

SMSC audit write up - whole school curriculum overview

Subject	Year group
English Spiritual	<p>1-Reflecting on writing & Sharing good work - use of imagination & creativity in learning.</p> <p>2 -Guided reading -reflecting on values beliefs, feelings. Learning about wider world</p> <p>Writing - Peer and self-assessment, sharing ideas with class. Imagination and creativity</p> <p>3 -Peer and self-assessment in reading and writing. Creating stories (using their imagination)</p> <p>4 -</p> <p>5 -Street child, Piano</p> <p>6 - Debate</p>
Moral	<p>1-Character's viewpoint - Goldilocks- what should she have done?</p> <p>2 -Using conjunctions - understanding consequences i.e. This happened because.....In discussion children listen to and offer views</p> <p>3 -Debating: Fables (morals). Listening to other children's ideas.</p> <p>4 -Stories with a theme/dilemma. Understanding consequences.</p> <p>5 -Street child, Akimbo, Piano</p> <p>6 -</p>
Social	<p>1- Talk 4 writing - retelling story map</p> <p>2 -Group work in reading and writing. Roleplay</p> <p>3 -Group work during planning and drama</p> <p>4 -Writing & performing a poem. Discussion willingness to participate and using a range of social skills.</p> <p>5 -Street child, Piano</p> <p>6 -</p>

<p>Cultural</p>	<ol style="list-style-type: none"> 1-Handa's surprise (Lit Spine)-different cultures 2 - Guided reading -reading books from different cultures 3 -Debating Skills 4 -Narrative poetry. Traditional tales: Myths Take on poet Understand and appreciate a range of cultural influences. 5 -Street child, Akimbo, Piano 6 -Science Fiction (HG Wells, Nicholas Fisk) Shakespeare.
<p>Maths</p> <p>Spiritual</p> <p>Moral</p> <p>Social</p>	<ol style="list-style-type: none"> 1-Reflecting on work - working together to find the answer & reflecting when problem solving. 2 -Problem solving real life circumstances, creativity - applying it to problems/investigations. Self/peer assessment, talking about how they worked things out 3 -Enjoyment in discovering new methods and strategies. Peers and self-assessment. 4 - 5 - 6 - <ol style="list-style-type: none"> 1- Understanding consequences of calculation & how it 2 -Understanding how to work in a group 3 - 4 - 5 - 6 - <ol style="list-style-type: none"> 1-Working together - problem solving 2 -Groupwork, discussion. 3 -Working in groups or investigations. 4 -Problem solving - cooperating well resolving problems effectively. 5 -Time & money 6 -Working in a team to problem solve

Cultural	<ul style="list-style-type: none">1-2 -3 -Debating skills4 -Money, measurement, improving understanding5 -6 -Roman numerals
Science Spiritual Moral Social	<ul style="list-style-type: none">1- Sense of enjoyment about world around them - seasons and weather topic2 -Discussing their prior knowledge and experiences in order to make predictions. Learning about their world around them. Reflecting on predictions - were they correct? Why?3 -Learning about the World e.g, Rocks and soils,, food, space, light and Magnets. Peer and self-assessment.4 -5 -Earth, Space6 - <ul style="list-style-type: none">1- Recycling & environment - local study2 -Group work and partner talk. Consequences of behaviour - handling animals safely.3 -Looking after our bodies (food topic)4 -5 -6 - <ul style="list-style-type: none">1-Investigating together -T.P.S2 -Group work, discussion.3 -Working in groups on experiments4 -5 -6 - Working in a team to investigate

<p>Cultural</p>	<ol style="list-style-type: none"> 1-Foods - healthy foods in different cultures. Investigating weather & seasons across the world. 2 -Respect for different family routines i.e how often we bath, healthy eating etc. 3 -Debating the outcomes of experiments and predictions. 4 - 5 - Earth, Space 6-Linneus, Darwin, Jenner
<p>Religious Education Spiritual</p> <p>Moral</p> <p>Social</p>	<ol style="list-style-type: none"> 1-Discussion of faiths, places of worship & faith festivals (Christmas, Diwali) 2 -Reflecting about own & others beliefs 3 - 4 -Hinduism, Christianity, Buddhism. Ability to reflect on their beliefs. Learning about others. 5 -Why did Jesus perform miracles? How do we know what happened at Easter? Why is light important at Christmas? What do Muslims believe? 6 -Sacred texts, the birth of Jesus, Holy spirit, Easter.; <ol style="list-style-type: none"> 1- Right & wrong behaviour in a church - trip to church 2 -Appreciation viewpoints of others, understanding consequences of behaviour & actions 3 - 4 - 5 - Why did Jesus perform miracles? 6 - <ol style="list-style-type: none"> 1- Trip to church to fascinate children, real life experience 2 -Socialising with & discussions with pupils from a range of backgrounds 3 - 4 - How Artists help understand Christmas influences that has shaped their heritage. 5 - Why did Jesus perform miracles? 6 - How do people express their faiths through the arts.

<p>Cultural</p>	<ol style="list-style-type: none"> 1- Faiths in other countries, (Easter, Diwali etc) & celebrations 2 -Appreciating different cultures 3 - 4 -What do your clothes say about you. Mutual respect and individual liberty. 5 - Why did Jesus perform miracles? What do Muslims believe? What do Christians believe God is like? 6 - Buddhism
<p><u>Physical Education</u> Spiritual</p>	<ol style="list-style-type: none"> 1-Fasciation learning about themselves & others. Reflect on what they do 2 -Creating dance routines, gym routines etc. Reflecting on how to improve their sporting moves. 3 - 4 - 5 - 6 -
<p>Moral</p>	<ol style="list-style-type: none"> 1-Consequences of behaviour & actions when playing sport/positions. 2 -Understanding how to keep safe when exercising. 3 - 4 - 5 - 6 -
<p>Social</p>	<ol style="list-style-type: none"> 1-Mutual respect when working with others. 2 -Co-operating in a group/teamwork- team sports 3 - 4 -Net/wall, invasion. Cooperating well with others. 5 - 6 -Invasion games, Dance

<p>Cultural</p>	<ol style="list-style-type: none"> 1- Willingness to participate in sporting opportunities e.g funsports/clubs etc 2 -Willingness to participate in sporting opportunities, PE clubs 3 - 4 - 5 - 6 -
<p><u>History and Geography</u> Spiritual</p> <p>Moral</p> <p>Social</p>	<ol style="list-style-type: none"> 1-Enjoyment and fascination in world around them - Barnaby Bear/continents 2 -Using artefacts to ask questions. Respecting different beliefs in the past. 3 -Sense of enjoyment & fascination in learning about themselves, others & the world around them. 4 -Gods and Religion. Ability to reflect on other people's beliefs. 5 -Rivers 6 - <ol style="list-style-type: none"> 1-Right & Wrong - recycling and environment 2 -Understanding consequences - Great Fire of London, WW1 & WW11 3 -Investigate & offer reasoned views about moral and ethical issues 4 - 5 - 6 - <ol style="list-style-type: none"> 1-Co-operating with others - map work 2 -Group work Freshwater Theatre workshop 3 -Participating in communities, engagement & fundamental values of democracy. 4 -Study of European country. Socialising with pupils with different backgrounds. 5 -Vikings/Saxons 6 - The Mayans

<p>Cultural</p>	<p>1-Influences in London and areas of the world (Barnaby Bear) 2 -WW1 & WW2 - Remembrance Day 3 -Understand/appreciate cultural influences in own heritage and further afield. 4 -Anglo Saxons, Ancient Egypt. Cultural influences that have shaped their heritage. 5 -Victorians, industrial revolution. Tropical rain forest. 6 - North/South America, Mexico, Ancient Greece, Greece, Geographical/political Geography</p>
<p>MFL Spiritual</p> <p>Moral</p> <p>Social</p>	<p>1- 2 - 3 - Use of imagination and creativity in their learning by creating their own songs. 4 - 5 - 6 -</p> <p>1- 2 - 3 - Understanding of the consequences of their behaviour and actions through situational comedy shorts included in lessons 4 - 5 -Talks about likes/dislikes at school. Opinions about food. Opinions about holidays. 6 - Opinions of food/clothes/sports/likes & dislikes.</p> <p>1- 2 - 3 - Interacting with one another through conversation with class members. 4 -Activities - variety of communities and social settings. 5 -En vacances, chez moi 6 -Le Weekend</p>

<p>Cultural</p>	<p>1- 2 - 3 - Learning and experiencing the French Culture through exercises and activities. 4 -Nationalities, festivals. Understand and appreciate a range of cultural influences. 5 -En ville, Salut, al'ecole 6 -On ca faire, la Fete, Le sport, Les transports, revision, numbers, months, family, colours, days, people</p>
<p>Art and Design Spiritual</p> <p>Moral</p> <p>Social</p>	<p>1-Able to reflect & evaluate work - what would be better next time? 2 -Learning to look closely at everyday sights/objects, reflecting on their work & others 3 -Explored their creativity in pattern making 4 - 5 - 6 -</p> <p>1-Listening to the viewpoints of others and respecting each other 2 -Understanding consequences - how to set up Art safely and tidy up. 3 - 4 - 5 - 6 -</p> <p>1-Individual liberty- drawing/thinking of ideas & expressing them through art 2 -Discussion 3 -We took the opportunity to peer assess the art 4 - 5 - 6 - drawing portraits</p>

<p>Cultural</p>	<ol style="list-style-type: none"> 1-Cultural artwork - Picasso - seaside pictures. 2 -Looking at art from different countries/cultures. 3 -Included Rangoli & Aboriginal design in our patterns unit. 4 -Anglo Saxon village. Aboriginal Art Painting. Willingness to participate in artistic opportunities. 5 -Henri Rousseau 6- mask making, Ancient Greek architecture
<p><u>Design</u> <u>Technology</u> Spiritual</p> <p>Moral</p> <p>Social</p>	<ol style="list-style-type: none"> 1-Creativity & imagination in design and making 2 -Reflecting on and improving initial designs. 3 - 4 - 5 - 6 - <ol style="list-style-type: none"> 1-Understanding & investigating actions & methods in design - consequences of decision making 2 -Behaviour - using catapults safely. 3 - 4 - 5 - 6 - <ol style="list-style-type: none"> 1-Co-operating well with others and sharing equipment - smoothie workshop 2 -Group discussion, peer assessment 3 - 4 - 5 -Bread making 6 -

<p>Cultural</p>	<ol style="list-style-type: none"> 1-Where foods are grown? Different places in the world. Where it comes from? 2 -Remembrance Day - making poppies 3 - 4 - 5 -Bread making 6 -
<p>Music Spiritual</p> <p>Moral</p> <p>Social</p>	<ol style="list-style-type: none"> 1-Sense of enjoyment in singing 2 -Reflecting on and improving their compositions. 3 -Learning about music from Jamaican culture creativity by using instruments and creating music. 4 - 5 - 6 - <ol style="list-style-type: none"> 1- 2 -Behaviour - following a routine in music when using instruments. 3 -Listen to lyrics and appreciate viewpoints of Bob Marley 4 - 5 - 6 - <ol style="list-style-type: none"> 1-Working/socialising together/listening to each other 2 -Group work 3 -Work in groups to create beats/use different instruments. 4 - I wanna play in a band. Willingness to participate in a variety of settings. 5 - 6 - Living on a prayer, Reflect, Rewind and replay

<p>Cultural</p>	<ol style="list-style-type: none"> 1-Learning songs from other cultures. 2 -Songs from other cultures. Participating in Nativity. 3 -Reggae music. How shaped by culture of Jamaica. 4 -Mamma Mia, Benjamin Britten, range of cultural influences - Cuckoo 5 - 6 - A new year carol, classroom Jazz 2, The Fresh Prince of Bel Air, make you feel my love
<p><u>Dance and Drama</u> Spiritual</p> <p>Moral</p> <p>Social</p>	<ol style="list-style-type: none"> 1-Sense of enjoyment in movement/performance. 2 -Reflecting on characters feelings creativity in acting, imagining how characters feel/act 3 - 4 - 5 -Re; Bible stories 6 - <ol style="list-style-type: none"> 1-Goldilocks talk about morality through drama - re-enacting the story. 2 -Being a respectful member of an audience 3 - 4 - 5 - 6 - <ol style="list-style-type: none"> 1-Co-operation & teamwork/performance 2 -Group and paired work 3 - 4 -The Production, city life- dance, range of social skills in different contexts. 5 - 6 -

<p>Cultural</p>	<ol style="list-style-type: none"> 1- 2 -Nativity end of year 2 performance 3 - 4 -The Tudors- dance. Cultural influences 5 - 6 -Shakespeare for Kidz workshop
<p><u>PSHE and Citizenship</u> Spiritual</p> <p>Moral</p> <p>Social</p>	<ol style="list-style-type: none"> 1-Respect others beliefs & feelings 2 -Reflect on characters feelings and beliefs. Link to their own experiences. 3 -Lesson on child new to school from another country/different language. Children understood their feelings. 4 -The Golden rule 5 -Freedom 6 - <ol style="list-style-type: none"> 1-Expedition to Bluebell - recycling and eco work. 2 -Recognise right & wrong (i.e. When to say yes or no. I'll ask or I'll tell) Understanding consequences 3 -Children became goodwill ambassadors for different values. They also learnt about hurting the feelings of others 4 -Where do you stand. Have a banana. Conscience corridor 5 -Sacrificing all for the dream, creative kindness, Getting the balance right. 6 -Mind the gap, it's a wind-up, democracy, great soul <ol style="list-style-type: none"> 1-Resepecting/sharing & resolving conflicts - circle time 2 -British Values-Union Jack - inclusive country (Save our Jack) 3 -Toleration/understanding of people from other cultures. Talk about when other hurt their feelings and how issues are resolved. 4 -Resolving conflict, charitable giving. 5 -All for profit. Photo captions, Pioneering nurses.

Cultural

6 - Dizzy dilemmas, you can't buy anything, best friend, tell you with a penny, improving life choices, taxes, biggest to smallest, Global quiz, Valentines Day,

1- Cultures of values in school showing respect to others from different countries.

2 - As Social - Celebrating diversity - lessons such as stairs (Go givers)

3 -Lesson on a new child joining from another country /different language.

4 -The gift of sight, water.

5 -Freedom, coming to Britain, saving the rainforest, sustainability, culture.

6 -