|          |   | SMSC m   | apping against curriculum   |   |  |  |
|----------|---|--|---|---|--|--|
|          |   |  | Shooting Stars  | Comets  Lunchtime and Fod of Day Prayers  | Ferm 5 Discoverers Lunchtime and End of Day Prayers  | Voyagers   |
|          | Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life   |  | Lunchtime and End of Day Prayers<br>NSPCC Stay Safe<br>RE - being special   | Collective Worship Willtahire Outdoor Learning Day NSPCC Stay Safe Science - uses of everyday materials Helstory - what is a monarch? RE - how & why do special places and symbols help popels show they believe? Music - dynamics, timbre, tempo & motis PE  | Collective Worship Wiltshire Outdoor Learning Day NSPCC Stay Safe Science - Ilving things & habitats RE - how & why do believers care for others & the world?  | Lunchtime and End of Day Prayers<br>Collective Worship<br>History - who should go on a bank not<br>Computing - big data<br>DT - what could be healthier?   |
|          |   |  | Theme - fairy tales   |   | the wond? PE French History - how did the achievements of the Ancient Maya impact their society and beyond?  | Pt:<br>Science - animals inc humans<br>Wiltshire Outdoor Learning Day<br>NSPCC Stay Safe<br>French   |
|          | Exceeledge of, and respect for, different people's faiths, feelings and values  |  | Lunchtime and End of Day Prayers<br>RE - being special<br>Theme - fairy tales   | Lunchtime and End of Day Prayers DT - food: a balanced diet Collective Worship History - what is a monanch? RE - how & why do special places and symbols help people show they believe? PE  | Lunchtime and End of Day Prayers Collective Worthlip RE - how & Why do believers care for others & the world? PEF History - how did the achievements of the Ancient Maya impact their society and beyond? French   | Lunchtime and End of Day Prayers<br>Collective Worship<br>Music - songs of WW2<br>DT - what could be healthier?<br>PE<br>French<br>Science - animals inc humans  |
| PIRITUAL | Sense of enjoyment and fascination in learning about themselves, others and the world around them   |  | NSRCC Stay Safe<br>Sports day<br>Physical development/PE<br>Expressive Arts and Design<br>RE: being special<br>Theme - Safry tales  | Musik - dynamics, timbre, tempo & motifs motifs of 1-foot: a balanced det Collective Worship Williams of Collective Worship Williams Outdoor teaming Day NSPCSSD Safe Sports day P E History - what is a monarch? Science - uses of everyday materials Re - how & Why to peccal places and symbols help people show they believe? OT - cooling first its vegetables.  | Music - Salarets Collective Worship Wiltshire Outdoor Learning Day NSDFC - Say Safe Sporth day Sporth day Science - Iving things it habitats RE - how & why do believers care for others & the world? History - how did the achievements of the Ascient Mayal impact their society and beyout? Control of data handlings investigating controls.   | Computing - big data Music - congs of WW2. Collective Worship estatory - who should go on a bank not E.  Or - what could be healthier? Wilthinie Culdoor Learning Day NSPCC Stay Safe prench   |
| 0        | Use of imagination and creativity in their learning   |  | NSPCC Stay Safe Physical development/PE Expressive Arts and Design RE: being spacial Thome - Bury tales   | Computing - creating media<br>Music - dynamics, timbre, tempo &<br>moths<br>Collective Worship<br>Wiltiahle Outdoor Learning Day<br>WSPCS Say Safe<br>History - what is a monarch?  | French Music - ballarets  Collective Worship  Music - ballarets  Collective Worship  WorkCoss Say Safe  Nov.C Safe  No | Computing - big data Mulat - songs of WW2 Crickete enrichment day Collective Words - animals in collective Words Science - animals in the humans DT - what could be healthier? WISPCC Stay Safe French   |
|          | Willingness to reflect on their experiences   |  | Picture News Reflection Time NSIPCCS say Safe Sport day Sport day Sport day The Sport | Picture News Reflection Time Reflection Time Computing: creating media Music -6-pinamics; timbre, tempo & mortifs Collective Worship Witchine Outdoor stamning Day Witchine Outdoor stamning Day Witchine Outdoor stamning Day School South Sports day History - what is a monarch? Science - uses of everyday materials Science - uses of everyday materials symbols help people show they believe? Or - cooling first New yearbeles | Facet. Procurs News Reduction Time weather Reduction Time weather Reduction Time weather Reduction Time weather Reduction Redu | Picture News Reflection Time Music - sings of WW2 Computing - big data Collective Working - big data Collective - big da |
|          | Ability to recognise the difference between right and wrong and to readly apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the cold and criminal law of England  |  | School Christian values   | School Christian values<br>PE   | French School Christian values History - how did the achievements of the Ancient Maya impact their society and beyond? PE  | School Christian values<br>PE  |
| MORAL    | Understanding of the consequences of their behaviour and actions  |  | Behaviour expectations at school<br>School Christian values<br>NSPCC Stay Safe<br>Physical development/PE<br>Expressive Arts and Design<br>Theme - fairy tales  | Behaviour expectations at school<br>School Christian values<br>Wiltshire Outdoor Learning Day<br>NSPCC Stay Safe<br>Science - uses of everyday materials<br>PE  | Behaviour expectations at school School Christian values Witthine Outdoor Learning Day NSPCC Stay Safe PE Science - I Iving things & habitats RE - how & why do believers care for others & the world?   | Behaviour expectations at school<br>School Christian values<br>PE<br>Science - animals inc humans<br>Wiltshire Outdoor Learning Day<br>NSPCC Stay Safe   |
|          | 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.   |  | NSPCC Stay Safe<br>Theme - fairy tales  | NSPCC Stay Safe   | Art - power prints  NSPCC Stay Safe  Science - living things & habitats  RE - how & why do believers care for others & the world?  History - how did the achievements of the Ancient Maya impact their society and beyond?   | DT - what could be healthier?<br>Computing - big data<br>Science - animals inc humans<br>NSPCC Stay Safe   |
|          | Use of a range of social difficing different contents, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds   |  | Sports day Physical development/PE Expressive Arts and Design Theme - fairy tales   | Computing - creating media<br>Music - dynamics, timbre, tempo &<br>motifs<br>Sports day<br>PE<br>History - what is a monarch?   | Computing - further coding<br>Music - ballands<br>Sports day<br>History - how did the achievements of the<br>Ancient Maya impact their society and<br>beyond?<br>FE<br>Art - power prints<br>Computing - data handling: investigating  | Computing - big data<br>Music - songs of WWZ<br>DT - what could be healthier?<br>PE<br>Sports day  |
|          | Willigness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively  |  | Sports day<br>Physical development/PE<br>Theme - fairy tales  | Music -dynamics, timbre, tempo & motifs Wiltshire Outdoor Learning Day Sports day PE PSHE - Relationships   | Music - ballards<br>Wiltshire Outdoor Learning Day<br>Sports day<br>PE   | Music - songs of WW2<br>Computing - big data<br>PE<br>Wiltshire Outdoor Learning Day<br>Sports day   |
|          |   | Democracy  | PSHE - Relationships<br>Physical development/PE   | Vote for class book<br>PE   | PSHE - Relationships PE  PSHF - Relationships  | PSHE - Relationships<br>PE<br>PSHE - Relationships   |
|          |   | The rule of law                                      | PSHE - Relationships<br>Physical development/PE   | PSHE - Relationships<br>Wiltshire Outdoor Learning Day<br>PE  | PSHE - Relationships<br>Wiltshire Outdoor Learning Day<br>PE   | PSHE - Relationships<br>PE<br>Wiltshire Outdoor Learning Day   |
| SOCIAL   | Acceptance and engagement with the fundamental British values of democracy, then risk of two, individual liberty and minutal register and observed of flow with different data; and belief, they develope and democrates also also accepted that will allow them to participate fully in and contribute positively to life in resident British.           | and vidual standy *                                  | PSHE - Relationships After stheel dubs After stheel dubs After stop Riches ASPACE Stay Safe Sports day Physical development/PE Expressive Arts and Design RE - being special Theme - fairy tales  | PSHE - Relationships After school clubs Matis: - dynamics, timbre, tempo & Ragio to Riches NSPIC Stay Sale Sports day PE Science - uses of everyday materials RE - how & why do special places and symbols hallp expole show they believe?  | PSME - Relationships After school clubs Missic: balliance of Learning Day Missic: balliance tearning Day Missic: Balliance t | PSHE - Relationships. After school clubs. Ramining and using the library. Music - songs of WW2 Computing - big data Rags to Skick Festival CS. Music Festival OT - what could be healthier? Wilthinro Dutdoor Learning Day NSKC Stay Safe Sports day   |
|          |   | Mutual respect *                                     | PSHE - Relationships Lunchtime and find of Day Prayers NAPICC Say yale Sports day Physical development/PE Expressive Arts and Design RE - being spocial Theme - Sury tales  | PSHE - Relationships Lunchtime and End of Day Prayers Music - Gynamics, timber, tempo & motifs Willtakine Outdoor Learning Day NSPCC Stay Sale Soorts day PE Science - uses of evenyday materials RE - how & why do special places and symbol help people show they believe?  | Fall: Relationships:<br>Lunchtime and find of Day Prayers<br>Masic: hallands<br>Witther Contdoor Learning Day<br>NOPCC Stay Safe<br>Sports day<br>PE<br>Sconce: living things & habitats<br>RE - how & ship of believers care for others &<br>the world?<br>Halloy - how did the achievements of the<br>Accident Maya ampact their society and<br>Act - present principles.  | PSHE - Relationships<br>Lunchtime and End of Day Prayers<br>Music - unige of Use year a bank not<br>Music - unige of the beatther?<br>Witthin Custoon Learning Day<br>NSFCC Stay Side<br>Sports day<br>French  |
|          |   | Tolerance of those with different faiths and beliefs | PSHE - Relationships<br>Lunchtime and End of Day Prayers<br>RE - being special  | PSHE - Relationships<br>Lunchtime and End of Day Prayers<br>Collective Worship<br>History - what is a monarch?<br>RE - how & why do special places and<br>symbols help people show they believe?  | SISTE - Relationships Lunchtime and End of Day Prayers Collective Worship RE - how & why do believers care for others & History - how did the achievements of the Ancient Maya Impact their society and beyond? Art - power prints   | PSHE - Relationships<br>Lunchtime and End of Day Prayers<br>Collective Worship<br>DT - what could be healthier?<br>RE - creation and science   |
|          | *all parts of the curriculum all children opportunities to make their own choices and work together showing respect to one another  understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  |  | RE - being special<br>Theme - fairy tales   | History - what is a monarch?<br>RE - how & why do special places and<br>symbols help people show they believe?  | History - how did the achievements of the<br>Ancient Maya impact their society and<br>beyond?<br>Art - power prints<br>French  | Computing - big data<br>Music - songs of WW2<br>History - who should go on a bank not<br>DT - what could be healthier?<br>French   |
|          | Understanding and appreciation of the range of different cultures in the school and further affeld as an essential element of their preparation for life in modern Britain  |  | RE - being special  | RE - how & why do special places and symbols help people show they believe?   | RE - how & why do believers care for others &<br>the world?<br>History - how did the achievements of the<br>Ancient Maya impact their society and<br>beyond?<br>Art - power prints   | RE - creation and science<br>History - who should go on a bank not<br>DT - what could be healthler?  |
| *        | Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities  |  | RE - being special  | History - what is a monarch?<br>RE - how & why do special places and<br>symbols help people show they believe?  | RE - how & why do believers care for others &<br>the world?<br>History - how did the achievements of the<br>Ancient Maya impact their society and<br>beyond?<br>French   | History - who should go on a bank not<br>RE - creation and science<br>French   |
| CULTURA  | Examined of Strain's democratic partiamentary system and its central role is shaping our history and values, and in continuing to develop littation.  Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities  |  | Sports day Physical development/PE Expressive Arts and Design RE - Being special Theme - fairy tales  | Nistory - what is a monarch?  Music dynamics, timbre, tempo & condis.  Collective Worship  Withshire Outdoor Learning Day Sports day  Sports day  PE  Computing - creating media  History - what is a monarch?  RE - how & why do special places and symbobs. help people show they believe?  | Music - Nallands Collective Worship Willshim Cuddoor Learning Day Sports day History - how did the a chievements of the Ancient Maya impact their society and beyond? PE Art - power prints French   | Collective Worship<br>Music - songs of WW2<br>PE<br>Willshire Outdoor Learning Day<br>Sports day<br>French   |
|          | Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they<br>understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, either cand socio-economic<br>groups in the local, national and global communities. |  | Expressive Arts and Design<br>RE - being special  | History - what is a monarch? RE - how & why do special places and symbols help people show they believe?  | RE - how & why do believers care for others &<br>the world? History - how did the achievements of the<br>Ancient Maya impact their society and<br>beyond?<br>Art - power prints<br>French  | DT - what could be healthier?<br>RE - creation and science<br>French   |
|          |   |  |   |   |  |  |