

Lawford Mead Primary & Nursery School



SMSC Coverage Map

'Proud of our school, proud of our achievements'

Last updated: October 2019



SMSC COVERAGE MAP - LMPS

Our SMSC provision is at the centre of our broad and balanced curriculum, including our school vision and values.

- **Our Vision:** Lawford Mead Primary School works in partnership with staff, families and the wider community to create a safe and inspiring environment where children are excited about learning, develop a curiosity about the world and take pride in their progress. We have high expectations of ourselves and each other that all children can reach their potential and become confident, life-long learners who make a positive contribution and respect others.
- **Our Values:** Passion, Integrity, Respect, Aspiration, Resilience

Ofsted (2019) states inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

Ofsted (2019) defines spiritual, moral, social and cultural development as the following:

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain, able to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

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SMSC Provision

School Ethos

SMSC is embedded throughout our school ethos:

- School vision and values
- School website
- Class blogs
- Twitter
- Behaviour policy
- EYFS - Moving Up Behaviour System & Tapestry
- KS1/2 - Class Dojo Points related to the school values
- Class treats
- Star of the Day
- Head of School Cup
- Attendance/Punctuality Award
- Classroom rules/responsibilities (e.g. Class learning rules, monitors)
- Worry boxes
- “Listening” school
- Growth Mindset
- Fish Philosophy
- House System
- Adults modelling correct behaviour
- Up-to-date displays (Celebrating work/achievements, sharing news, displaying House teams and school values)

CPD

CPD provides staff with up-to-date information/resources surrounding SMSC and training to ensure the promotion of British Values.

- SMSC staff meeting
- Safeguarding update
- SMSC resources folder saved on school server for all to access/share good practice
- LSA survey



SMSC provision at LMPS

The Curriculum				
Early Years				
Subject	Spiritual	Moral	Social	Cultural
Personal, Social and Emotional Development	<u>Early Learning Goal</u> Self-confidence and self-awareness	<u>Early Learning Goal</u> Self-confidence and self-awareness Managing feelings and behaviour	<u>Early Learning Goal</u> Making relationships Managing feelings and behaviour	<u>Early Learning Goal</u> Self-confidence and self-awareness
	<u>Experiences/provision</u> Families / differences / who lives with the children Special events – personal events/birthdays Home corner – decorating for a party/ special event Talking about how we feel when we receive a Birthday/Friendship card Learning about Chinese New Year, Diwali and Eid	<u>Experiences/provision</u> Moving Up behaviour system – daily reward and half termly parties. Children sharing something they are good at Earning Dojo points for showing kindness Outside area – opportunities for sharing, working together and team building Explore like and dislikes – getting used to class and school environment Earning Dojo points for team – end of term treat	<u>Experiences/provision</u> Circle times, working on listening skills and sharing of news Children sharing something they are good at Families / differences / who lives with the children Outside area – opportunities for sharing, working together and team building Explore like and dislikes – getting used to class and school environment Talking about how we feel when we receive a Birthday/Friendship card Team Work at Muddy Adventures	<u>Experiences/provision</u> Circle times, working on listening skills and sharing of news Families / differences / who lives with the children Special events – personal events/birthdays Home corner – decorating for a party/ special event Learning about Chinese New Year, Diwali and Eid
Communication and Language	<u>Early Learning Goal</u> Understanding	<u>Early Learning Goal</u> Understanding	<u>Early Learning Goal</u> Listening and attention Understanding Speaking	<u>Early Learning Goal</u> Understanding
	<u>Experiences/provision</u> Story times – sharing their ideas and asking questions Talking about themselves and their likes and dislikes Opportunities to talk about festivals and celebrations they have attended Helicopter stories	<u>Experiences/provision</u> Establish rules and routines Talking about themselves and their likes and dislikes Understanding what the objects are used for in the classroom Helicopter stories	<u>Experiences/provision</u> Story times – sharing their ideas and asking questions Talking about themselves and their likes and dislikes Opportunities to talk about festivals and celebrations they have attended Discussing change Playing Simon says Understanding what the objects are used for in the classroom 1:1 talk, Talk partners, small group and whole class Helicopter stories Bringing in one special thing and telling the class why it is important to them	<u>Experiences/provision</u> Story times – sharing their ideas and asking questions Talking about themselves and their likes and dislikes Opportunities to talk about festivals and celebrations they've attended Discussing change Helicopter stories Bringing in one special thing and telling the class why it is important to them



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Physical Development	<u>Early Learning Goal</u> Movement and handling	<u>Early Learning Goal</u> Health and self-care	<u>Early Learning Goal</u> Health and self-care	<u>Early Learning Goal</u> Movement and handling
	<u>Experiences/provision</u> Muddy Adventures Folding paper to make friend cards Developing teamwork with parachute games Dressing up – clothes with different fastenings Cooking – making Christmas shape cookies Looking at festival foods – are they healthy?	<u>Experiences/provision</u> Muddy Adventures Hygiene (washing hands) Changes to body when exercising Folding paper to make friend cards Developing teamwork with parachute games Personal hygiene Looking at work/safety clothing Looking at healthy and unhealthy packed lunches Looking at festival foods – are they healthy? Firework, candle, torch/battery safety	<u>Experiences/provision</u> Funky Fingers Muddy Adventures Developing teamwork with parachute games Independently getting changed for P.E. Looking at work/safety clothing Dressing up – clothes with different fastenings Cooking – making a biscuit to give to someone else Looking at healthy and unhealthy packed lunches Spatial awareness – ring games Firework, candle, torch/battery safety	<u>Experiences/provision</u> Muddy Adventures Looking at work/safety clothing Dressing up – clothes with different fastenings Looking at healthy and unhealthy packed lunches Cooking – making Christmas shape cookies Looking at festival foods – are they healthy?
Literacy	<u>Early Learning Goal</u> Reading Writing	<u>Early Learning Goal</u> Reading Writing	<u>Early Learning Goal</u> Reading Writing	<u>Early Learning Goal</u> Reading Writing
	<u>Experiences/provision</u> Nursery rhymes Writing name in Christmas card Writing letters to Father Christmas Night time stories and poems Different versions of the Nativity story Variety of Christmas songs	<u>Experiences/provision</u> Hearing/discussing stories with a strong moral message	<u>Experiences/provision</u> Nursery rhymes Provisions based around stories Night time stories and poems Variety of Christmas songs Reading children's own writing out and peers giving praise/ encouragement	<u>Experiences/provision</u> Nursery rhymes Writing name in Christmas card Writing letters to Father Christmas Night time stories and poems Different versions of the Nativity story Variety of Christmas songs Making whole class car logo book Sharing with class what 'The Naughty Bus' is to at their home.
Maths	<u>Early Learning Goal</u> Number Shape, space and measure	<u>Early Learning Goal</u> Number	<u>Early Learning Goal</u> Number	<u>Early Learning Goal</u> Number Shape, space and measure
	<u>Experiences/provision</u> Opportunities to share/ take turns Use of apparatus to explore and discover	<u>Experiences/provision</u> Problem solving	<u>Experiences/provision</u> Talking about how old they are and the number of people in their family Problem solving Number songs and rhymes Looking at packaging/presents – guessing shape inside the gift wrap	<u>Experiences/provision</u> Number songs and rhymes Looking at packaging/presents – guessing shape inside the gift wrap
Understanding the World	<u>Early Learning Goal</u> People and communities The World	<u>Early Learning Goal</u> People and communities	<u>Early Learning Goal</u> People and communities Technology	<u>Early Learning Goal</u> People and communities The World



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	<p><u>Experiences/provision</u> Talking about family celebrations Describing themselves, others and their favourite things including colours Pretend birthday/Christmas celebrations Seasonal changes throughout the year</p>	<p><u>Experiences/provision</u> Talk about firework safety Use of iPads and computers in the classroom Times of the day – daily routines</p>	<p><u>Experiences/provision</u> Talking about family celebrations Talk about firework safety Describing themselves, others and their favourite things including colours Use of iPads and computers in the classroom Times of the day – daily routines Pretend birthday/Christmas celebrations Autumn – leaves, colours</p>	<p><u>Experiences/provision</u> Talking about family celebrations Describing themselves, others and their favourite things including colours Understanding some people work during the night-time Pretend birthday/Christmas celebrations Learn about what Nocturnal animals are Autumn – leaves, colours St George's Day Royal Weddings Cultural Day – Canada flag and animals</p>
Expressive Arts and Design	<p><u>Early Learning Goal</u> Exploring materials and media</p>	<p><u>Early Learning Goal</u> Being imaginative</p>	<p><u>Early Learning Goal</u> Exploring materials and media Being imaginative</p>	<p><u>Early Learning Goal</u> Exploring materials and media Being imaginative</p>
	<p><u>Experiences/provision</u> Looking at works of art representing night time E.g. Van Gogh Rangoli patterns Singing/nursery rhymes Singing Christmas songs and number rhymes Pretending to be other people in the home corner and outdoor area Creative table Making a Christmas card Decorating paper/printing to use as wrapping paper Looking at the natural colours of Christmas Listening to music – how does it make us feel?</p>	<p><u>Experiences/provision</u> Pretending to be other people in the home corner and outdoor area Learning and practising songs/dance to perform to parents Participating in end of term party</p>	<p><u>Experiences/provision</u> Singing/nursery rhymes Singing Christmas songs and number rhymes Pretending to be other people in the home corner and outdoor area Just Dance and music during daily moving up time Learning and practising songs/dance to perform to parents Participating in end of term party</p>	<p><u>Experiences/provision</u> Looking at works of art representing night time E.g. Van Gogh Rangoli patterns Singing/nursery rhymes Singing Christmas songs and number rhymes Pretending to be other people in the home corner and outdoor area Making a Christmas card Decorating paper/printing to use as wrapping paper Looking at the natural colours of Christmas</p>
Enrichment	<p>Tapestry Tapestry Talk Time – children tell the class what is happening in the photos parents have shared on Tapestry from home Christmas Carol Performance End of Term Moving Up Party Phonics workshop with parents Trip to Boydells Farm Trip to Sealife Centre Science (Biology) Day</p>			

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KS1				
Year 1				
Subject	Spiritual	Moral	Social	Cultural
Memorable Experiences	A visit from the Queen! Making our own weather Zoolab Victorian schoolroom Trip to Marconi Nature Reserve	A visit from the Queen! Making our own weather Zoolab Victorian schoolroom Trip to Marconi Nature Reserve	A visit from the Queen! Making our own weather Zoolab Victorian schoolroom Trip to Marconi Nature Reserve	A visit from the Queen! Making our own weather Zoolab Victorian schoolroom Trip to Marconi Nature Reserve
English	Whole class guided reading New beginnings Sharing experiences Being imaginative – making characters. Reflecting on own and peers work. Giving opinions (favourite superheroes) Creating new stories Making choices Asking questions Christmas stimuli - The Snowman and Santa Claus Using descriptive language The 'learning pit' (learning journey) Special memories Being respectful to others Sharing an enjoyable experience / highlights of a trip Telling stories	Whole class guided reading Learning the class rules Following instructions Trying our best School values Sharing resources Recognising heroic features and qualities. Being ambitious – challenges Being a hero Solving a problem Being independent Listening to each other Helping our friends Making choices Showing respect Giving people advice Pride in your work and presentation Being careful and accurate when writing Self-assessment Making mistakes and the learning pit Learning new skills Resolving a problem (fiction) Managing our own time and learning	Spoken Language Collaborative Learning (Talk partners/group work) Role play / drama activities Whole class guided reading Listening to each other Helping our friends Taking turns Sharing Giving feedback Familiar settings Solving a problem Learning to plan Sending letters and invitations Being polite and showing respect Anti-Bullying week Performing to an audience Holiday experiences Explaining a process to someone else Preparing writing for an audience Feelings and emotions (storms and fear) Persuasive language Adverts (real life context) Personal experiences / memories Working independently Speaking and listening skills Sharing our experiences / showing respect Stories with a problem	What did you do on your holidays? Did you go anywhere exciting? Have you visited another part of the UK or another country? Using own experiences, favourite superhero Capital cities (London) Who are the members of the Royal Family? Sending a letter Following rules Why are assessments important? Christmas stimuli - The Snowman and Santa Claus The weather / seasons Sharing ideas Learning about another country The water cycle Being a scientist Effects of the weather Going on holiday Holiday experiences Holidays and events Animal experiences Animals in the wild The Tiger who came to Tea story Describing animals Within living memory: Special times, places, experiences Visiting places Sharing our experiences How have places changed? What was life like in the past? Historical stories Observing and writing about living things our environment



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				<p>Recount of a personal experience</p> <p>Fairy stories and magical characters</p>
<p>Maths</p>	<p>School values</p> <p>Growth mindset</p> <p>Investigating ways to solve problems.</p> <p>Thinking creatively – representing objects</p> <p>Shape and patterns</p> <p>Thinking logically and following a method</p> <p>Months, seasons, time</p> <p>Creating representations of length and height</p> <p>Investigating weight and mass</p> <p>Working practically</p> <p>Solving problems</p> <p>Investigating numbers</p>	<p>Trying your best</p> <p>Listening carefully</p> <p>Following instructions</p> <p>Being fair, sharing equally</p>	<p>Collaborative Learning (Talk tasks/group work)</p> <p>Problem solving</p> <p>Taking turns</p> <p>Sharing ideas</p> <p>Using apparatus correctly</p> <p>Routines and events</p> <p>Telling the time</p> <p>Teamwork when sequencing and sorting</p> <p>Working independently and working in teams</p>	<p>Use mathematical language – universal language</p> <p>Traditional stories (Goldilocks and the three bears)</p> <p>Traditional stories (Snow white)</p> <p>Real life problems</p> <p>Traditional Stories (Jack and the Beans)</p> <p>Money</p> <p>Sequencing events</p> <p>Understanding periods of time</p> <p>Using clocks</p> <p>Why do we do assessments?</p> <p>Traditional stories (3 little pigs)</p> <p>Looking at containers and bottles – shopping</p>
<p>Science</p>	<p>Making smell pots</p> <p>Creative thinking</p> <p>Problem solving</p> <p>Team work</p> <p>Exploring the properties of materials</p> <p>Investigating and asking questions</p> <p>Understanding the world around us</p> <p>Learning about ourselves</p>	<p>Cooperating in groups</p> <p>Sharing ideas and resources</p> <p>Real life problems</p> <p>Working safely</p> <p>Sharing ideas</p> <p>Listening to others</p> <p>Showing respect for the ideas of others</p>	<p>Talk partners</p> <p>Problem solving in table groups</p> <p>Playing senses game (hear)</p> <p>Fire Safety</p> <p>Solving real life problems</p> <p>Working in groups or teams</p> <p>Taking turns</p>	<p>The Royal family</p> <p>UK landmarks</p> <p>Applying skills to the future</p> <p>Observing the environment around us</p> <p>Recognising features of animals and humans</p> <p>Identifying changes</p> <p>Sorting animals</p> <p>Observing environment around us</p> <p>Observing trees around us</p> <p>Planting a seed</p>
<p>Computing</p>	<p>Exploring Bee bot app</p> <p>Creating our own ebook</p> <p>Solving problems by debugging simple code (Code for life - rapid router)</p> <p>Creating our own algorithm (Instructions)</p>	<p>E-safety</p> <p>Discussing what we should remember when using the internet</p> <p>Filming a partner</p> <p>Saving and retrieving information</p>	<p>E-safety</p> <p>Collaborative Learning (Talk partners/group work)</p> <p>Working in pairs to programme Bee bots</p> <p>Planning a trip in a real life context</p>	<p>Researching and celebrating aspects of London and the Royal Family</p> <p>Researching trees and plants</p> <p>Thinking about the environment</p> <p>Being a TV chef and TV director</p>
<p>History</p>	<p>Famous people from the past</p> <p>What does it take to be a hero?</p> <p>Could you be a hero?</p> <p>How are heroes recognised?</p> <p>Acting out becoming Victorian children</p> <p>Coming up with own questions that they would like to ask about the past.</p>	<p>What characteristics do heroes have?</p> <p>Listening carefully</p> <p>Being ambitious / aspirations</p>	<p>Taking turns</p> <p>Sharing</p> <p>Listening to each other</p> <p>Showing respect</p> <p>Working as a team during sorting activities</p> <p>Think, pair, share</p>	<p>Finding out about the past?</p> <p>How have lives changed?</p> <p>What would it be like to live in the past?</p> <p>Identifying changes to a local area from past to the present</p> <p>Looking at objects from past to present</p> <p>talking about how they have evolved overtime</p>



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Geography	<p>Colouring keys to identify and show understanding of locations of capital cities and countries of UK- presenting a map in own way</p> <p>Filming a weather report and performing</p> <p>Sharing ideas</p> <p>Group discussions</p> <p>Being creative (designing our own map)</p> <p>Exploring the world around us</p> <p>Helping the environment</p> <p>Looking after our local area</p>	<p>Listen to others during table tasks and talk partners</p> <p>Listening and watching others perform</p> <p>Sharing ideas</p> <p>Understanding our world</p> <p>Knowing where we live</p> <p>Using a map</p> <p>Protecting the environment</p> <p>Recognising how humans have changed an area</p> <p>Working in teams</p>	<p>Collaborative Learning (Talk partners/group work)</p> <p>Sorting activities on tables</p> <p>Giving verbal feedback of weather report to each other</p> <p>Group and partner talk</p> <p>Taking turns</p> <p>Animal habitats and living in the wild</p> <p>Observing nature and the local area</p> <p>Staying safe outside</p> <p>Sharing ideas</p> <p>Listening to others</p>	<p>Identifying what makes countries and capitals similar and different to one another – looking at different parts of the UK and identifying famous landmarks.</p> <p>Learning about the weather</p> <p>Using maps</p> <p>Recognising parts of the world</p> <p>Naming continents and countries</p> <p>Visiting a local natural environment</p> <p>Collecting samples of flora and fauna</p> <p>Respecting the environment</p> <p>Making comparisons</p>
Art	<p>Creating weather pictures using tools of their choice</p> <p>Using our imagination</p> <p>Being creative</p> <p>Evaluating ideas</p> <p>Trying new ideas and techniques</p> <p>Taking risks</p> <p>Improving our work</p> <p>Sketching real life flowers</p> <p>Creating a tree bogart</p> <p>Designing and making fairy/elf clothes</p> <p>Displaying artwork outdoors</p> <p>Collecting ideas from nature</p> <p>Using natural products and materials</p>	<p>Listening to others</p> <p>Take turns when working in groups</p> <p>Discuss the work of others and giving feedback</p> <p>Making choices – choosing materials and designs</p> <p>Using a range of equipment safely and sensibly</p>	<p>Working creatively in teams</p> <p>Sharing ideas</p> <p>Group discussion and partner talk.</p> <p>Sharing own experiences – animals and pets.</p> <p>Giving and responding to peer feedback.</p>	<p>Observing weather</p> <p>Collecting things from outside</p> <p>Animals and pets – Science and Geography links.</p> <p>Famous artists and works of art.</p> <p>Exploring art techniques and styles</p> <p>Collecting things from outside</p> <p>Observing flowers from our environment</p>
DT	<p>Creative thinking</p> <p>Problem solving</p> <p>Designing a product</p>	<p>Sharing ideas</p> <p>Sharing resources and equipment</p> <p>Working safely with tools and equipment</p> <p>Improving and evaluating ideas</p>	<p>Giving feedback</p> <p>Real life problems</p> <p>UK landmarks</p>	<p>How can a product be used?</p> <p>Sharing and collecting ideas.</p> <p>Evaluating real life designs</p>
PE	<p>Reflecting on own performances.</p> <p>Understanding the benefits of exercise.</p> <p>Recognising how my body reacts to movement and exercise.</p> <p>Muddy Adventures</p>	<p>Giving feedback.</p> <p>Working safely in a group</p> <p>Teamwork and helping each other</p> <p>Improving own skills</p> <p>Muddy Adventures</p>	<p>Working together to move equipment safely</p> <p>Giving and receiving feedback</p> <p>Responding to feedback</p> <p>Muddy Adventures</p>	<p>Listening to others</p> <p>Recognising and understanding how athletes and dancers perform and improve</p> <p>Muddy Adventures</p>
Music	<p>Creative thinking</p> <p>Expression and music appreciation</p> <p>Listening to music</p> <p>Weather and seasons (being inspired)</p>	<p>Taking turns</p> <p>Listening to others</p> <p>Working in a group</p> <p>Giving feedback</p>	<p>Collaborative Learning (Talk partners/group work)</p> <p>Showing respect</p> <p>Listening skills</p> <p>Leading a group</p>	<p>Classical music</p> <p>Famous composers</p> <p>Weather and seasons</p>



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<p>RE</p>	<p>Making a superhero card for somebody they appreciate/ is their hero Recognising and understanding religious objects and beliefs. Being tolerant about differences Sharing opinions and ideas What do Christians believe? How was the Earth made? Talking about key figures and stories Asking and thinking about questions of faith Interpreting stories and faith Exploring similar stories from a range of faiths Thinking about our own faith Linking faith to conservation and nature How might the world have been created?</p>	<p>Talking about what makes our environment special Appreciating ourselves and others Listening to others Being accepting and tolerant Celebrating differences Holding a debate Listening to stories Sharing opinions Showing respect for the beliefs and ideas of others Showing respect for other faiths How do we look after our world? Making links between faiths Using prior learning to share experiences</p>	<p>Talk partners Speaking in full sentences Taking turns Listening and responding Recognising and accepting differences of opinion Listening and sharing ideas Working as a team Looking after our world Sharing ideas Listening to others Looking after our environment</p>	<p>Learning about religions and other parts of the world. Making choices. Real life experiences What do people believe? Our environment and natural world Retelling a story Stories and beliefs from different parts of the world Locating civilizations and countries on a map of the world and thinking about the origins of faiths</p>
<p>PSHE</p>	<p>Belonging Working together Making new friends Growth Mindset Sharing ideas Being tolerant Recognising similarities and differences Recognising similarities and differences Drawing to show a religious story. Designing Easter cards using symbolic pictures.</p>	<p>Taking turns Listening to each other Being fair Understanding the school values Challenging stereotypes Listening to others Showing respect Understanding rules and laws and knowing why they are important Reasoning and sharing own opinions in a debate.</p>	<p>Class rules Staying safe Being happy Real life heroes Recognising British Values Understanding rules and laws and knowing why they are important Voting and democracy Sharing ideas. Listening to others. Working in groups.</p>	<p>Creating a happy classroom Heroes from the past What is a hero? What is a villain? Being part of the UK What is a government? The role of the royal family Understanding other peoples' religions practises. Respecting other beliefs.</p>
<p>Enrichment</p>	<p>Harvest Festival Race for Life Christmas production Winter Art Day World Book Day NSPCC Number Day Science Week Y1 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>	<p>Harvest Festival Children in Need Anti-Bullying Week Race for Life Christmas production World Book Day NSPCC Number Day Science Week Y1 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>	<p>Harvest Festival Children in Need Anti-Bullying Week Race for Life Christmas production Winter Art Day World Book Day NSPCC Number Day Science Week Y1 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>	<p>Harvest Festival Children in Need Anti-Bullying Week Race for Life Christmas production Winter Art Day World Book Day NSPCC Number Day Science Week Y1 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>



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KS1 Year 2				
Subject	Spiritual	Moral	Social	Cultural
Memorable Experiences	Messy Mixtures Morning Trip to the woodlands Creepy Crawlies Local area walk Beach trip	Trip to the woodlands Creepy Crawlies Local area walk Beach trip	Messy Mixtures Morning Trip to the woodlands Creepy Crawlies Local area walk Beach trip	Trip to the woodlands Creepy Crawlies Local area walk Beach trip
English	Use of imagination and creativity in their learning Children begin to develop a fascination about learning about themselves and ways they can make sure they lead a healthy life Imagination – Elves/Santa Aware of other’s feelings Castle life Fairy tale stories Writing own command sentences Creating own plant and creature Fictional narrative Reflecting on being on their own Reflecting on beach trip	Sharing ideas with other children and comparing to improve their work Aware of other’s feelings Dilemma and solution Opinions Designing and creating a habitat for mini beasts Apply different types of sentences, challenge selves with new language Trying best Safety near the sea	Group work Sharing ideas with other children and comparing to improve their work Maps and directions Talk partners School visit School holidays Sharing fairy tale stories Quotes Working together to follow instructions and create habitat Memory game Sharing ideas and new language Problem and solution	Creating recipes outside of own culture School visit School holidays Castles Life experiences Newspaper features Fairy tale stories Command sentences Plant parts, gardening Mythical and magical creatures Fiction narrative Island description Weather Features of a beach
Maths	Developing deep thinking and questioning the way in which the world works Day time/night time, social time Big picture – what can you see?	Promotes discussion and supports questioning data and information Real life examples of measuring and importance of accuracy (Mr Malik the tailor) Sharing, talking Equal parts Am I right or wrong?	Sharing out, working together during talk tasks. Discussing ideas during inputs. Buying sweets 24 hours, events in a day, day time, night time, social time, family time, talk partners, time games	Real life examples of measuring and importance of accuracy (Mr Malik the t Real life situations - buying sweets Week days, weekend days, hours, mini Finding halves, quarters, thirds of an o Flags
Science	Changes in materials Exploring materials Using senses to explore Observing plants	Hygiene Exercise Where materials come from and who makes them Three Little Pigs story Looking after local environment	Group work Hygiene Food groups Sharing Classifying Using senses Working together as a group, observing local environment.	Food groups Soaps Melting Where materials come from Observing local environment, labelling parts
Computing	Exploring software Creating animations	E-safety	Working with a partner	



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History	A sense of wonder on how places change over time (buildings, shops etc.) Castle life	Attacking and war	How people in the past lived Understand of defence/protection	Different types of castles Features of a castle
Geography	Grace Darling	Understanding the importance of preserving the area and the impact neglect/disrespect can have	Understand how changes can have an impact on everyday life	Understand why some people live in flats/houses and some shop in different shops. Exploring coastlines Comparing world coastlines Grace Darling
Art	Use of imagination and creativity Reflect on thoughts, opinions and learning	Understand the difference between right and wrong when working alongside our peers	Team work Sorting activities Sharing Participate, cooperate and engage with others through taking turns and sharing	Different designs Artist studies Celebrate and accept that we interpret see things differently. That all our opinions are valued. Different artist, landscape, different materials to be used
DT	History of buildings from the past Own design of mini-beast Tasting food	Food origins Healthy eating Making improvements Sharing, cooperation, taking turns Where food comes from	Team work Sorting activities Sharing Good hygiene Working safely Group work, cooperation, reading ingredients, sharing turn taking, topic book use Prepare food safely	Different tools Food from different countries Learning about local area Different buildings Castle vocabulary Honey bees, honey and how it's made, where food comes from, different mini parts Where food comes from Ingredients for vegetarian pizza
PE	Exploring and using equipment	Fair play Rules Integrity	Teamwork Following rules	Understand the locations of countries in which the sport is played Explore how the game is played differently if it is played differently Explore the barriers in different cultures
Music	Creative thinking Expression and music appreciation Listening to music	Taking turns Listening to others Working in a group Giving feedback	Collaborative Learning (Talk partners/group work) Showing respect Listening skills Leading a group	Famous composers
RE	Special experiences, places and buildings Origins of Mosques Jewish beliefs Christmas and advent Lord's prayer	Different beliefs, places, experiences, buildings and people Meanings, beliefs, symbols and values Purim story Lord's prayer	Different beliefs, places, experiences, buildings and people Working in groups and pairs Sharing beliefs and values Christian beliefs	Features of churches and mosques Beliefs, symbols and religious stories Different festival. Words, songs, stories, poems Lord's Prayer



SMSC COVERAGE MAP - LMPS

	<p>Megalith Scroll Special words, songs, stories Purim festival Special times/days Caring for others Actions to make the world a better place</p>	<p>Actions to help make the world a better place/ following values Caring for others</p>	<p>Jewish Beliefs Experience of a festival Sharing special words, stories, beliefs</p>	<p>Church features Other people's special times and place:</p>
PSHE	<p>Feelings of others Strengths and weakness Share others special skills, emotions Feelings linked to safety Feelings linked to risks Thinking about own safety Having rules to help keep safe for peace of mind</p>	<p>Rules, rights and responsibilities Understanding bullying, feelings and the consequences of feelings Working as a team, taking turns, listening skills, stories Keep safe Knowing risks Understanding rules Staying safe in different situations Making rules to follow</p>	<p>Rules Turn taking Sharing Working in pairs/groups Feelings Group/ partner work Discussing situations/scenario and actions of others Sharing taking turns listening about differences, strengths, emotions People to talk to and trust how to keep self-safe in situations where they need to consider risk Staying safe</p>	<p>Classroom behaviour Home responsibilities Differences/similarities in the different scenarios and stories Childhood development Stories Professionals that can help Places to feel safe Places to consider needing to follow sa rules People who can help Places to stay safe Clothing</p>
Enrichment	<p>Harvest Festival Race for Life Christmas production Winter Art Day World Book Day NSPCC Number Day Science Week Y2 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>	<p>Harvest Festival Children in Need Anti-Bullying Week Race for Life Christmas production World Book Day NSPCC Number Day Science Week Y2 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>	<p>Harvest Festival Children in Need Anti-Bullying Week Race for Life Christmas production Winter Art Day World Book Day NSPCC Number Day Science Week Y2 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>	<p>Harvest Festival Children in Need Anti-Bullying Week Race for Life Christmas production Winter Art Day World Book Day NSPCC Number Day Science Week Y2 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>



SMSC COVERAGE MAP - LMPS

KS2 Year 3				
Subject	Spiritual	Moral	Social	Cultural
Memorable Experiences	Ancient Greek Workshop Making chocolate rocks Making Stone Age cave paints Visit to River Can Learning about Chelmsford in the past	Ancient Greek Workshop Trip to local shop to discover where our food comes from Visit to River Can Learning about Chelmsford in the past	Ancient Greek Workshop Making chocolate rocks Making Stone Age cave paints Trip to local shop to discover where our food comes from Visit to River Can Learning about Chelmsford in the past	Ancient Greek Workshop Making Stone Age cave paints Trip to local shop to discover where our food comes from Visit to River Can Learning about Chelmsford in the past
English	Reflecting on our writing and editing/improving Being imaginative Poetry writing Writing poetry based on Anti-bullying and respect Performing a play script to an audience Performing their own poem to an audience Innovating their own main character Story of Zeus – Greek god Ancient Greeks – Greek gods/goddesses Creativity when writing – imagining finding a magic coin and ending up in Ancient Greece Ancient Greek myth Creating their own story based on an Ancient Greek myth. Role play Creating their own Greek gods/goddesses How did life compare between the pre-historic and modern age? Creating and innovating their own adventure stories and characters Creating and innovating their own Diamante poems Awareness that food comes from different parts of the world Creativity when writing instructions – choice of topic Creativity when writing – using a variety of	Editing and improving our writing Supporting a partner to edit their work Writing poetry based on Anti-bullying and respect Tolerance for others' beliefs Encouraging each other during performances of their poems Do you think Zeus was right to punish those who refused to help him? Conscious of the changes that have happened from the pre historic age to the modern age Should we go out on our own with telling an adult like Barney did? Choice of topics when writing instructions – promoting independence and individual liberty Responsibility for their own learning. How what they learn today will help them in their work later People may like similar or different things – respecting the differences Should we build on floodplains?	Talk partners Collaborative research Performing a play script to an audience Performing their own poem to an audience Collaborative learning, talk partners Role play Appreciation of each- others' work Taking part in a debate	How is this rock used in everyday life? Arctic animals – WAGOLL fact file Looking at different volcanoes around t world Performing a play script to an audience Tolerance for others' beliefs Performing their own poem to an audie (anti-bullying or volcanoes) Setting historical stories in Pompeii Learning about the life of Roman childr Story of Zeus – Greek god Ancient Greeks – Greek gods/goddess Ancient Greeks – Orpheus Studying an Ancient Greek myth Creating their own Greek gods/goddess based on their learning about Greek gods/goddesses Learning about Stone Age, Bronze Age Iron Age and writing their own NCR abt these topics. Setting adventure stories in their chose location Basing character on Stone Age human Writing a diamante poem based on the Stone Age Writing a recount about the different typ of food seen in Morrisons Different toppings used by people from different parts of the world (liking, taste) Writing instructions about a topic of the



SMSC COVERAGE MAP - LMPS

	<p>features to make their recount exciting</p> <p>Exploring the morphology of root words and word families</p> <p>Explaining and justifying their point of view</p> <p>Reflecting on their year and writing about their progress and what they have enjoyed</p> <p>Looking at images of city lights and imagining and creating similes</p> <p>Writing free-verse poetry</p> <p>Reflecting upon themselves when writing their autobiographies</p>			<p>choice.</p> <p>Writing about their trip to the River Can</p> <p>Writing their own sentences based on their own experiences in past tense and turn into present perfect form</p> <p>Learning definitions of new words in the dictionary</p> <p>Learning about floodplains and what they are</p> <p>Writing about their year in Year 3</p> <p>Looking at city light images from around the world</p> <p>Learning about Marconi by reading his biography</p> <p>Learning about Miss Jennings/Mrs Dubois (different cultures/life experiences)</p>
Maths	<p>Creativity when using concrete and pictorial representations of numbers</p> <p>Interpreting different graphs and charts</p> <p>Representing fractions in different ways</p> <p>Creativity when using songs to learn the months of the year and our fists picture to learn how many days are there in a month</p> <p>Learning the Roman numerals on the clock</p> <p>Understanding how long events last for</p> <p>Exploring parallel and perpendicular lines around them</p> <p>Exploring 2D shapes around them</p> <p>Exploring 3D shapes around them</p> <p>Thinking of objects weighing differently, which one is lighter or heavier</p> <p>Thinking of volume and capacity, how they have a different meaning</p>	<p>Presenting their work neatly</p> <p>Supporting other learners when they need help</p> <p>Supporting each other to have a go at Mathematics</p> <p>Resilience when facing a challenge</p> <p>Reflecting on their tests and how to improve next time</p>	<p>Talk tasks</p> <p>Talk partners</p> <p>Collaborative learning</p> <p>Working together to collaboratively complete Mathematics</p> <p>Lead learners</p>	<p>Word problems</p> <p>Solving contextual problems about + - > <</p> <p>Learning about British coins and what they are worth</p> <p>Solving money problems</p> <p>Solving measurement problems – real life context</p> <p>Measuring real life objects</p> <p>Answering questions about a range of objects types and categories</p> <p>Word problems involving real-life context of fractions of amount</p> <p>Ordering and comparing fractions of real life objects</p> <p>Learning to add and subtract fractions in real life objects</p> <p>Telling the number of days in a year and different months</p> <p>Roman numerals</p> <p>Looking at durations of events and comparing class timetable</p> <p>Looking at parallel and perpendicular lines in world flags</p> <p>Weights of different objects in everyday life</p> <p>Capacity of different objects in everyday life</p>
Science	<p>Awe and wonder</p> <p>Exploring rocks and observing their features</p> <p>Awe and wonder – magnetic forces and</p>	<p>How are rocks used in our environment?</p> <p>Making predictions and testing</p> <p>Why should we wear seatbelts when travelling in a car?</p>	<p>Collaborative learning</p> <p>Talk partners</p> <p>Investigating with a partner, setting up enquiries with a partner/group</p>	<p>Kinds of rocks in and around the school</p> <p>How rocks may have changed over time</p> <p>Forces in real life context</p> <p>Stone Age</p>



SMSC COVERAGE MAP - LMPS

	<p>forces</p> <p>Testing and exploring the best surfaces for moving vehicles</p> <p>Planting and growing their own seeds</p> <p>Understanding how the requirements of different plants vary</p> <p>Understanding how water is transported in a plant</p> <p>Exploring the different contents of the soil</p> <p>Understanding that some forces (magnetic forces) can act at a distance</p> <p>Understanding the importance of a healthy diet for our bodies</p> <p>Exploring sources of light and darkness is the absence of light</p> <p>Awe and wonder of how we get day and night</p> <p>Exploring reflective surfaces</p> <p>Exploring how shadows are formed</p>	<p>How do we look after plants?</p> <p>Understanding how the requirement of different plants vary</p> <p>Understanding the importance of a healthy diet for our bodies</p> <p>Developing understanding of magnetic forces acting at a distance</p> <p>Should cities turn their street lights off?</p> <p>Why should we wear sunglasses/sun cream?</p> <p>Why are reflectors of light useful in keeping us safe?</p> <p>Is the sun always dangerous?</p>	<p>Completing investigations with a partner/group</p>	<p>Use of escape lanes and the type of surface used</p> <p>Plants grown in the Bronze Age</p> <p>Uses and properties of iron</p> <p>Difference between nutrients and food groups</p> <p>How does the contents of the soil from different places vary?</p> <p>Understanding of what soil is made up</p> <p>Understanding the concept of transport of water in a plant</p> <p>Light sources in Chelmsford city centre</p> <p>How shadows are formed in cities</p> <p>How reflectors are used in cities</p> <p>How to keep safe in the sun</p>
Computing	<p>Exploring software</p> <p>Creativity when using Scratch software</p> <p>Creativity/awe and wonder when editing presentations and adding animations/transitions</p> <p>Exploring software, creativity when using numbers software</p> <p>Exploring web pages to find an appropriate and pizza types and toppings, labels and packaging</p> <p>Exploring and learning about Networks and how computers can work together</p> <p>Creating their own backgrounds and sprites</p> <p>Exploring code and creating an algorithm</p>	<p>E-safety</p> <p>Problem solving/trial and error</p> <p>E-safety – How can I be careful online?</p> <p>Recognising acceptable/unacceptable behaviour</p> <p>Reliable and safe search using reliable web pages</p> <p>Why do traffic lights keep us safe?</p> <p>Road safety</p>	<p>Collaborative learning, teamwork</p> <p>E-safety – cyberbullying</p> <p>Teamwork – creating presentations together</p> <p>Peer support</p> <p>Discussion</p>	<p>Fossil formation</p> <p>Where are webpages located?</p> <p>Presentations about Ancient Greece</p> <p>Different reliable search engines</p> <p>How are traffic lights used in urban areas?</p> <p>The role of traffic lights in keeping us safe and moving</p>
History	<p>Ancient Greek civilisation</p> <p>Exploring and observing artefacts</p> <p>Understanding of chronology and what came before us</p> <p>Comparing different periods of time</p> <p>Exploring historical sources</p> <p>Celtic beliefs</p> <p>Learning about the job of an archaeologist</p> <p>Understanding how the study/research of a significant figure in history influenced change and paved way for development</p> <p>Comparing our life now to life in the past</p>	<p>Is it fair only boys received an education in Ancient Greece?</p> <p>Do you think life was better for children then or now?</p> <p>How and why did the Stone Age people evolve from hunter-gatherers to farmers?</p> <p>How did the rise of wealth and trade create tension between settlements?</p> <p>Learning about the job of an archaeologist</p> <p>Why and how have we benefited from the discovery made by James Lind?</p> <p>Do you think living in Chelmsford is better</p>	<p>Collaborative learning, talk partners</p> <p>Discussing and debating</p> <p>Working together to research, look at historical sources and present their work</p>	<p>Learning about the effect of Mount Vesuvius erupting in 79AD</p> <p>How life changed from the Stone Age to Iron Age</p> <p>What was life like during the Stone/Bronze/Iron Age?</p> <p>Comparing different periods of time</p> <p>How and why did the Stone Age people evolve from hunter-gatherers to farmers?</p> <p>Iron Age hill forts</p> <p>Celtic beliefs</p> <p>Improvement in the condition of sailors</p>



SMSC COVERAGE MAP - LMPS

	<p>Understanding of chronology and what came before us Comparing different periods of time Exploring historical sources</p>	<p>now or in the past? Why?</p>		<p>James Lind's discovery Learning about Chelmsford in the past</p>
Geography	<p>Locating rocks in our locality What is under our feet? Creating a model of the earth's layers Re-enactment of volcano erupting (awe and wonder) Drawing own sketch maps Creating posters Studying maps Understanding the importance of rivers and water Developing positive attitude towards keeping the environment clean Rivers in different countries have the same importance for its residents Learning about the city we live in Comparing our city to another city Designing their own city</p>	<p>Should people settle near volcanoes? How can we keep people safe during and after an earthquake? Do you think farming has improved or damaged the environment? Why? What is fair trade? How can we contribute to fair trade and why? Do we actually look after our rivers? Are we creating awareness among people not to damage rivers? Do we have a responsible attitude towards our environment? Why has Chelmsford changed over time? Do you think all towns and cities have changed over time? Why? Linking our learning to our German lessons Would you like to live in Berlin? Why? Why do you think Chelmsford and Berlin are not the same? What features do you think are the most important for a city to have?</p>	<p>Talk partners, collaborative learning, group work Discussing and debating Working together to research, look at historical sources and present their work Working together to use maps</p>	<p>Locating volcanoes from around the world Learning about the effect of Mount Vesuvius erupting in 79AD Ancient Greek civilization How we import food from different countries with similar geographic conditions Journey of food from its origin to us How life is affected by the rivers The interaction of physical and human geography The immense benefits of rivers irrespective of the country they are in Learning about Chelmsford Learning about Berlin Comparing the geographical features of Chelmsford and Berlin</p>
Art	<p>Exploring Stone Age paintings and the materials that would have been used to paint. Learning about Stonehenge Creativity when creating art Inspiration from Banksy and David Hockney as artists Creativity when taking photos Creativity when creating graffiti-style art</p>	<p>I can say what I like or dislike about my work Is graffiti art or vandalism? Evaluating their work – what went well and what would I improve?</p>	<p>Talk partners, collaborative learning Looking at and sharing our work Sharing ideas</p>	<p>Learning about Greek culture Exploring Stone Age paintings and the materials that would have been used to paint. Learning about Stonehenge Urban art Learning about different artists - Banksy, David Hockney</p>
DT	<p>Creativity when designing their own seismograph Designing their own pizza Analysing and comparing their own product to a shop-bought pizza Designing their own water wheel Creativity when exploring water wheels and how they work</p>	<p>What foods make up a healthy meal/diet? Why are seismographs important? How do they keep people safe? Evaluating their final design and saying what went well and what they could improve next time.</p>	<p>Collaborative learning, talk partners Designing and planning recipe in teams Working together to make a pizza Working together to make a seismograph Discussing ideas</p>	<p>Sorting foods into food groups Food sources/location of food Where seismographs are used most in the world What mechanical systems are used in transport to create movement? What is a water wheel? Where and why they used? Looking at local uses of water – Sandford</p>



SMSC COVERAGE MAP - LMPS

				Mill and River Can
PE	Focus and attention to detail Creativity when creating shapes and routines Muddy Adventures Performing to the rest of the class	Self- evaluation Tactics, showing integrity when playing games. Muddy Adventures Watching performances and offering constructive criticism Following rules of a game Water safety when swimming	Team work Collaborative learning, team games.	Learning about sports from around the world – football teams
Music	Exploring instruments Singing songs Exploring musical notes Composing music Responding to music	Evaluating their performances – what went well and how they can improve Responding to music – what do they enjoy or dislike about different pieces Co-operating when performing	Teamwork Collaborative learning Becoming a whole-class band Co-operating and working together Performing music	Learning about music and songs from c culture and other cultures
MFL (German)	Exploring the German language Reflecting on themselves to speak in German - name, age, where you live Using colours in German Easter in Germany Exploring months and seasons in German	Berlin Wall Reflecting on their learning in German and their progress	Working together to practice speaking and listening in German	Where is German spoken? Animals in German Learning German words for fruits, cloth Easter in Germany Berlin Wall
RE	Writing/innovating their own prayer Considering Christian beliefs and reflecting on their own beliefs Use of the Good Samaritan parable Learning about Christianity and their rituals and beliefs Reflecting on who inspires them Exploring different places of worship –awe and wonder Learning about the features of a church, synagogue, mandir and puja, mosque, gurdwara Exploring the meaning of worship in different religions and what worship means to them. Signing a hymn. Designing their own Buddhist shrine and thinking about what items are special to them. Rangoli patterns - creating their own and discussing the colours	Use of the Good Samaritan parable Christian charity – Salvation Army Understand importance of rules – compared to 10 commandments Understanding the importance of teamwork Understanding the importance of inspirational people Respect for others' beliefs and opinions Respecting other peoples' places of worship Comparing the features of different places of worship Comparing worships within the Jewish faith Being respectful of others' religious beliefs and being tolerant.	Teamwork Collaborative learning Talk partners Comparing worships within the Jewish faith Discussing and sharing ideas as a class.	Considering Christian beliefs Use of the Good Samaritan parable Learning about Christian culture and th similarities/differences to our own Learning about the features of a church synagogue, mandir and puja, mosque, gurdwara Learning about worship in different relig Signing a hymn Comparing worships within the Jewish Rangoli patterns - creating their own ar discussing the colours Learning about the 5 pillars of Islam



SMSC COVERAGE MAP - LMPS

<p>PSHE</p>	<p>Reflecting on their beliefs of what bullying is Reflecting on own ideas/behaviour Reflecting on self- identity Reflecting on positive and negative uses of drugs Reflecting on the feelings I get when I feel safe or unsafe Reflecting on how to keep safe Reflect on the changes that have occurred in their lifetime Understanding the emotions associated with change and loss</p>	<p>Consider why people bully others and what we can do to stop bullying What is respect and how can we show it? Listening and respecting others' opinions Creating class learning rules Understanding and respecting individual differences, developing understanding towards needs of others and responsibility towards them Making right choices regarding the appropriate usage of drugs Understanding the difference between the good and bad drugs How to use medicine safely Recognising how to keep myself and others safe. Recognising when to tell and adult about a bad secret, bribe or trick Support peers with emotions and when discussing how changes have made them feel Planning for a wanted change</p>	<p>Collaborative learning Talk partners Teamwork/group work Developing understanding and empathy towards those consuming recreational drugs Collaborative activities and discussion Talk partners and answering questions Sharing ideas</p>	<p>Considering others race, religion and cultures as factors for bullying and respecting/tolerating people's differences People in new situations Developing understanding towards other cultures Recognising safe and unsafe situations Identifying appropriate touches Recognising good and bad secrets, tricks and bribes Identifying the changes that occur in different people Identifying wanted and unwanted changes</p>
<p>Enrichment</p>	<p>Race for Life Winter Art Day Y3 Assembly World Book Day NSPCC Number Day Science Week Visit to local church Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>	<p>Children in Need Anti-Bullying Week Race for Life Y3 Assembly Fire Safety Workshop World Book Day NSPCC Number Day Science Week Visit to local church Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>	<p>Children in Need Anti-Bullying Week Race for Life Y3 Assembly Winter Art Day Fire Safety Workshop World Book Day NSPCC Number Day Science Week Visit to local church Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>	<p>Children in Need Anti-Bullying Week Race for Life Y3 Assembly Winter Art Day Fire Safety Workshop World Book Day NSPCC Number Day Science Week Visit to local church Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day</p>



SMSC COVERAGE MAP - LMPS

KS2 Year 4				
Subject	Spiritual	Moral	Social	Cultural
Memorable Experiences	Roman workshop Mountain Survival Building Saxon long boat Treasure Hunt – 14 States of USA	Roman workshop Mountain Survival Disclosure tablets	Roman workshop Mountain Survival Building Saxon long boat Disclosure tablets Treasure Hunt – 14 States of USA	Roman workshop Mountain Survival Building Saxon long boat Disclosure tablets Treasure Hunt – 14 States of USA
English	Adi religion – animism Giving opinions about poetry – what they like and how it makes them feel Awe and wonder of mountains Creativity when planning and writing their own fantasy narratives Putting themselves in the shoes of a warrior Creativity – soliloquy performance Imagination – creating own stories Writing instructions based on their own cooking product Wow factor of creating own newspaper on Macbooks Writing their own report based on the class text Writing their own biography about a celebrity of their choice – aspiration Writing a fantasy narrative Being creative whilst writing a story Being persuasive whilst writing a letter Choice of who to write letter to Having to work out what the poems are about (awe and wonder aspect) Reflecting on the lives of people in the past Reflecting on the past year and what they have achieved Reflecting on the lives of people in the past Awe and wonder – dream-visions	Edit and improve work Giving opinions about poetry – what they like and how it makes them feel How would you defeat a villain? Romans Vs. Celts Gladiator fighting – is it fair? Is it right? Was what happened right? – the tribes invading Thank you letters Should homework be banned? Should school start at 10am? Discussion Why we need to brush our teeth What happens when we don't brush our teeth Learning about where food goes in our bodies and being aware of how food is digested so we can be healthy humans Persuasion and if it is right to persuade people Considering what they have achieved and the good choices that lead to this Understanding the moral/meaning of a story. Creating a legend with a deeper meaning	Pair and group work Edit and improve work Newspaper – role of the media Learning about famous people Argue their point and justify Taking turns Listen to other speeches and ask questions Why we need to brush our teeth What happens when we don't brush our teeth Talk partners Self-assessment Reading poems aloud Peer assessment Ethics of census and Doomsday book Discuss experiences they have enjoyed/ what they are looking forward to Giving feedback to their partners	Learning about the Adi culture Mountain walking – what do you need to take with you? Imagine going into battle – what would have been like? Difference between Romans and Celts culture Setting stories in the past Different between Romans and Celts cultures Learning about Roman food – Honey Cakes Anglo Saxons invasion (history of our culture) King Alfred biographies Biographies of a variety of famous people Differences in backgrounds of famous people Watched the Magic School Bus (American culture) Learning about the digestive system Learning about Normans Develop understanding of the experiences of others Develop understanding of the experiences of others
Maths	Creativity when using concrete and pictorial representations of numbers Interpreting different graphs and charts Representing fractions in different ways Understanding how long events last for	Self-assessment Working with others Making good choices Real-life context	Use of talk partners Sharing Resolving conflict and sharing Celebrating mistakes	Roman numerals When do we use area in real life? Understanding British money



SMSC COVERAGE MAP - LMPS

	Exploring 2D shapes around them Exploring 3D shapes around them			
Science	Awe and wonder – creating mini water cycles, making ice cream, seeing water move without touching it, watching dirty water become clean Awe and wonder – Investigations outside, musical instruments, playing music Awe and wonder – Explorify Awe and wonder – creating human-sized food web Human circuit Trip to Sandford Mill	How can we keep our water clean? Considering how water is treated differently in other parts of the world and the impact this has on the people What would it be like to not hear sound? Why do we use ear defenders? What might it be important to reduce sounds? Why should we help look after the planet? How do humans impact the environment? How do humans impact animal survival? Diet for animals in captivity vs in the wild. Discuss how feeding relationships can be used to control numbers of animals, particularly pests, without need for chemicals Benefits of solar power etc. and renewable energy	Working in pairs/groups to discuss ideas and learning Teamwork Verbally presenting their findings How do humans impact the environment? How do humans impact animal survival? The dangers of Electricity	Thinking about life in different places around the world Considering how water is treated differently in other parts of the world and the impact this has on the people Animals around the world/different habitats Thinking about the food/diet of humans around the world Renewable energy in the UK
Computing	Creating an animation Awe and wonder of how the internet works	E-safety – knowing right from wrong and making sensible choices Debugging Why is the algorithm that ranks search results kept secret?	E-safety Working in pairs/groups	The Water Cycle Search engines ranking How the internet works Animations based on King Arthur
History	Self-assessment Putting events in chronological order – knowing our own history Comparison between life now and life for Roman children	Discussion of Boudicca's actions – was she right or wrong? Discussion around gladiators and their lives Consider impact of people's actions – were they right or wrong? Impact of war Discussion of who rightful heir to the throne is Was the Domesday book ethical? How do we think people felt about it?	Teamwork – research and presentations Peer assessment Paired work, talk partners, class discussions, group work Working collaboratively in pairs, groups and whole class tasks Understanding how society has changed over time and comparing life in historical times to life today	What was life like during the Roman era? What life was like for gladiators and Roman children? Understanding the impact of past events on the present day and our lives in Britain Understanding what life was like for a Saxon Understanding of the history of who ruled England and how this differs to power in modern Britain
Geography	Awe and wonder aspect of mountains Link to Greek/Roman mythology (Mount Olympus)	Looking at human influences on natural areas The idea 'the only thing you take are memories, the only thing you leave behind are footprints' and what this means Three peaks challenge – charity	Paired work, talk partners, class discussions, group work	How mountains are used by humans e.g. winter sports Location of mountains around the world
Art	Exploring their creativity through their	Do you think the Adi tribe will survive in the	Gallery of finished products	Study of the Adi Tribe (Himalayas) and



SMSC COVERAGE MAP - LMPS

	weaving Creating and designing their own Roman clay pot Printing using batik	future? Why is it important to preserve their culture?		work History of Roman pottery and Ancient Greek influences Anglo-Saxon printing designs
DT	Awe and wonder - castles	Benefits of buying locally produced foods Understanding of how eat healthily Good and bad food choices Articulate how to improve work – growth mindset	Creating pasta salad collaboratively Shared research Gallery of work; working together on designs and construction Work in pairs Problem solving skills	Discussion of seasonal vegetables in the UK – comparison to other countries. Understanding of farming in the UK Understanding defence mechanisms Considering how these principles could be used for other functions
PE	Muddy Adventures Dance Self-reflection	Muddy Adventures Giving feedback	Muddy Adventures Dance Team games	Muddy Adventures Dance
Music	Exploring instruments Singing songs Exploring musical notes Composing music Responding to music	Evaluating their performances – what went well and how they can improve Responding to music – what do they enjoy or dislike about different pieces Co-operating when performing	Teamwork Collaborative learning Becoming a whole-class band Co-operating and working together Performing music	Learning about music and songs from different cultures and other cultures
MFL (German)	Descriptions Christmas in Germany Karneval Animals and pets Hobbies	Making board games to recap learning Reflecting on their learning in German and their progress	Role play Café Making board games to recap learning Working together to practice speaking and listening in German	Weather Parts of the body Transport Numbers 21-100 Christmas in Germany Karneval Animals and pets Café German Day Sport in Germany Shopping
RE	Considering Islamic beliefs and linking it to their own beliefs. Awe and wonder- Mosques Understanding other people's beliefs	Respecting and tolerating other religious beliefs Discussing beliefs and commandments – knowing right from wrong	Teamwork, collaborative learning, talk partners Tolerance and understanding of others	Considering Islamic beliefs Understanding key beliefs Finding out about a Muslim's daily life Exploring the features of a Mosque Comparison between Holy Books from different religions. Discussing similarities and differences
PSHE	Considering plans for the future	Why we follow rules Democracy and why it is important Learning legal and illegal ways to gain money Responsibilities involved in money	Debating, appreciating others views and voicing own opinion respectfully Understanding wider impact of money and mismanaging money Understanding why some people don't go	How the democratic system works in the UK Learning legal and illegal ways to gain money in the UK



SMSC COVERAGE MAP - LMPS

		ging money and paying bills etc Importance of charities	to work Importance of charities	
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SMSC COVERAGE MAP - LMPS

Enrichment	Harvest Festival Race for Life Winter Art Day World Book Day NSPCC Number Day Science Week Public Speaking Workshop/competition Y4 Superstars Y4 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day	Harvest Festival Children in Need Anti-Bullying Week Race for Life World Book Day NSPCC Number Day Science Week Public Speaking Workshop/competition Y4 Superstars Y4 Assembly German Day Cultural Day Sports Day Science (Biology) Day	Harvest Festival Children in Need Anti-Bullying Week Race for Life Winter Art Day World Book Day NSPCC Number Day Science Week Public Speaking Workshop/competition Y4 Superstars Y4 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day	Harvest Festival Children in Need Anti-Bullying Week Race for Life Winter Art Day World Book Day NSPCC Number Day Science Week Public Speaking Workshop/competition Y4 Superstars Y4 Assembly Summer Art Day German Day Cultural Day Science (Biology) Day
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SMSC COVERAGE MAP - LMPS

KS2 Year 5				
Subject	Spiritual	Moral	Social	Cultural
Memorable Experiences	Layer Marney Tower Making time capsules Astronaut training Growing own plants	Layer Marney Tower Astronaut training Growing own plants	Making time capsules - listening to others Astronaut training Growing own plants	Layer Marney Tower Making time capsules - listening to othe Astronaut training Growing own plants
English	Choosing own story plot - imagination and creativity Creativity when designing their own rat trap Creativity when informing their audience of how their trap works Life after death Awe and wonder – space Making up own games linked to class text Making up own stories Comparing 2 different gardens – what would you prefer? Why?	Rights and wrong in new worlds Was it right to catch the rats? What would you do if somebody was going to die of the black death? Why should you help somebody? Is it ok to laugh when somebody is struggling? Should we visit space? What is the benefit? Considering actions and consequences of the actions Why should you do nice things for others?	Paired and small group work Communication skills when discussing if sentences are correct Communication with partner for writing the story Showing understanding and empathy for something which their partner finds difficult Overcoming a fear – pride and resilience Working with partners Writing about a friend Writing reviews of each other's work	The Tudors – Historical link Time stories – past and present Historical events which shaped the futu Equipment they had in the medieval pe History of the space race Development in space technology WW2 evacuation Living in the countryside Visiting a different country and seeing different points of view Writing instructions – how to make a sa Comparing 2 different gardens – what would you prefer? Why?
Maths	Creativity when using different types of equipment for concrete, pictorial, abstract Exploring problems and problem solving Creativity – how can we represent this calculation in different ways?	Self-assessment Peer-assessment	Working in pairs / small groups Discussion work	Roman numerals – history and how we them today Different units of measure and converti between them
Science	Awe and wonder of forces and mechanisms Children explore their own development and process of growing up Practical experimentation, exploring ideas and theories. Imagination and creativity – designing own experiments Learning and reflecting on their own practice and their own skills Fascination with the world around them and beyond – awe and wonder When might plants be used in religious ceremonies? Why do you think this is? Are there any plants used as symbols in a religion?	Water safety: should you jump in to save someone you see drowning? Helping others – installing water pumps – why is this important? Why do we recycle paper? Is it ok to chop down trees to build things for humans?	Discussion of friction and brakes on bikes/cars (why we check they work, why we shouldn't drive too close to the car in front, why in icy condition we should leave a bigger gap, why bikes are meant to cycle on road not pavement) Respecting other people's views about growing up Respecting that everyone changes at their own rate Working in pairs Conflict resolution – pairs having different ideas Tolerating others who you work with Why are plants important? What are the advantages and disadvantages to asexual reproduction?	How ideas that people hold are tested i science and can change your beliefs How does our knowledge of levers help people (Africa – water pumps, cheap, c water) Celebrate that everyone is different Newton, Aristotle and Galileo – scientis who were one of the first to have theori about space and gravity What do plants give us? What plants grow in our country? Why is pollination so important to farme



SMSC COVERAGE MAP - LMPS

Computing	Using their own experiences and skills Exploring the world and space	E-safety – rights and wrongs for online	How do we know something we read on the internet is true? How can we tell these websites are fake?	What England was like the past Historical evidence from 14th century
History	Awe and wonder of different period of time, fascination with food, clothes How Tudor beliefs have impacted on today's society Exploring the world and space Exploring ideas	What it would have been like to be a Tudor Empathy for others – rich and poor Rules of law in a different time period Social classes	Paired and group work Social classes Discussion, Working together on astronaut training exercises	What England was like the past Comparing different periods of time and ways of life Learning about a different time period
Geography	Enjoyment and exciting about learning about a new place Learning about their local environment Learning about the wider world	Should everyone have access to an allotment? Are particular people more entitled to have one?	Discussion and paired/small group activities Working with others	What England was like the past Food from around the world How our culture is impacted by where food comes from The importance of other countries on eating habits
Art	Creativity and imagination for own art pictures Free choice of design to reflect personality Imagination and creativity Using nature as an influence	Resilience and trying again, even if it is hard	Discussion with partners, whole class	Using ideas from Tudor times, historical learning Using ideas from different movements and cultural influences Historical way of print making Understanding the past How different time periods and cultures impact the future
DT	Free choice of design Imagination and creativity Using nature and space as an influence Creativity and imagination Awe and wonder when another group plays a game Discussion of different reasons for not eating foods (link to religion)	Discussion with partners, whole class Not cheating when playing games Fair play Milk production and treatment of cows How we can help the environment growing our own food	Communication and team work Making a game for an intended audience (children of their age) Where food comes from and how it is grown Working in groups	Learning about Lunar buggies Which foods we can grow in the country How are allotments used
PE	Exploring themselves Creativity Imagination	Offering views when peer assessing	Paired work, group work Social Communication skills Cooperation Team work	
Music	Exploring instruments Singing songs Exploring musical notes Composing music Responding to music	Evaluating their performances – what went well and how they can improve Responding to music – what do they enjoy or dislike about different pieces Co-operating when performing	Teamwork Collaborative learning Becoming a whole-class band Co-operating and working together Performing music	Learning about music and songs from our culture and other cultures



SMSC COVERAGE MAP - LMPS

MFL (German)	Buildings in the town Directions Where I live	Reflecting on their learning in German and their progress	Family Brothers and sisters Working together to practice speaking and listening in German	Buildings in the town Directions Where I live
RE	Reflect on their own beliefs about creation Show awareness and understanding of different religions' beliefs	Understanding right and wrong in different religions' beliefs Understanding that people have different views: there is not necessarily a wrong one in relation to creation	Sharing and discussing ideas Appreciating others' opinions	Understanding the opinions of children the class and in the whole school
PSHE	Develop an awareness of themselves and their own experiences and emotions Children know how to better cope with their own situations and emotions Develop an awareness of themselves and their own experiences and emotions Children know how to better cope with their own situations and emotions Own and others' identity Respecting others Learning about each other Reflect on own beliefs Respect opinions of others Understanding and reflecting on what makes up their personality	Recognising when help is needed and not needed Understanding of the consequences of negative emotions Recognising when help is needed and not needed Understanding of the consequences of negative emotions Recognising right and wrong from the media Explaining opinions Understanding drugs Understanding medicines Understanding alcohol Right and wrong Criminal offences and why they are a crime Difference between appropriate and inappropriate touching Understanding different viewpoints	Paired, group and class discussions Speaking and listening skills Communication skills Respecting and tolerating others Law of newspaper Group discussions Understanding society – drugs and alcohol Sharing opinions Listening and responding to others' opinions Going to others for support	Diversity in class and local community Celebrating differences in class Understand some attitudes to drugs and alcohol – some cultures do not drink
Enrichment	Race for Life Winter Art Day Y5 Assembly World Book Day NSPCC Number Day Science Week Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day	Children in Need Anti-Bullying Week Race for Life Litter Picking Road Safety Y5 Assembly World Book Day NSPCC Number Day Science Week Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day	Children in Need Anti-Bullying Week Race for Life Litter Picking Road Safety Y5 Assembly World Book Day NSPCC Number Day Science Week Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day	Children in Need Anti-Bullying Week Race for Life Litter Picking Road Safety Y5 Assembly World Book Day NSPCC Number Day Science Week Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day



SMSC COVERAGE MAP - LMPS

KS2 Year 6				
Subject	Spiritual	Moral	Social	Cultural
Memorable Experiences	Colne Valley Railway – Victorians Making model Chichen Itza Adaptation of Darwin’s finches Model Anderson Shelters	Colne Valley Railway – Victorians Adaptation of Darwin’s finches Model Anderson Shelters	Colne Valley Railway – Victorians Making model Chichen Itza Adaptation of Darwin’s finches Model Anderson Shelters	Colne Valley Railway – Victorians Making model Chichen Itza Adaptation of Darwin’s finches Model Anderson Shelters
English	<p>Experience of variety of settings Show respect to children’s ideas and feelings Discuss different experiences people would write about in a diary How are diaries used to reflect? How did Barnardo influence life in Victorian times? What would happen if Barnardo hadn’t created the charity? What experiences do we have of lighthouses? Why are they used? Where are they based? What did we enjoy about the trip? Discuss experiences of the trip Use imagination and creativity to write a narrative How is Stanley’s punishment different to how it would be at school? What can we imagine the camp looks like? How is the DOTD festival celebrated around the world? How do Mayan beliefs influence life nowadays? How are people’s feelings affected by bullies? Can we reflect on experiences of bullying? How does the world promote anti-bullying? How did Mayan beliefs affect stories at the time? How did the Mayans show creativity through their myths? What are people’s experiences of the seasons? How does the idea of winter affect the wider world? How can children show their creativity in poetry?</p>	<p>How should we treat our environment? Discuss times where people may have seen the environment being used in the wrong way? Children give reasons for their views in speeches The rights and wrongs of valuing different views Promoting independent writing Should we donate to more than one charity? Why are charities important? Should everyone be helped if they asked for it? What would happen if we didn’t have lighthouses? How are they a benefit to the environment? The rules of the railway. How was the law of the railway introduced? How was it upheld? How did Stanley disrespect the law? How has the law changed in America over the years? Is it right for punishments to be this severe? Discuss the wrongs of bullying. What are the consequences if we bully in school and in wider world? Why might people bully? How did the Mayans respect the law? How did they show respect to each other? Consequences of climbing mountains. What are moral issues of travelling through significantly strong weather? How do we respect animals and their survival? What are the consequences of not</p>	<p>How is respect shown to environments in society? Has anyone else experienced your setting? Share aloud ideas as a class Voting for house captain How do we vote in society? Consider varied viewpoints Work in pairs to answer questions Share ideas in a group How did Barnardo influence society? How is society different to Victorian times now? How does the community support the up-keep of the lighthouse? Who has the responsibility to maintain them? How was conflict resolved with the railway? How did people show respect towards the railway and the laws? Work in pairs to plan a narrative Work to discuss different views How does Stanley interact with his community? How do the boys show respect? How do they resolve conflict at the camp? How important are social skills at the camp? How could we resolve conflict related to bullying? Should we tolerate bullies? What British Values support anti-bullying? How could we cooperate to change bullying? How did the Mayan community work together to solve problems? How did the Mayans respect and tolerate each other? How does art resolve conflict?</p>	<p>How is your setting different in other countries? Discuss speeches in history e.g Martin Luther King Discuss diverse answers How has the culture of Victorian Britain changed from then to now? How does the role of Parliament support the rich/poor? Are lighthouses in other countries? Are used similarly? Differently? How are railways used differently or the same to today? What role does parliament have in the of railways / underground now? Understand how the villagers showed respect to the lighthouse keeper How has the Mayan culture influenced others? How does the American culture impact our culture? How is bullying seen in different culture it dealt with the same in different culture How do we celebrate differences between people? How did the Mayan culture affect their beliefs? How did the Mayans work in their community? How do seasons reflect diverse conditions How can cultures be affected by the weather? Do all cultures show the same respect for animals? How diverse are some animals we are writing about? How is the law</p>



SMSC COVERAGE MAP - LMPS

	<p>What are children's experiences of different animals? How are the animals in the surrounding world? How do they survive? What experiences had people had during the war? How does the video show creativity of the era? How did the characters feel in the story? What were people's beliefs about evacuation? How did people reflect on the evacuation process after the war? How was Anne's experience similar to others during WWII? Were the experiences of all Jews the same? How did people reflect on WWII?</p> <p>Discussion on progress and improving levels not about attainment as such. How do children feel after assessments? How do children approach assessments? Reflect on people's experiences of the war. What experiences are recorded in newspapers? Do newspapers reflect all beliefs or show bias?</p> <p>What have we learned about the animals and people of Pandora? How were the animals created to reflect the surroundings? What experiences have we had which would lead to us writing instructions? How can we be creative in our instruction texts?</p> <p>Use imagination and creativity to reflect on the video. How can we infer what characters are saying/feeling? Use imagination and be creative in the narrative writing.</p> <p>Explore feelings and values of characters. Discuss the horse selfie and how it is portrayed in the news.</p>	<p>supporting the animals in the environment? What ethical issues are around the animal you are writing about? What are the consequences of the actions of the characters in the story? What rights and wrongs are suggested in the video? What were the consequences of evacuation? What ethical issues came up from evacuation? Why were concentration camps wrong? What were the consequences of ignoring Hitler's instructions? Rights and wrongs of approach to assessments.</p> <p>Consequences of fighting in the war Are there some events that shouldn't be recorded in a newspaper? What ethical issues are crossed when writing newspaper reports? What are the pros and cons of having a planet where humans cannot survive? What are the uses of instructions? What are the moral or ethical issues of using a video? What are the rights and wrongs explored in the video? Understand consequences of using things you shouldn't. Are there ethical issues with using objects for personal satisfaction?</p>	<p>How could we participate in sharing art ideas? How do we respect and tolerate animals in the environment? How was conflict resolved during the war? How do the boys interact in the video? How did the role of law and democracy change after the war? How was tolerance shown? How was conflict resolved during WWII? How was tolerance a part of WWII? How did Anne Frank socialise with others? Peer assess/self-assess</p> <p>Co-operate</p> <p>How W and T change through the story. How do newspapers support the local community? How do they show respect and tolerance? How does the planet work together? How would conflict be resolved on Pandora? How do the inhabitants work together? How do instruction texts enable social skills to develop? How could we support each other with our instructions? How can we cooperate in terms of our instructions? How does the Dreamgiver demonstrate social skills? How do the children show social skills? Share ideas in groups</p> <p>Work collaboratively</p>	<p>involved in protecting animals? How has culture changed since the war? How did the law change following the war? How was diversity celebrated after the war? How did other cultures respond to the actions taken during the war? How was diversity identified after the war? How has assessment changed our outlook in UK? How has the culture of the town changed their outlook? How was diversity acknowledged during war? Do newspapers show diversity? How do newspapers promote cultural opportunities? How was Pandora's culture influenced? What diversity do we notice? What cultural influences could influence a set of instructions? How might they be similar/different? How could instructions help support diversity? How does the video show diversity? How are cultures shown in the video? Writing a NCR about the heart and circulation How has culture influenced the videos? How do the topics in the literacy shed videos show diversity?</p>
<p>Maths</p>	<p>Reflecting on the most appropriate methods to use</p> <p>Self-marking and peer marking work to identify errors and reflect their understanding</p> <p>Working collaboratively</p> <p>Reflecting on methods used and how effective these are.</p> <p>Refining their own practice and reflecting on</p>	<p>Can you justify why your point of view is correct/incorrect using mathematical language?</p> <p>Rights and wrongs of approach to assessments</p> <p>Financial risk and development</p> <p>Rights and wrongs of selling and buying</p>	<p>Explaining understanding and mathematical thinking to others and in groups</p> <p>Working collaboratively</p> <p>Sharing ideas</p> <p>Where are angles used in everyday life?</p> <p>Sharing answers and thoughts with one another. Discussing others opinions and sharing opposing views.</p> <p>Lead learners teaching others.</p>	<p>Comparing temperatures across different countries</p> <p>-Comparing temperatures in the UK across a year</p> <p>Celebrating diversity of methods used and a discussion of which was the most effective</p> <p>Why do we need units of measure that are the same?</p> <p>What units of measure were used before?</p>



SMSC COVERAGE MAP - LMPS

	<p>reasonableness of answers. Surrounding world- when would we use measure in everyday life? How often is measure used? What professions use work with angles daily? Why? Exploring nets and 2D/3D shapes Discussion on progress and improving levels not about attainment as such. How do children feel after assessments? How do children approach assessments? How is money in the world shared/ generated? Creativity of products to sell to a demographic</p>		<p>Peer assess/self-assess Co-operate Teamwork Listening to others Developing leadership skills</p>	<p>How has assessment changed our outl in UK? Using ideas from other enterprises How is profit made in other countries?</p>
Science	<p>How was electricity discovered? How did the discovery of electricity influence others? How do religions use light to celebrate festivals? How is light used in everyday life? How does light relate to time? What experiences did people have to understand the world? How did imagination play a role in discovering the world? What experiences do people have with classifying animals? What experiences do we have regarding plants/animals? How can we use our imagination to look at links between animals and plants?</p>	<p>Is it right for some people to have electricity and others not? What would happen if we didn't have light? Give reasons why light is important What laws were in the world to do with identifying other countries and cultures? What ethical questions were posed when discovering other countries in the world? Should people donate their organs after passing away? Organ transplant Giving blood What are the consequences of handling animals and plants in their habitat? What are the moral and ethical issues regarding handling animals and plants to check adaptations?</p>	<p>How have the uses of electricity changed over the years? Work together to solve problems involving shadow formation How was conflict resolved in identifying where people and living things came from? How did people respect others? How did they tolerate new people? How does the rule of law support rights of animals?</p>	<p>How does electricity impact lives? What would happen if we didn't have electricity? What ways do other cultures use light? is light used differently in other countrie How was diversity celebrated? How did people from other cultures interact? Why might cultural or religious beliefs a blood/organ donations? How can we recognise the diversity of animals and plants?</p>
Computing	<p>How technology has developed from ideas</p>	<p>Should we have a world run by technology? Over-reliance on technology Rights and wrongs of social media Right or wrong to give blood? Should we donate?</p>	<p>The way people communicate Development across technologies Paired work Communities that give blood</p>	<p>The way cultures communicate within countries and across countries Sharing ideas across cultures of how technology has developed Do all religions see that giving blood is or is it a sin?</p>
History	<p>Using artefacts to compare their lives to others in the Victorian era. Understanding what artefacts were used for. How did WWII experiences influence art?</p>	<p>How rich and poor people were treated during Victorian times The treatment of children and orphans. Give opinions on pieces of WWII artwork Justify views of choosing colours / textures</p>	<p>The impact of the industrial revolution. The impact of a range of inventions. Participate in discussions about WWII artwork Respect the work of others</p>	<p>The impact the Victorian era had on the wider world World influences within Britain and cha within culture How did culture influence art during WV</p>



SMSC COVERAGE MAP - LMPS

	<p>How did countries use creativity in their work for propaganda? How did beliefs change during WWII? How was the world affected? How did people reflect after the war?</p>	<p>What rules were broken? How did the law change after WWII?</p>	<p>Share work with local community (school) How did people vote for their leader? How did people interact with each other during each stage of WWII? How was respect broken? How did people tolerate the rules?</p>	<p>Did the American culture have different opportunities compared to us? How did people show diversity? How did people appreciate the voting system?</p>
Geography	<p>How did people's experiences of the Mayan civilization influence life today? Identify similarities between their country and another in the world. How did Mayan beliefs contribute to the world we have now? How did people in the past find out about the surrounding world? Exploring Darwin's experiences when travelling on the HMS Beagle. Exploring Mary Anning's experiences of being a female scientist and that time in history. Respecting different faiths and beliefs. Why were Darwin's discoveries controversial? Are Darwin's theories still controversial to some today? Reflecting on their own and others beliefs within their class. Learning about the surrounding world How have people's beliefs about the geography of the planet changed over time?</p>	<p>What laws were introduced during the Maya civilization? What were the consequences of not following the law during the Maya era? Debate ethical issue of science vs religion. Debate: Should Mary Anning have been acknowledged for her discoveries earlier? Why wasn't she? Do we agree with this? Why/why not? Reflecting on the impact that humans are having on the wider world (global warming, extinction of animals, islands under threat) Moral reflection: Who's responsibility is it to look after our world? What laws are in place to show respect to various biomes around the world? What are the consequences of human impact on the environment?</p>	<p>Use atlas' collaboratively Discuss ideas in groups about benefits of different cities How does the law work in Mexico? How do we show respect to other civilisations? Looking after our world, what can we do in the local community? Respect and listen carefully to others viewpoints. Participate in group work to solve a problem (memorable experience) Cooperate with others when debating and working in a group to perform a news report. How does the local community support the environment? How do we as a community respect the landmarks and buildings surrounding our town?</p>	<p>What beliefs did they have in the Maya civilization? How did the cultures communicate during this time? What cultures did Darwin experience when travelling to different places? How did these cultures merge? How have different cultures impacted our world now? How diverse are the biomes across the world? How do cultures differ in terms of supporting the biomes?</p>
Art	<p>Developing pupils' opinions and discussions about artwork. Is William Morris' artwork as influential now as it was then? Valued as much now as then? How did Mayan experiences influence art? How did the Mayans use creativity in their work? How did people in the past find out about the surrounding world? Exploring Darwin's experiences when travelling on the HMS Beagle. Exploring Mary Anning's experiences of being a female scientist and that time in history.</p>	<p>Developing pupils' ability to offer reasoned views about William Morris artwork. Give opinions on pieces of Mayan artwork Justify views of choosing colours / textures Debate ethical issue of science vs religion. Debate: Should Mary Anning have been acknowledged for her discoveries earlier? Why wasn't she? Do we agree with this? Why/why not? Reflecting on the impact that humans are having on the wider world (global warming, extinction of animals, islands under threat) Moral reflection: Who's responsibility is it to look after our world? Understand consequences of the heart nor</p>	<p>Understanding social influences and popular culture. How William Morris influenced community Participate in discussions about Mayan artwork Respect the work of others Share work with local community (school) Looking after our world, what can we do in the local community? Respect and listen carefully to others viewpoints. Participate in group work to solve a problem (memorable experience) Working together Memorable experience</p>	<p>Popular culture, art influences How did culture influence Mayan art? Did the Mayan culture have different opportunities compared to us? What cultures did Darwin experience when travelling to different places? How did these cultures merge? How have different cultures impacted our world now? Understand that not all cultures believe right for heart transplants to occur</p>



SMSC COVERAGE MAP - LMPS

	<p>Respecting different faiths and beliefs. Why were Darwin's discoveries controversial? Are Darwin's theories still controversial to some today? Reflecting on their own and others beliefs within their class. Creatively make their own replica of a heart Learn about their own heart</p>	functioning properly		
DT	<p>Replicate models of technology Learn about technology</p>	<p>Understand consequences of technology not functioning properly</p>	<p>Working together Listening to feedback from others</p>	<p>How does technology vary throughout cultures?</p>
PE	<p>Reflecting on performances Interpretation of movement Developing confidence in self Support each other</p>	<p>Safety Rules Right and wrong uses of equipment Right and wrong ways to give feedback to others Should there be limits on who can and cannot compete in competitions?</p>	<p>Winning and losing Team work Working in pairs Cooperate in group tasks Show respect to others when performing</p>	<p>Interpretation of movement in other cultures Origination of dance Use of gymnastics in the wider world How gymnastics is supported at Olympics</p>
Music	<p>Exploring instruments Singing songs Exploring musical notes Composing music Responding to music</p>	<p>Evaluating their performances – what went well and how they can improve Responding to music – what do they enjoy or dislike about different pieces Co-operating when performing</p>	<p>Teamwork Collaborative learning Becoming a whole-class band Co-operating and working together Performing music</p>	<p>Learning about music and songs from different cultures and other cultures</p>
MFL (German)	<p>Holidays Clothes</p>	<p>Reflecting on their learning in German and their progress</p>	<p>Holidays School Working together to practice speaking and listening in German</p>	<p>Holidays School Clothes</p>
RE	<p>How do we show respect to other faiths? How do we learn about ourselves from studying RE? How can we reflect on experiences of RE? How are beliefs respected? How do we value beliefs in our school? How do we demonstrate various beliefs?</p>	<p>How does the law show respect to religion? What are the rights and wrongs of religions? What are the consequences from showing disrespect? How does the law relate to beliefs? What does the law suggest we do when people do not respect beliefs? What ethical issues arise if we do not respect all beliefs?</p>	<p>What religions are in our local community? How do we celebrate religions in our class? How is tolerance of other religions shown? What beliefs do we celebrate in school? How does our community support various beliefs? How do we resolve conflict in our community?</p>	<p>How were religions influenced? How are cultures similar? How do we celebrate diversity of religions? How do we appreciate cultural influences?</p>
PSHE	<p>Transition to Y7 How can we share our beliefs and experiences? How can we reflect on our choices?</p>	<p>Transition to Y7 How do we show respect to the law when we think about risks? Can we discuss consequences of choices</p>	<p>Transition to Y7 How can we cooperate when thinking about risks? How do we show tolerance and respect</p>	<p>Transition to Y7 How does the British Parliament identify consequences of risks? How do we show diversity when taking</p>



SMSC COVERAGE MAP - LMPS

	<p>How can we link our answers to the surrounding world? How can we share our beliefs and experiences around being healthy?</p>	<p>made linked to risks? What are the consequences of having an unhealthy lifestyle?</p>	<p>when taking risks? How can we cooperate when sharing healthy choices?</p>	<p>risks? How does the British Parliament support improving health of the country?</p>
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SMSC COVERAGE MAP - LMPS

Enrichment	Race for Life Winter Art Day E-Safety Workshop Gang workshop World Book Day NSPCC Number Day Science Week Y6 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day End of year production	Children in Need Anti-Bullying Week Race for Life E-Safety Workshop Gang workshop World Book Day NSPCC Number Day Science Week Y6 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day End of year production Transition trip	Children in Need Anti-Bullying Week Race for Life E-Safety Workshop Gang workshop World Book Day NSPCC Number Day Science Week Y6 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day End of year production Transition trip	Children in Need Anti-Bullying Week Race for Life E-Safety Workshop Gang workshop World Book Day NSPCC Number Day Science Week Y6 Assembly Summer Art Day German Day Cultural Day Sports Day Science (Biology) Day End of year production Transition trip
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SMSC COVERAGE MAP - LMPS

Extra-curricular Activities				
	Spiritual	Moral	Social	Cultural
Clubs	Y3/4 Choir Y5/6 Choir Art club Creative writing club Cinema club Colouring club Science club Gymnastics club Construction club Sign Language club Debate club Eco-team Mindfulness club Performing arts club Spelling club Reading club	P.E. clubs Coding club Science club Chess club Board games club Netball club Sign Language club Debate club Eco-team Mindfulness club Performing arts club Spelling club Reading club	Y3/4 Choir Y5/6 Choir Art club Creative writing club Cinema club Colouring club Science club Gymnastics club Construction club Chess club Board games club Netball club Sign Language club Debate club Eco-team Performing arts club Spelling club Reading club	Y3/4 Choir Y5/6 Choir Art club Creative writing club Cinema club Board games club Sign Language club Debate club Eco-team Performing arts club Spelling club Reading club
Additional responsibilities	School Council Eco-team	School Council Play Leaders House Captains Y6 jobs/responsibilities Sports Role Models Eco-team	School Council Play Leaders/Peer Mentors House Captains Y6 jobs/responsibilities Sports Role Models Eco-team	School Council Eco-team
Enrichment	Themed School dinner days LDG G&T Days/HATs activities Young Voices Choir performance for OAP High Tea Poetry Together event	Class to class pairings Self-esteem groups - EMW/Dina School Healthy Schools Award LDG G&T Days/HATs activities Choir performance for OAP High Tea Poetry Together event	Class to class pairings Self-esteem groups - EMW/Dina School Healthy Schools Award LDG G&T Days/HATs activities Young Voices Choir performance for OAP High Tea Poetry Together event	Themed School dinner days LDG G&T Days/HATs activities Young Voices Choir performance for OAP High Tea Poetry Together event
Trips/visits	Y6 Residential Trip Visits to local church Library Trip	Y6 Residential Trip Visits to local church Cinema Trip Library Trip	Y6 Residential Trip Visits to local church Cinema Trip Library Trip	Y6 Residential Trip Visits to local church Cinema Trip Library Trip
Visitors	Visit from the local MP about the Artsmark Assemblies led by Rev. Paul (local vicar)	Visit from the local MP about the Artsmark Fire Safety workshop E-safety workshop Gang culture workshop Road safety workshops	Visit from the local MP about the Artsmark Fire Safety workshop E-safety workshop Gang culture workshop Assemblies led by Rev. Paul (local vicar) Road safety workshops	Visit from the local MP about the Artsmark E-safety workshop Gang culture workshop Assemblies led by Rev. Paul (local vicar)



SMSC COVERAGE MAP - LMPS

Productions	EYFS Christmas Carol Concert KS1/Y4 Harvest Festival Christmas Production Y6 Production	KS1/Y4 Harvest Festival	EYFS Christmas Carol Concert KS1/Y4 Harvest Festival Christmas Production Y6 Production	EYFS Christmas Carol Concert KS1/Y4 Harvest Festival Christmas Production KS1/Y4 Harvest Festival
Displays	Clubs Anti-Bullying British Values House Teams/Points School Values Celebrating work Mighty Oak Public Speaking			
Fundraising	Harvest for the Hungry Children in Need Poppy Appeal Non-uniform Days/Cake sales Christmas Jumper Day NPSCC Number Day Sports day for PhabKids Race for Life			

Assemblies/Class Reflections

SMSC is at the centre of our assemblies and class reflections. Spiritual, moral, social and cultural topics are discussed and explored with the children. At the end of every assembly/class reflection, moment of reflection is observed.

Fish Philosophy Assembly

On a Tuesday, KS1 and KS2 discuss our school values and reflect upon them during the week by completing a 'fish'. Staff and all children write a fish to recognise a member of the school who has shown the school values throughout the week. This is then celebrated during assembly on Tuesdays.

Singing Assembly

Weekly, children take part in a singing assembly where they get to a variety of songs, based on a range of topics and themes.

Celebration Assembly

Once a week, the whole school comes together to celebrate our achievements from the past week. Head of School awards, Attendance & Punctuality, Good Manners, Tidy Friday and House Point all celebrated.

Class Reflections

Twice a week, every class takes part in a 15 minute reflection time, in which a variety of SMSC topics are covered.

NB: Please see Class Reflection Coverage Map for topics to be covered.

Class/Year Group Assemblies

Throughout the year, each year group will have the opportunity to host an assembly for their parents/carers in order to share what they have been learning.



SMSC COVERAGE MAP - LMPS

Links to other Curriculum areas/policies/documents:

- All school policies
- Class reflections and assemblies policy
- School values/ethos
- Equality Act 2010
- DfE Guidance: Promoting fundamental British Values as part of SMSC in schools, November 2014
- Ofsted Inspection Update December 2014

Designated members of staff:

- Miss M. Webster – SMSC Co-ordinator
- Miss L. Jennings - SMSC Co-ordinator