staff and pupils notice and articulate genuine spiritual opportunities. They are not a checklist and they are not an assessment of a child's spirituality.



SPIRITUALITY WITHIN MATHS

Wonder, reasoning, perseverance, precision, pattern and truth

Intent. At St Aidan's, spirituality is woven naturally through Maths. Pupils encounter WOW, OW, HOW, NOW, VOW and POW moments as they notice pattern and structure, wrestle with challenge, become absorbed in reasoning, explain what is true, learn from error and use mathematics carefully in the world around them.

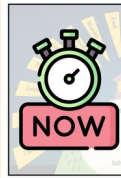
How spirituality connects to mathematical learning

The Beacon Maths curriculum develops fluency, reasoning and problem-solving. Pupils move between concrete, pictorial and abstract representations; notice relationships; conjecture; justify; estimate; calculate; measure; interpret data and choose efficient methods. These mathematical habits create authentic opportunities for wonder, deep attention, resilience, truthfulness and responsible decision-making without turning every lesson into an artificial reflection exercise.



WOW

Wonder: Pattern, symmetry, equivalence, surprising relationships and the scale or order of number can prompt genuine mathematical awe.



NOW

Reflection: Sustained attention when visualising, measuring, checking, constructing or reasoning helps pupils become absorbed in the present problem.



HOW

Big questions: Pupils ask why a pattern works, whether a claim is always true, how different representations connect and what counts as convincing proof.



OW

Challenge & empathy: Productive struggle, misconceptions and non-routine problems develop perseverance and a healthy response to mistakes and uncertainty.



POW

Making a difference: Applied mathematics can help pupils communicate information clearly, solve practical problems and use evidence to support others.



VOW

Values & commitment: Accuracy, honesty with data, fairness in comparison, responsible use of money and willingness to justify claims connect mathematics with integrity.

HOW THE MATHS MAP WORKS

Keeping spiritual development authentic and mathematics mathematically rigorous

Golden rule. The mathematics comes first. A spirituality link is mapped only where a Small Step naturally invites wonder, reflection, perseverance, careful reasoning, truthful representation, responsibility or a meaningful connection to lived experience.

Four principles for staff

- Maths remains maths-led. Spiritual reflection grows from the mathematical content and habits of mind; it never replaces fluency, reasoning, problem-solving, vocabulary, representation or practice.
- Not every Small Step needs a spirituality label. Leaving routine procedural learning unmapped protects the integrity of both mathematics and spiritual development.
- Mistakes are treated as information. Productive struggle can become an OW moment when pupils are supported to persevere, compare methods and learn from misconceptions rather than fear them.
- Questions are invitational. Pupils of all faiths and worldviews can wonder at pattern, ask why, value truth, attend carefully and consider responsible applications without being directed towards a single spiritual conclusion.

A particularly strong Maths thread: truth, pattern and perseverance

Across the curriculum, pupils discover that mathematics is not only about getting an answer. They learn to notice structure, explain why, test whether a claim is always/sometimes/never true, represent information honestly and keep going when a route is not immediately clear. These are rich opportunities for HOW, WOW, NOW, OW and VOW moments.

MATHS CURRICULUM COVERAGE

All supplied White Rose blocks are represented; detailed mapping is selective

Year 1

Term	Block	Unit	Small Steps supplied	Strongest natural lenses
Autumn	1	Place value	15	HOW • WOW
Autumn	2	Addition and subtraction	17	HOW • WOW
Autumn	3	Shape	5	WOW • HOW • NOW
Spring	1	Place value (within 20)	12	HOW • WOW
Spring	2	Addition and subtraction (within 20)	10	HOW • WOW
Spring	3	Place value (within 50)	8	HOW • WOW
Spring	4	Length and height	3	NOW • HOW • VOW
Spring	5	Mass and volume	7	NOW • HOW • VOW
Summer	1	Multiplication & Division	9	HOW • OW
Summer	2	Fractions	4	HOW • WOW
Summer	3	Position & Direction	3	WOW • HOW • NOW
Summer	4	Place Value (within 100)	6	HOW • WOW

Term	Block	Unit	Small Steps supplied	Strongest natural lenses
Summer	5	Money	3	VOW • HOW
Summer	6	Time	6	NOW • HOW

Year 2

Term	Block	Unit	Small Steps supplied	Strongest natural lenses
Autumn	1	Place value	16	HOW • WOW
Autumn	2	Addition and subtraction	21	HOW • WOW
Autumn	3	Shape	12	WOW • HOW • NOW
Spring	1	Money	10	VOW • HOW
Spring	2	Multiplication and division	17	HOW • OW
Spring	3	Length and height	5	NOW • HOW • VOW
Spring	4	Mass, capacity and temperature	9	NOW • HOW • VOW
Summer	1	Fractions	15	HOW • WOW
Summer	2	Time	7	NOW • HOW
Summer	3	Statistics	7	HOW • VOW
Summer	4	Position and direction	5	WOW • HOW • NOW

Year 3

Term	Block	Unit	Small Steps supplied	Strongest natural lenses
Autumn	1	Place value	14	HOW • WOW
Autumn	2	Addition and subtraction	22	HOW • WOW
Autumn	3	Multiplication and division A	15	HOW • OW
Spring	1	Multiplication and division B	11	HOW • OW
Spring	2	Length and perimeter	12	NOW • HOW • VOW
Spring	3	Fractions A	10	HOW • WOW
Spring	4	Mass and capacity	11	NOW • HOW • VOW
Summer	1	Fractions B	6	HOW • WOW
Summer	2	Money	5	VOW • HOW
Summer	3	Time	12	NOW • HOW
Summer	4	Shape	10	WOW • HOW • NOW
Summer	5	Statistics	6	HOW • VOW

Year 4

Term	Block	Unit	Small Steps supplied	Strongest natural lenses
Autumn	1	Place value	16	HOW • WOW

Term	Block	Unit	Small Steps supplied	Strongest natural lenses
Autumn	2	Addition and subtraction	10	HOW • WOW
Autumn	3	Area	4	NOW • HOW • VOW
Autumn	4	Multiplication and division A	13	HOW • OW
Spring	1	Multiplication and division B	15	HOW • OW
Spring	2	Length and perimeter	9	NOW • HOW • VOW
Spring	3	Fractions	15	HOW • WOW
Spring	4	Decimals A	10	HOW • WOW
Summer	1	Decimals B	8	HOW • WOW
Summer	2	Money	6	VOW • HOW

Year 5

Term	Block	Unit	Small Steps supplied	Strongest natural lenses
Autumn	1	Place value	14	HOW • WOW
Autumn	2	Addition and subtraction	8	HOW • WOW
Autumn	3	Multiplication and division A	10	HOW • OW
Autumn	4	Fractions A	17	HOW • WOW
Spring	1	Multiplication and division B	11	HOW • OW
Spring	2	Fractions B	7	HOW • WOW
Spring	3	Decimals and percentages	15	HOW • WOW
Spring	4	Perimeter and area	6	NOW • HOW • VOW
Spring	5	Statistics	5	HOW • VOW
Summer	3	Decimals	12	HOW • WOW
Summer	4	Negative numbers	5	HOW • OW
Summer	5	Converting units	6	NOW • HOW • VOW
Summer	6	Volume	4	NOW • HOW • VOW

Year 6

Term	Block	Unit	Small Steps supplied	Strongest natural lenses
Autumn	1	Place value	8	HOW • WOW
Autumn	2	Addition, subtraction, multiplication and division	17	HOW • OW
Autumn	3	Fractions A	9	HOW • WOW
Autumn	4	Fractions B	7	HOW • WOW
Autumn	5	Converting units	5	NOW • HOW • VOW
Spring	1	Ratio	10	HOW • WOW
Spring	2	Algebra	10	HOW • OW
Spring	3	Decimals	9	HOW • WOW
Spring	4	Fractions, decimals and percentages	9	HOW • WOW
Spring	5	Area, perimeter and volume	8	NOW • HOW • VOW
Spring	6	Statistics	6	HOW • VOW
Summer	1	Shape	11	WOW • HOW • NOW
Summer	2	Position and direction	5	WOW • HOW • NOW

MATHS SPIRITUALITY MAP - BLOCK OVERVIEW

Every supplied block shown; lenses identify the strongest natural opportunities

Year 1

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
Autumn 1	Place value	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Autumn 2	Addition and subtraction	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Autumn 3	Shape	WOW • HOW • NOW	Pattern, spatial relationship and visualisation invite wonder, close attention and precise reasoning.
Spring 1	Place value (within 20)	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Spring 2	Addition and subtraction (within 20)	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Spring 3	Place value (within 50)	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Spring 4	Length and height	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
Spring 5	Mass and volume	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.
Summer 1	Multiplication & Division	HOW • OW	Structures, relationships and efficient strategies develop reasoning and perseverance, especially when pupils justify and refine methods.
Summer 2	Fractions	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Summer 3	Position & Direction	WOW • HOW • NOW	Pattern, spatial relationship and visualisation invite wonder, close attention and precise reasoning.
Summer 4	Place Value (within 100)	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Summer 5	Money	VOW • HOW	Everyday value, equivalence, estimation and accuracy provide meaningful contexts for responsible mathematical choices.
Summer 6	Time	NOW • HOW	Sequence and duration encourage attentiveness to everyday rhythms and careful reasoning about intervals.

Year 2

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
Autumn 1	Place value	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Autumn 2	Addition and subtraction	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Autumn 3	Shape	WOW • HOW • NOW	Pattern, spatial relationship and visualisation invite wonder, close attention and precise reasoning.
Spring 1	Money	VOW • HOW	Everyday value, equivalence, estimation and accuracy provide meaningful contexts for responsible mathematical choices.
Spring 2	Multiplication and division	HOW • OW	Structures, relationships and efficient strategies develop reasoning and perseverance, especially when pupils justify and refine methods.
Spring 3	Length and height	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.
Spring 4	Mass, capacity and temperature	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.
Summer 1	Fractions	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
			representations of the same mathematical idea.
Summer 2	Time	NOW • HOW	Sequence and duration encourage attentiveness to everyday rhythms and careful reasoning about intervals.
Summer 3	Statistics	HOW • VOW	Truth, evidence and responsible interpretation of data are central: pupils learn that representations must be read and constructed carefully.
Summer 4	Position and direction	WOW • HOW • NOW	Pattern, spatial relationship and visualisation invite wonder, close attention and precise reasoning.

Year 3

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
Autumn 1	Place value	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Autumn 2	Addition and subtraction	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Autumn 3	Multiplication and division A	HOW • OW	Structures, relationships and efficient strategies develop reasoning and perseverance, especially when pupils justify and refine methods.
Spring 1	Multiplication and division B	HOW • OW	Structures, relationships and efficient strategies develop reasoning and perseverance, especially when pupils justify and refine methods.
Spring 2	Length and perimeter	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.
Spring 3	Fractions A	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Spring 4	Mass and capacity	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
Summer 1	Fractions B	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Summer 2	Money	VOW • HOW	Everyday value, equivalence, estimation and accuracy provide meaningful contexts for responsible mathematical choices.
Summer 3	Time	NOW • HOW	Sequence and duration encourage attentiveness to everyday rhythms and careful reasoning about intervals.
Summer 4	Shape	WOW • HOW • NOW	Pattern, spatial relationship and visualisation invite wonder, close attention and precise reasoning.
Summer 5	Statistics	HOW • VOW	Truth, evidence and responsible interpretation of data are central: pupils learn that representations must be read and constructed carefully.

Year 4

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
Autumn 1	Place value	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Autumn 2	Addition and subtraction	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Autumn 3	Area	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.
Autumn 4	Multiplication and division A	HOW • OW	Structures, relationships and efficient strategies develop reasoning and perseverance, especially when pupils justify and refine methods.
Spring 1	Multiplication and division B	HOW • OW	Structures, relationships and efficient strategies develop reasoning and perseverance, especially when pupils justify and refine methods.
Spring 2	Length and perimeter	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.
Spring 3	Fractions	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
Spring 4	Decimals A	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Summer 1	Decimals B	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Summer 2	Money	VOW • HOW	Everyday value, equivalence, estimation and accuracy provide meaningful contexts for responsible mathematical choices.

Year 5

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
Autumn 1	Place value	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Autumn 2	Addition and subtraction	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Autumn 3	Multiplication and division A	HOW • OW	Structures, relationships and efficient strategies develop reasoning and perseverance, especially when pupils justify and refine methods.
Autumn 4	Fractions A	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Spring 1	Multiplication and division B	HOW • OW	Structures, relationships and efficient strategies develop reasoning and perseverance, especially when pupils justify and refine methods.
Spring 2	Fractions B	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Spring 3	Decimals and percentages	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
			idea.
Spring 4	Perimeter and area	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.
Spring 5	Statistics	HOW • VOW	Truth, evidence and responsible interpretation of data are central: pupils learn that representations must be read and constructed carefully.
Summer 3	Decimals	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Summer 4	Negative numbers	HOW • OW	Mathematical reasoning and productive struggle provide natural opportunities to question, persevere and explain.
Summer 5	Converting units	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.
Summer 6	Volume	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.

Year 6

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
Autumn 1	Place value	HOW • WOW	Number structure, patterns and connections help pupils see order within the number system and explain why methods work.
Autumn 2	Addition, subtraction, multiplication and division	HOW • OW	Structures, relationships and efficient strategies develop reasoning and perseverance, especially when pupils justify and refine methods.
Autumn 3	Fractions A	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Autumn 4	Fractions B	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Autumn 5	Converting units	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.
Spring 1	Ratio	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Spring 2	Algebra	HOW • OW	Generalising, using unknowns and solving equations make reasoning visible and reward perseverance through abstraction.

Term / Block	Unit	Strongest lenses	Why this block is spiritually rich
Spring 3	Decimals	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Spring 4	Fractions, decimals and percentages	HOW • WOW	Part-whole relationships and equivalence reveal deep connections between different representations of the same mathematical idea.
Spring 5	Area, perimeter and volume	NOW • HOW • VOW	Measurement joins attentive observation with precision, estimation and the responsible use of agreed units.
Spring 6	Statistics	HOW • VOW	Truth, evidence and responsible interpretation of data are central: pupils learn that representations must be read and constructed carefully.
Summer 1	Shape	WOW • HOW • NOW	Pattern, spatial relationship and visualisation invite wonder, close attention and precise reasoning.
Summer 2	Position and direction	WOW • HOW • NOW	Pattern, spatial relationship and visualisation invite wonder, close attention and precise reasoning.

DETAILED MATHS SPIRITUALITY MAP - YEAR 1

Selected Small Steps only: genuine opportunities rather than a checklist

Small Step titles below are taken directly from the supplied White Rose Maths schemes. Where a Small Step is not listed, this does not imply that spiritual development cannot occur; it means no explicit planned link is necessary for the integrity of this map.

Autumn Block 1: Place value

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Represent objects	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B1 • Step 4
Compare groups by matching	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B1 • Step 10
Compare numbers	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify	Autumn B1 • Step 13

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		occur and connect new ideas to known facts.		it.	
Order objects and numbers	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B1 • Step 14

Autumn Block 2: Addition and subtraction

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Introduce parts and wholes	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B2 • Step 1
Part-whole model	HOW • WOW	Equivalent representations reveal that the same mathematical relationship	How can two different-looking representations express the same value or	Pupils move between representations, explain equivalence and articulate	Autumn B2 • Step 2

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	relationship?	a connection they had not noticed before.	
Write number sentences	HOW • OW	The step offers a natural opportunity to reason carefully and persevere through challenge, valuing explanation and learning from mistakes rather than simply reaching an answer.	What did you notice, and how do you know your answer is reasonable?	Pupils explain their thinking, check a result and adapt their approach when needed.	Autumn B2 • Step 3
Addition problems	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Autumn B2 • Step 10

Autumn Block 3: Shape

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Recognise and name 3-D shapes	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Autumn B3 • Step 1
Patterns with 2-D and 3-D shapes	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Autumn B3 • Step 5

Spring Block 1: Place value (within 20)

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Estimate on a number line to 20	HOW • OW • NOW	The step foregrounds mathematical reasoning:	What helped you keep going when the answer	Pupils explain a strategy, revise an error, compare	Spring B1 • Step 10

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	was not obvious? How could you convince someone your method works?	methods and persist when a first approach does not work.	
Compare numbers to 20	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Spring B1 • Step 11
Order numbers to 20	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Spring B1 • Step 12

Spring Block 2: Addition and subtraction (within 20)

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Find and make number bonds to 20	HOW • OW	The step offers a natural opportunity to reason carefully and persevere through challenge, valuing explanation and learning from mistakes rather than simply reaching an answer.	What did you notice, and how do you know your answer is reasonable?	Pupils explain their thinking, check a result and adapt their approach when needed.	Spring B2 • Step 3
Doubles	HOW • VOW	Grouping and sharing make mathematical equality visible. Pupils reason about equal structures and use representations to explain when quantities have been shared or grouped consistently.	What makes the groups equal, and how can your representation prove it?	Pupils construct equal groups, explain the relationship and check that the structure is consistent.	Spring B2 • Step 4
Missing number problems	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B2 • Step 10

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		fear of error.			

Spring Block 3: Place value (within 50)

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
20, 30, 40 and 50	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Spring B3 • Step 2
Partition into tens and ones	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 5
Estimate on a number line to 50	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy,	What helped you keep going when the answer was not obvious? How could you convince	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not	Spring B3 • Step 7

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	someone your method works?	work.	

Spring Block 4: Length and height

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Compare lengths and heights	NOW • HOW • VOW	Measurement develops attentive observation and respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	How precise do we need to be here, and how can we know whether our measurement is sensible?	Pupils select suitable units/tools, estimate before measuring, check reasonableness and explain sources of error.	Spring B4 • Step 1
Measure length in centimetres	NOW • HOW	Time mathematics helps pupils attend to sequence, duration and the rhythms that organise everyday life. It rewards careful observation and precise reasoning about events	How does measuring time help us notice and organise what happens in our day?	Pupils sequence events, reason about duration and use time language precisely.	Spring B4 • Step 3

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		and intervals.			

Spring Block 5: Mass and volume

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Measure mass	NOW • HOW • VOW	Measurement develops attentive observation and respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	How precise do we need to be here, and how can we know whether our measurement is sensible?	Pupils select suitable units/tools, estimate before measuring, check reasonableness and explain sources of error.	Spring B5 • Step 2
Compare mass	NOW • HOW • VOW	Measurement develops attentive observation and respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	How precise do we need to be here, and how can we know whether our measurement is sensible?	Pupils select suitable units/tools, estimate before measuring, check reasonableness and explain sources of error.	Spring B5 • Step 3
Compare volume	NOW • HOW • VOW	Measurement develops attentive observation and	How precise do we need to be here, and how can we	Pupils select suitable units/tools, estimate before	Spring B5 • Step 5

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	know whether our measurement is sensible?	measuring, check reasonableness and explain sources of error.	

Summer Block 1: Multiplication & Division

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Make arrays	HOW • VOW	Grouping and sharing make mathematical equality visible. Pupils reason about equal structures and use representations to explain when quantities have been shared or grouped consistently.	What makes the groups equal, and how can your representation prove it?	Pupils construct equal groups, explain the relationship and check that the structure is consistent.	Summer B1 • Step 6
Make equal groups – grouping	HOW • VOW	Grouping and sharing make mathematical equality visible. Pupils reason about equal structures and use representations to explain	What makes the groups equal, and how can your representation prove it?	Pupils construct equal groups, explain the relationship and check that the structure is consistent.	Summer B1 • Step 8

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		when quantities have been shared or grouped consistently.			
Make equal groups - sharing	HOW • VOW	Grouping and sharing make mathematical equality visible. Pupils reason about equal structures and use representations to explain when quantities have been shared or grouped consistently.	What makes the groups equal, and how can your representation prove it?	Pupils construct equal groups, explain the relationship and check that the structure is consistent.	Summer B1 • Step 9

Summer Block 2: Fractions

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Find a half (1)	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Summer B2 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Find a half (2)	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Summer B2 • Step 2

Summer Block 3: Position & Direction

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Describe turns	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Summer B3 • Step 1
Describe position (1)	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful	What do you notice that stays the same, and what changes? Why might that	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or	Summer B3 • Step 2

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		visualisation and precise description help pupils notice relationships that are not immediately obvious.	relationship be true?	constructing.	

Summer Block 4: Place Value (within 100)

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Counting forwards and backwards within 100	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Summer B4 • Step 1
Partitioning numbers	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Summer B4 • Step 2

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Ordering numbers	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Summer B4 • Step 5

Summer Block 5: Money

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Recognising coins	VOW • HOW	Money contexts require accuracy and thoughtful decision-making. Pupils consider value, equivalence, estimation and the consequences of numerical choices in everyday life.	Why does accuracy matter when money is involved, and how can you check that a decision is reasonable?	Pupils calculate carefully, justify choices, estimate/check totals and recognise that numerical errors can affect people.	Summer B5 • Step 1
Recognising notes	VOW • HOW	Money contexts require accuracy and thoughtful decision-making. Pupils consider value, equivalence, estimation and the consequences of numerical choices in	Why does accuracy matter when money is involved, and how can you check that a decision is reasonable?	Pupils calculate carefully, justify choices, estimate/check totals and recognise that numerical errors can affect people.	Summer B5 • Step 2

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		everyday life.			

Summer Block 6: Time

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Before and after	NOW • HOW	Time mathematics helps pupils attend to sequence, duration and the rhythms that organise everyday life. It rewards careful observation and precise reasoning about events and intervals.	How does measuring time help us notice and organise what happens in our day?	Pupils sequence events, reason about duration and use time language precisely.	Summer B6 • Step 1
Dates	NOW • HOW	Time mathematics helps pupils attend to sequence, duration and the rhythms that organise everyday life. It rewards careful observation and precise reasoning about events and intervals.	How does measuring time help us notice and organise what happens in our day?	Pupils sequence events, reason about duration and use time language precisely.	Summer B6 • Step 2
Time to the hour	NOW • HOW	Time mathematics helps pupils attend to sequence, duration and the rhythms that organise everyday life.	How does measuring time help us notice and organise what happens in our day?	Pupils sequence events, reason about duration and use time language	Summer B6 • Step 3

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		It rewards careful observation and precise reasoning about events and intervals.		precisely.	

DETAILED MATHS SPIRITUALITY MAP - YEAR 2

Selected Small Steps only: genuine opportunities rather than a checklist

Small Step titles below are taken directly from the supplied White Rose Maths schemes. Where a Small Step is not listed, this does not imply that spiritual development cannot occur; it means no explicit planned link is necessary for the integrity of this map.

Autumn Block 1: Place value

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Use a place value chart	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Autumn B1 • Step 4
Partition numbers to 100	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B1 • Step 5
Flexibly partition numbers to 100	HOW • OW • NOW	The step foregrounds mathematical reasoning:	What helped you keep going when the answer	Pupils explain a strategy, revise an error, compare	Autumn B1 • Step 7

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	was not obvious? How could you convince someone your method works?	methods and persist when a first approach does not work.	
Estimate numbers on a number line	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Autumn B1 • Step 11

Autumn Block 2: Addition and subtraction

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Bonds to 10	HOW • OW	The step offers a natural opportunity to reason carefully and persevere through challenge, valuing	What did you notice, and how do you know your answer is reasonable?	Pupils explain their thinking, check a result and adapt their approach	Autumn B2 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		explanation and learning from mistakes rather than simply reaching an answer.		when needed.	
Fact families - addition and subtraction bonds within 20	HOW • OW	The step offers a natural opportunity to reason carefully and persevere through challenge, valuing explanation and learning from mistakes rather than simply reaching an answer.	What did you notice, and how do you know your answer is reasonable?	Pupils explain their thinking, check a result and adapt their approach when needed.	Autumn B2 • Step 2
Compare number sentences	HOW • OW	The step offers a natural opportunity to reason carefully and persevere through challenge, valuing explanation and learning from mistakes rather than simply reaching an answer.	What did you notice, and how do you know your answer is reasonable?	Pupils explain their thinking, check a result and adapt their approach when needed.	Autumn B2 • Step 20
Missing number problems	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Autumn B2 • Step 21

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		opportunity for perseverance rather than fear of error.			

Autumn Block 3: Shape

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Lines of symmetry on shapes	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Autumn B3 • Step 5
Use lines of symmetry to complete shapes	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Autumn B3 • Step 6

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Make patterns with 2-D and 3-D shapes	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Autumn B3 • Step 12

Spring Block 1: Money

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Count money – pence	VOW • HOW	Money contexts require accuracy and thoughtful decision-making. Pupils consider value, equivalence, estimation and the consequences of numerical choices in everyday life.	Why does accuracy matter when money is involved, and how can you check that a decision is reasonable?	Pupils calculate carefully, justify choices, estimate/check totals and recognise that numerical errors can affect people.	Spring B1 • Step 1
Compare amounts of money	VOW • HOW	Money contexts require accuracy and thoughtful decision-making. Pupils consider value, equivalence, estimation	Why does accuracy matter when money is involved, and how can you check that a decision is	Pupils calculate carefully, justify choices, estimate/check totals and recognise that numerical	Spring B1 • Step 6

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		and the consequences of numerical choices in everyday life.	reasonable?	errors can affect people.	
Two-step problems	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B1 • Step 10

Spring Block 2: Multiplication and division

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
The 2 times-table	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Spring B2 • Step 9

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
The 10 times-table	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Spring B2 • Step 13
The 5 times-table	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Spring B2 • Step 15
The 5 and 10 times-tables	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Spring B2 • Step 17

Spring Block 3: Length and height

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Measure in centimetres	NOW • HOW	Time mathematics helps pupils attend to sequence, duration and the rhythms that organise everyday life. It rewards careful observation and precise reasoning about events and intervals.	How does measuring time help us notice and organise what happens in our day?	Pupils sequence events, reason about duration and use time language precisely.	Spring B3 • Step 1
Four operations with lengths and heights	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 5

Spring Block 4: Mass, capacity and temperature

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Four operations with mass	HOW • WOW	Equivalent representations reveal that the same mathematical relationship	How can two different-looking representations express the same value or	Pupils move between representations, explain equivalence and articulate	Spring B4 • Step 4

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	relationship?	a connection they had not noticed before.	
Compare volume and capacity	NOW • HOW • VOW	Measurement develops attentive observation and respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	How precise do we need to be here, and how can we know whether our measurement is sensible?	Pupils select suitable units/tools, estimate before measuring, check reasonableness and explain sources of error.	Spring B4 • Step 5
Four operations with volume and capacity	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B4 • Step 8

Summer Block 1: Fractions

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Introduction to parts and whole	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Summer B1 • Step 1
Equal and unequal parts	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Summer B1 • Step 2
Find the whole	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Summer B1 • Step 9

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		number.			
Count in fractions up to a whole	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Summer B1 • Step 15

Summer Block 2: Time

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
O'clock and half past	NOW • HOW	Time mathematics helps pupils attend to sequence, duration and the rhythms that organise everyday life. It rewards careful observation and precise reasoning about events and intervals.	How does measuring time help us notice and organise what happens in our day?	Pupils sequence events, reason about duration and use time language precisely.	Summer B2 • Step 1
Quarter past and quarter to	NOW • HOW	Time mathematics helps pupils attend to sequence, duration and the rhythms	How does measuring time help us notice and organise	Pupils sequence events, reason about duration and use time language	Summer B2 • Step 2

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		that organise everyday life. It rewards careful observation and precise reasoning about events and intervals.	what happens in our day?	precisely.	
Tell the time past the hour	NOW • HOW	Time mathematics helps pupils attend to sequence, duration and the rhythms that organise everyday life. It rewards careful observation and precise reasoning about events and intervals.	How does measuring time help us notice and organise what happens in our day?	Pupils sequence events, reason about duration and use time language precisely.	Summer B2 • Step 3

Summer Block 3: Statistics

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Draw pictograms (1–1)	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Summer B3 • Step 4

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Interpret pictograms (1–1)	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Summer B3 • Step 5
Draw pictograms (2, 5 and 10)	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Summer B3 • Step 6

Summer Block 4: Position and direction

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Language of position	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Summer B4 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		notice relationships that are not immediately obvious.			
Shape patterns with turns	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Summer B4 • Step 5

DETAILED MATHS SPIRITUALITY MAP - YEAR 3

Selected Small Steps only: genuine opportunities rather than a checklist

Small Step titles below are taken directly from the supplied White Rose Maths schemes. Where a Small Step is not listed, this does not imply that spiritual development cannot occur; it means no explicit planned link is necessary for the integrity of this map.

Autumn Block 1: Place value

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Represent numbers to 100	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B1 • Step 1
Partition numbers to 100	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B1 • Step 2
Flexible partitioning of numbers to 1,000	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or	What helped you keep going when the answer was not obvious? How	Pupils explain a strategy, revise an error, compare methods and persist when	Autumn B1 • Step 7

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	could you convince someone your method works?	a first approach does not work.	
Estimate on a number line to 1,000	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Autumn B1 • Step 11

Autumn Block 2: Addition and subtraction

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Apply number bonds within 10	HOW • OW	The step offers a natural opportunity to reason carefully and persevere through challenge, valuing explanation and learning	What did you notice, and how do you know your answer is reasonable?	Pupils explain their thinking, check a result and adapt their approach when needed.	Autumn B2 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		from mistakes rather than simply reaching an answer.			
Spot the pattern	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Autumn B2 • Step 5
Estimate answers	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Autumn B2 • Step 20
Inverse operations	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not	Autumn B2 • Step 21

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		curiosity about connection, part-whole relationships and the hidden structure of number.		noticed before.	

Autumn Block 3: Multiplication and division A

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Sharing and grouping	HOW • VOW	Grouping and sharing make mathematical equality visible. Pupils reason about equal structures and use representations to explain when quantities have been shared or grouped consistently.	What makes the groups equal, and how can your representation prove it?	Pupils construct equal groups, explain the relationship and check that the structure is consistent.	Autumn B3 • Step 5
The 3 times-table	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Autumn B3 • Step 8

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
The 4 times-table	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Autumn B3 • Step 11
The 8 times-table	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Autumn B3 • Step 14

Spring Block 1: Multiplication and division B

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Multiples of 10	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Spring B1 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		ideas to known facts.			
Reasoning about multiplication	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B1 • Step 3
Divide a 2-digit number by a 1-digit number – flexible partitioning	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B1 • Step 8

Spring Block 2: Length and perimeter

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Measure in metres and centimetres	NOW • HOW	Time mathematics helps pupils attend to sequence, duration and the rhythms that organise everyday life. It rewards careful observation and precise reasoning about events and intervals.	How does measuring time help us notice and organise what happens in our day?	Pupils sequence events, reason about duration and use time language precisely.	Spring B2 • Step 1
Equivalent lengths (metres and centimetres)	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B2 • Step 5
Equivalent lengths (centimetres and millimetres)	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B2 • Step 6

Spring Block 3: Fractions A

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Compare and order unit fractions	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 2
Compare and order non-unit fractions	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 5
Equivalent fractions on a number line	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 9

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		and the hidden structure of number.			

Spring Block 4: Mass and capacity

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Equivalent masses (kilograms and grams)	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B4 • Step 4
Measure capacity and volume in millilitres	NOW • HOW • VOW	Measurement develops attentive observation and respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	How precise do we need to be here, and how can we know whether our measurement is sensible?	Pupils select suitable units/tools, estimate before measuring, check reasonableness and explain sources of error.	Spring B4 • Step 7
Equivalent capacities and	HOW • WOW	Equivalent representations	How can two different-	Pupils move between	Spring B4 • Step 9

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
volumes (litres and millilitres)		reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	looking representations express the same value or relationship?	representations, explain equivalence and articulate a connection they had not noticed before.	

Summer Block 1: Fractions B

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Partition the whole	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Summer B1 • Step 3
Unit fractions of a set of objects	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not	Summer B1 • Step 4

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		curiosity about connection, part-whole relationships and the hidden structure of number.		noticed before.	
Reasoning with fractions of an amount	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Summer B1 • Step 6

Summer Block 2: Money

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Pounds and pence	VOW • HOW	Money contexts require accuracy and thoughtful decision-making. Pupils consider value, equivalence, estimation and the consequences of numerical choices in	Why does accuracy matter when money is involved, and how can you check that a decision is reasonable?	Pupils calculate carefully, justify choices, estimate/check totals and recognise that numerical errors can affect people.	Summer B2 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		everyday life.			
Convert pounds and pence	VOW • HOW	Money contexts require accuracy and thoughtful decision-making. Pupils consider value, equivalence, estimation and the consequences of numerical choices in everyday life.	Why does accuracy matter when money is involved, and how can you check that a decision is reasonable?	Pupils calculate carefully, justify choices, estimate/check totals and recognise that numerical errors can affect people.	Summer B2 • Step 2

Summer Block 3: Time

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Roman numerals to 12	NOW • HOW	Time mathematics helps pupils attend to sequence, duration and the rhythms that organise everyday life. It rewards careful observation and precise reasoning about events and intervals.	How does measuring time help us notice and organise what happens in our day?	Pupils sequence events, reason about duration and use time language precisely.	Summer B3 • Step 1
Hours and minutes - use durations	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different	How can two different-looking representations express the same value or	Pupils move between representations, explain equivalence and articulate a connection they had not	Summer B3 • Step 9

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	relationship?	noticed before.	
Solve problems with time	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Summer B3 • Step 12

Summer Block 4: Shape

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Compare angles	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Summer B4 • Step 3

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		are not immediately obvious.			
Measure and draw accurately	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Summer B4 • Step 4
Draw polygons	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Summer B4 • Step 8

Summer Block 5: Statistics

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Interpret pictograms	HOW • VOW • NOW	Reading and representing	What does this	Pupils justify an	Summer B5 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	representation show clearly - and what might it hide or make easy to misread?	interpretation with evidence, check scales/labels and explain why accurate representation matters.	
Draw pictograms	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Summer B5 • Step 2
Interpret bar charts	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Summer B5 • Step 3

DETAILED MATHS SPIRITUALITY MAP - YEAR 4

Selected Small Steps only: genuine opportunities rather than a checklist

Small Step titles below are taken directly from the supplied White Rose Maths schemes. Where a Small Step is not listed, this does not imply that spiritual development cannot occur; it means no explicit planned link is necessary for the integrity of this map.

Autumn Block 1: Place value

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Represent numbers to 1,000	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B1 • Step 1
Partition numbers to 1,000	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B1 • Step 2
Flexible partitioning of numbers to 10,000	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or	What helped you keep going when the answer was not obvious? How	Pupils explain a strategy, revise an error, compare methods and persist when	Autumn B1 • Step 7

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	could you convince someone your method works?	a first approach does not work.	
Estimate on a number line to 10,000	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Autumn B1 • Step 10

Autumn Block 2: Addition and subtraction

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Efficient subtraction	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their	What helped you keep going when the answer was not obvious? How could you convince someone your method	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not	Autumn B2 • Step 8

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	works?	work.	
Estimate answers	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Autumn B2 • Step 9
Checking strategies	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Autumn B2 • Step 10

Autumn Block 3: Area

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Count squares	NOW • HOW • VOW	Measurement develops attentive observation and respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	How precise do we need to be here, and how can we know whether our measurement is sensible?	Pupils select suitable units/tools, estimate before measuring, check reasonableness and explain sources of error.	Autumn B3 • Step 2
Compare areas	NOW • HOW • VOW	Measurement develops attentive observation and respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	How precise do we need to be here, and how can we know whether our measurement is sensible?	Pupils select suitable units/tools, estimate before measuring, check reasonableness and explain sources of error.	Autumn B3 • Step 4

Autumn Block 4: Multiplication and division A

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
6 times-table and division facts	HOW • VOW • NOW	Reading and representing data invites pupils to ask	What does this representation show	Pupils justify an interpretation with	Autumn B4 • Step 3

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	clearly - and what might it hide or make easy to misread?	evidence, check scales/labels and explain why accurate representation matters.	
9 times-table and division facts	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Autumn B4 • Step 5
The 3, 6 and 9 times-tables	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Autumn B4 • Step 6

Spring Block 1: Multiplication and division B

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Factor pairs	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Spring B1 • Step 1
Use factor pairs	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Spring B1 • Step 2
Correspondence problems	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B1 • Step 14
Efficient multiplication	HOW • OW • NOW	The step foregrounds	What helped you keep	Pupils explain a strategy,	Spring B1 • Step 15

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	going when the answer was not obvious? How could you convince someone your method works?	revise an error, compare methods and persist when a first approach does not work.	

Spring Block 2: Length and perimeter

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Measure in kilometres and metres	NOW • HOW • VOW	Measurement develops attentive observation and respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	How precise do we need to be here, and how can we know whether our measurement is sensible?	Pupils select suitable units/tools, estimate before measuring, check reasonableness and explain sources of error.	Spring B2 • Step 1
Equivalent lengths (kilometres and metres)	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different	How can two different-looking representations express the same value or	Pupils move between representations, explain equivalence and articulate a connection they had not	Spring B2 • Step 2

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	relationship?	noticed before.	
Perimeter of a rectangle	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Spring B2 • Step 4

Spring Block 3: Fractions

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Understand the whole	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		number.			
Compare and order mixed numbers	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 5
Equivalent fractions on a number line	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 9
Equivalent fraction families	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 10

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		number.			

Spring Block 4: Decimals A

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Tenths as fractions	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B4 • Step 1
Tenths on a place value chart	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Spring B4 • Step 3
Hundredths on a place value chart	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information	What does this representation show clearly - and what might it	Pupils justify an interpretation with evidence, check	Spring B4 • Step 9

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	hide or make easy to misread?	scales/labels and explain why accurate representation matters.	

Summer Block 1: Decimals B

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Make a whole with tenths	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Summer B1 • Step 1
Make a whole with hundredths	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Summer B1 • Step 2

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		number.			
Flexibly partition decimals	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Summer B1 • Step 4

Summer Block 2: Money

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Compare amounts of money	VOW • HOW	Money contexts require accuracy and thoughtful decision-making. Pupils consider value, equivalence, estimation and the consequences of numerical choices in everyday life.	Why does accuracy matter when money is involved, and how can you check that a decision is reasonable?	Pupils calculate carefully, justify choices, estimate/check totals and recognise that numerical errors can affect people.	Summer B2 • Step 3
Estimate with money	HOW • OW • NOW	The step foregrounds mathematical reasoning:	What helped you keep going when the answer	Pupils explain a strategy, revise an error, compare	Summer B2 • Step 4

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	was not obvious? How could you convince someone your method works?	methods and persist when a first approach does not work.	
Solve problems with money	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Summer B2 • Step 6

DETAILED MATHS SPIRITUALITY MAP - YEAR 5

Selected Small Steps only: genuine opportunities rather than a checklist

Small Step titles below are taken directly from the supplied White Rose Maths schemes. Where a Small Step is not listed, this does not imply that spiritual development cannot occur; it means no explicit planned link is necessary for the integrity of this map.

Autumn Block 1: Place value

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Powers of 10	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B1 • Step 6
Partition numbers to 1,000,000	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B1 • Step 8
Compare and order numbers to 100,000	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils	What pattern or relationship can you see, and how could you explain	Pupils notice a number pattern, form a conjecture and use known facts or	Autumn B1 • Step 10

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		are invited to notice patterns, ask why they occur and connect new ideas to known facts.	why it continues?	representations to justify it.	
Compare and order numbers to 1,000,000	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B1 • Step 11

Autumn Block 2: Addition and subtraction

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Round to check answers	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Autumn B2 • Step 4

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Inverse operations (addition and subtraction)	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B2 • Step 5
Multi-step addition and subtraction problems	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Autumn B2 • Step 6

Autumn Block 3: Multiplication and division A

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Prime numbers	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils	What pattern or relationship can you see, and how could you explain	Pupils notice a number pattern, form a conjecture and use known facts or	Autumn B3 • Step 5

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		are invited to notice patterns, ask why they occur and connect new ideas to known facts.	why it continues?	representations to justify it.	
Square numbers	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B3 • Step 6
Cube numbers	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B3 • Step 7

Autumn Block 4: Fractions A

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Find fractions equivalent to a unit fraction	HOW • WOW	Equivalent representations reveal that the same mathematical relationship	How can two different-looking representations express the same value or	Pupils move between representations, explain equivalence and articulate	Autumn B4 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	relationship?	a connection they had not noticed before.	
Find fractions equivalent to a non-unit fraction	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B4 • Step 2
Recognise equivalent fractions	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B4 • Step 3
Compare and order fractions greater than 1	HOW • WOW	Equivalent representations reveal that the same mathematical relationship	How can two different-looking representations express the same value or	Pupils move between representations, explain equivalence and articulate	Autumn B4 • Step 8

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	relationship?	a connection they had not noticed before.	

Spring Block 1: Multiplication and division B

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Solve problems with multiplication	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B1 • Step 6
Efficient division	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive	What helped you keep going when the answer was not obvious? How could you convince someone your method	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B1 • Step 10

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		struggle becomes an opportunity for perseverance rather than fear of error.	works?		
Solve problems with multiplication and division	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B1 • Step 11

Spring Block 2: Fractions B

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Calculate a fraction of a quantity	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B2 • Step 4

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		number.			
Fraction of an amount	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B2 • Step 5
Find the whole	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B2 • Step 6

Spring Block 3: Decimals and percentages

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Equivalent fractions and decimals (tenths)	HOW • WOW	Equivalent representations reveal that the same	How can two different-looking representations	Pupils move between representations, explain	Spring B3 • Step 2

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	express the same value or relationship?	equivalence and articulate a connection they had not noticed before.	
Equivalent fractions and decimals (hundredths)	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 3
Equivalent fractions and decimals	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 4
Order and compare decimals (same number of	HOW • WOW	Equivalent representations reveal that the same	How can two different-looking representations	Pupils move between representations, explain	Spring B3 • Step 8

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
decimal places)		mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	express the same value or relationship?	equivalence and articulate a connection they had not noticed before.	

Spring Block 4: Perimeter and area

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Perimeter of rectangles	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Spring B4 • Step 1
Perimeter of polygons	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Spring B4 • Step 3

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		notice relationships that are not immediately obvious.			
Estimate area	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B4 • Step 6

Spring Block 5: Statistics

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Draw line graphs	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Spring B5 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Read and interpret timetables	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Spring B5 • Step 5

Summer Block 3: Decimals

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Use known facts to add and subtract decimals within 1	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Summer B3 • Step 1
Efficient strategies for adding and subtracting decimals	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their	What helped you keep going when the answer was not obvious? How could you convince someone your method	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not	Summer B3 • Step 8

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	works?	work.	
Multiply and divide decimals – missing values	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Summer B3 • Step 12

Summer Block 4: Negative numbers

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Understand negative numbers	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Summer B4 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		ideas to known facts.			
Compare and order negative numbers	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Summer B4 • Step 4

Summer Block 5: Converting units

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Kilograms and kilometres	NOW • HOW • VOW	Measurement develops attentive observation and respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	How precise do we need to be here, and how can we know whether our measurement is sensible?	Pupils select suitable units/tools, estimate before measuring, check reasonableness and explain sources of error.	Summer B5 • Step 1
Convert units of time	NOW • HOW	Time mathematics helps pupils attend to sequence, duration and the rhythms that organise everyday life.	How does measuring time help us notice and organise what happens in our day?	Pupils sequence events, reason about duration and use time language	Summer B5 • Step 5

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		It rewards careful observation and precise reasoning about events and intervals.		precisely.	
Calculate with timetables	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Summer B5 • Step 6

Summer Block 6: Volume

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Estimate volume	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Summer B6 • Step 3

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		fear of error.			
Estimate capacity	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Summer B6 • Step 4

DETAILED MATHS SPIRITUALITY MAP - YEAR 6

Selected Small Steps only: genuine opportunities rather than a checklist

Small Step titles below are taken directly from the supplied White Rose Maths schemes. Where a Small Step is not listed, this does not imply that spiritual development cannot occur; it means no explicit planned link is necessary for the integrity of this map.

Autumn Block 1: Place value

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Powers of 10	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B1 • Step 4
Compare and order any integers	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B1 • Step 6
Negative numbers	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify	Autumn B1 • Step 8

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		occur and connect new ideas to known facts.		it.	

Autumn Block 2: Addition, subtraction, multiplication and division

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Primes to 100	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B2 • Step 5
Square and cube numbers	WOW • HOW	Number structure can reveal surprising order and relationships. Pupils are invited to notice patterns, ask why they occur and connect new ideas to known facts.	What pattern or relationship can you see, and how could you explain why it continues?	Pupils notice a number pattern, form a conjecture and use known facts or representations to justify it.	Autumn B2 • Step 6
Solve problems with multiplication	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their	What helped you keep going when the answer was not obvious? How could you convince someone your method	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not	Autumn B2 • Step 8

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	works?	work.	
Order of operations	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B2 • Step 15

Autumn Block 3: Fractions A

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Equivalent fractions and simplifying	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B3 • Step 1

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		number.			
Equivalent fractions on a number line	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B3 • Step 2
Compare and order (denominator)	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B3 • Step 3

Autumn Block 4: Fractions B

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Mixed questions with fractions	HOW • WOW	Equivalent representations reveal that the same	How can two different-looking representations	Pupils move between representations, explain	Autumn B4 • Step 5

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	express the same value or relationship?	equivalence and articulate a connection they had not noticed before.	
Fraction of an amount	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B4 • Step 6
Fraction of an amount – find the whole	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Autumn B4 • Step 7

Autumn Block 5: Converting units

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Metric measures	NOW • HOW • VOW	Measurement develops attentive observation and respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	How precise do we need to be here, and how can we know whether our measurement is sensible?	Pupils select suitable units/tools, estimate before measuring, check reasonableness and explain sources of error.	Autumn B5 • Step 1
Convert metric measures	NOW • HOW • VOW	Measurement develops attentive observation and respect for precision. Pupils choose appropriate units, estimate, measure and check, learning that trustworthy conclusions depend on careful methods.	How precise do we need to be here, and how can we know whether our measurement is sensible?	Pupils select suitable units/tools, estimate before measuring, check reasonableness and explain sources of error.	Autumn B5 • Step 2

Spring Block 1: Ratio

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Scale drawing	HOW • WOW	Equivalent representations reveal that the same	How can two different-looking representations	Pupils move between representations, explain	Spring B1 • Step 5

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	express the same value or relationship?	equivalence and articulate a connection they had not noticed before.	
Use scale factors	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B1 • Step 6
Proportion problems	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B1 • Step 9

Spring Block 2: Algebra

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Formulae	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B2 • Step 5
Form equations	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive struggle becomes an opportunity for perseverance rather than fear of error.	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B2 • Step 6
Solve problems with two unknowns	HOW • OW • NOW	The step foregrounds mathematical reasoning: pupils meet uncertainty or challenge, select a strategy, test it and refine their thinking. Productive	What helped you keep going when the answer was not obvious? How could you convince someone your method works?	Pupils explain a strategy, revise an error, compare methods and persist when a first approach does not work.	Spring B2 • Step 10

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		struggle becomes an opportunity for perseverance rather than fear of error.			

Spring Block 3: Decimals

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Place value within 1	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 1
Place value – integers and decimals	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 2

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		number.			
Round decimals	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B3 • Step 3

Spring Block 4: Fractions, decimals and percentages

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Decimal and fraction equivalents	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B4 • Step 1
Equivalent fractions, decimals and percentages	HOW • WOW	Equivalent representations reveal that the same	How can two different-looking representations	Pupils move between representations, explain	Spring B4 • Step 5

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	express the same value or relationship?	equivalence and articulate a connection they had not noticed before.	
Order fractions, decimals and percentages	HOW • WOW	Equivalent representations reveal that the same mathematical relationship can be seen in different forms. This invites curiosity about connection, part-whole relationships and the hidden structure of number.	How can two different-looking representations express the same value or relationship?	Pupils move between representations, explain equivalence and articulate a connection they had not noticed before.	Spring B4 • Step 6

Spring Block 5: Area, perimeter and volume

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Area of a triangle – counting squares	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Spring B5 • Step 3

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		notice relationships that are not immediately obvious.			
Area of a right-angled triangle	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Spring B5 • Step 4
Area of any triangle	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Spring B5 • Step 5

Spring Block 6: Statistics

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Read and interpret pie charts	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Spring B6 • Step 3
Draw pie charts	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Spring B6 • Step 5
The mean	HOW • VOW • NOW	Reading and representing data invites pupils to ask what the information really shows, notice how choices of scale or representation can affect meaning, and value accuracy and honesty.	What does this representation show clearly - and what might it hide or make easy to misread?	Pupils justify an interpretation with evidence, check scales/labels and explain why accurate representation matters.	Spring B6 • Step 6

Summer Block 1: Shape

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Measure and classify angles	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Summer B1 • Step 1
Angles in a triangle – missing angles	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Summer B1 • Step 6
Angles in polygons	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Summer B1 • Step 8

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
		obvious.			

Summer Block 2: Position and direction

Small Step	Lens(es)	Why this is a spiritual opportunity	Possible reflective prompt	Natural evidence	Curriculum reference
Solve problems with coordinates	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Summer B2 • Step 3
Translations	WOW • HOW • NOW	Geometric structure, movement and pattern create natural moments of wonder while careful visualisation and precise description help pupils notice relationships that are not immediately obvious.	What do you notice that stays the same, and what changes? Why might that relationship be true?	Pupils notice structure, use precise language, test a conjecture and become absorbed in visualising or constructing.	Summer B2 • Step 4

PROGRESSION IN MATHEMATICAL SPIRITUALITY

Growing depth of encounter - not assessment of spirituality

Spiritual development in Maths is seen in the growing depth with which pupils notice, question, persevere, explain and use mathematics responsibly. It should never be reduced to a score or judgement about a child.

Aspect	KS1	Lower KS2	Upper KS2
Wonder & noticing	Notice simple patterns, equalities, shapes and changes.	Describe and compare increasingly complex structures and relationships.	Generalise, connect representations and appreciate deeper mathematical structure.
Questioning & reasoning	Explain what they notice using examples and representations.	Ask why, compare methods and justify with increasingly precise language.	Conjecture, test, generalise and evaluate the efficiency or validity of methods.
Perseverance	Try again with support and learn that mistakes can be corrected.	Sustain effort through multi-step problems and adapt a strategy.	Choose between approaches, tolerate uncertainty and refine reasoning independently.
Truth & precision	Count, measure and record carefully.	Check reasonableness and represent information accurately.	Interrogate data, assumptions and representations; justify conclusions with evidence.
Responsible application	Use number and measure in familiar practical contexts.	Apply mathematics to money, time, measurement and data with care.	Use proportion, statistics, measures and financial contexts to support thoughtful real-world decisions.

'LET YOUR LIGHT SHINE' THROUGH MATHS

Christian vision, flourishing and the Beacon Curriculum

At St Aidan's, 'Let your light shine' is expressed in Maths when pupils are encouraged to be curious, courageous and truthful thinkers: to notice beauty and order, persevere when learning is difficult, explain ideas generously, learn from mistakes and use mathematical understanding carefully for the good of themselves and others.

Whole-subject spiritual threads

- Pattern and wonder - noticing order, symmetry, equivalence, sequence and connection.
- Truth and reasoning - asking how we know, checking claims and valuing convincing evidence.
- Perseverance - staying with challenge, revising methods and learning through error.
- Attention and precision - becoming absorbed in careful measuring, visualising, constructing and calculating.
- Responsibility - representing data honestly, handling money accurately and using mathematical information wisely.
- Community - listening to different methods, explaining thinking clearly and helping others see a mathematical idea.

Inclusive by design

These opportunities are open to pupils of all faiths and worldviews. Reflection begins with the mathematics itself. Pupils may make personal, philosophical or faith-based connections, but no particular response is required.

SUBJECT LEADERSHIP & SIAMS MONITORING

What could be visible without assessing spirituality

What should be visible in practice?

Leaders should expect to see mathematically rigorous learning alongside occasional, natural opportunities for pupils to wonder, question, persevere, reflect and consider the responsible use of mathematics. Evidence may be spoken, written, practical or captured through pupil voice; it does not need to appear in every book or lesson.

Suggested subject-leader questions

- Can pupils give an example of a Maths lesson that made them say WOW, ask HOW, experience an OW or become deeply absorbed in a NOW moment?
- Can pupils explain how they know a mathematical claim is true, or what evidence would convince them?
- Where do pupils encounter productive struggle and learn that mistakes can be useful information?
- Are data, measurement and money contexts used to develop accuracy, honesty and responsible decision-making without moralising routine mathematics?
- Do staff feel confident leaving a Small Step unmapped when the spirituality connection would be artificial?
- Can leaders trace mapped opportunities directly back to the supplied White Rose Small Step titles?

Planning reminder

The map is an invitation, not an additional lesson objective. Teachers should teach the mathematics well, notice the moments that arise, use a prompt when it genuinely deepens learning and then allow pupils to respond in their own way.

SPIRITUALITY ACROSS THE MATHS CURRICULUM

Let your light shine - Matthew 5:16