

SMSC within EYFS at William Reynolds Primary School and Nursery

The Foundation Stage has a two year curriculum map that offers similar experiences but in different contexts.

Pupils' spiritual development is shown by their		
<ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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 		
PSED	Throughout Foundation stage children are encouraged to develop their understanding of others and know that their actions can affect how other people feel. Children develop confidence in speaking to others about what they think. They are encouraged to reflect on their personal experiences through circle time and "Talking Teddy". They use plan-do-review time to plan, interact with and then reflect on their learning.	
CLL	Throughout Foundation Stage the children listen to and orally rehearse a range of stories. They develop a fascination for finding out about themselves, others and the world around them through shared stories and role play themes. Children share non-fiction books about themes they are learning about and will develop their imagination in their writing. Children create their own labels, lists, captions, signs and recipes during self-initiated time. Following self-initiated sessions children are willing to reflect on their experiences.	
LIT		
MA	In mathematics children are encouraged to challenge their understanding of mathematics and how it relates to the world around them. They develop a fascination about how currency can be used in their everyday lives. They develop life skills such as the passage of time, measuring and counting through clear contexts for learning. Children use their reasoning skills to solve problems. Children explore shapes in the world around them and are able to talk creatively using mathematical language when constructing and describing objects. Children develop reflective skills within mathematics through adult questioning. This supports them in knowing where they are in their learning and how they need to improve.	
UW	PC	Children take part in seasonal walks where they develop the fascination of their local and everyday environment. Simple map making skills are developed through the theme - 'Once Upon a Time' where they look at a variety of traditional stories. The story 'The Jolly Postman' is used as a stimulus to create a large map of where they live in Woodside. Puppets are used to develop their creativity and imagination for characters in their local area. Throughout the year children have the opportunity to reflect upon their own beliefs especially around Christmas and other religious festivals e.g. the Ancient Chinese beliefs that are still celebrated at Chinese New Year.
	TW	Children are given the opportunity to explore the world around them in the foundation stage environment, Forest School and educational visits. Children are encouraged to follow their interests and fascinations with making observations of animals and plants. They are encouraged to explain why some things occur and talk about the changes they see. Children also talk about similarities and differences in relation to objects, materials and living things. From this they discuss what they would like to

		find out further.
	T	Children use technological devices in role-play to imagine real life experiences where ICT is used in everyday life. Paint programs to create pictures and images.
EAD	ART	Children have the opportunity for daily plan do and review activities, linked to art using a range of media. The weekly forest school experience offers opportunities for children to develop their outdoor artistic skills using the natural resources around them.
	MUSIC	Children are given the opportunity to develop music and movement through their own interpretation creating songs and playing instruments
	DANCE	Children enjoy responding to music with movement. In child-led times children select their own music and create their own movements.
	DESIGN	Children will have the opportunity for daily plan do and review activities, involving DT, during self-initiated time, e.g. shop signs, constructing building using building blocks. Children are reflective when returning to class to explain the activity they have participated in. During the Spring term, children have the opportunity to make emergency service vehicles linked to literacy using their own creativity and imagination. The weekly forest school experience offers opportunities for children to develop their outdoor cooking skills and create artefacts from natural materials e.g. Dream Catchers.
PD	MOVING AND HANDLING	Children enjoy exploring the physical nature of the world around them and how they can interact with it. In Forest school activities they are encouraged to develop a sense of exploration, where children can take risks and explore their physical limits.
	HEALTH AND SELF CARE	Children develop independence and learn basic skills of independence and how to look after themselves.

Pupils' moral development is shown by their		<ul style="list-style-type: none"> Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, 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 being able to understand and appreciate the viewpoints of others on these issues
PSED		Children are expected to follow simple rules and routines. They respond to positive behaviour strategies that reward good behaviour and know that there will be consequences if they do not follow the rules. Adults talk to children to help them understand the difference between right and wrong. They learn that they can resolve problems by talking through situations and seeking support from an adult.
CLL		Children listen to, read and retell a variety of stories with a moral issue. They have the opportunity to discuss whether the characters are right or wrong.
LIT		
MA		<p>Within mathematics children will recognise how logical reasoning can be used to consider the consequences of particular decisions and choices.</p> <p>Children are encouraged to show and explain their answers and listen to other viewpoints.</p>
UW	PC	Children have the opportunity to recognise the difference between right and wrong when learning about Stranger danger and are able to apply these skills in their own lives to ensure they are safe. Understanding the consequence of their behaviour and actions when playing outdoors is important to help develop an understanding of safety e.g road safety or the visit to the farm. Children gain respect for the emergency services and how they work.
	TW	Children learn about looking after the environment the forest school and the nursery garden where they can grow and care for plants. They look for creatures in the environment and learn that they have to be treated with care and respect.
	T	During self-initiated children have access to a range of technological devices including computers, ipads, listening stations and cameras. Children are taught to know the right and wrong way to use these technological items.
EAD	ART	In the Spring term the Foundation Stage children get the opportunity to make their own superhero cape. This is part of their work on superheroes where they recognise the difference between right and wrong and consider this when designing their cape. They are able to offer reasoned views about moral and ethical issues when considering the type of superhero they would like to be
	MUSIC	Throughout taught sessions children develop their understanding of the consequences of their behaviour and actions when sharing musical instruments and can apply these skills in self-initiated time.
	DANCE	In dance activities children learn to control their bodies and develop an awareness of space. They understand that they have to take account and be aware of other children to ensure they don't hurt others.

	DESIGN	In the Spring term the Foundation Stage children get the opportunity to make their own masks of story characters. This is part of their literacy work where they recognise the difference between right and wrong. They are able to offer reasoned views about moral and ethical issues when considering the character's behaviour and how to reflect this in the design of the mask.
PD	MOVING AND HANDLING	Through various activities children learn about taking turns and being fair. They make choices about games they want to play. They learn to use equipment correctly and play together co-operatively. They learn to follow simple rules and understand that we need to practise to improve our skills.
	HEALTH AND SELF CARE	Children learn about keeping themselves safe and using equipment safely. They develop an awareness of space and learn to respect the space that others need in order to stay safe.

Pupils' social development is shown by their

- Use a range of social skills in different contexts, including working and socialising with pupils 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 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

PSED		Children are encouraged to develop social relationships with adults and peers through daily small group time. Adults model social interaction and provide opportunities for children to work together in their learning in aspects such as role play and story. Children have opportunities to go on visits and have visitors in the setting to gain confidence in interacting in different social situations
CLL		Children will work with staff from Birmingham Rep to develop their interaction skills. In Reception, children take part in guided reading sessions where they will have the opportunity to share books with their peers during the week.
LIT		
MA		Problem solving skills and teamwork are fundamental to mathematics, through creative thinking, discussion, explaining and sharing ideas.
UW	PC	Children in Foundation Stage develop a range of social skills when exploring places and people who live around Woodside. They develop simple mapping skills when looking at the environment they live in. Children develop an understanding that their own family events and begin to understand that these may be similar or difference for other children.
	TW	Children are encouraged and give the opportunities to observe carefully and discuss the similarities and differences in places, objects, materials and living things.
	T	Children use digital recording microphones and talking pegs to share ideas and communicate with each other and with other adults. Children learn to take turns to use the technological equipment fairly, they also share their knowledge of how to use software with each other during self-initiated time.
EAD	ART	Foundation Stage children have the opportunity to create wooden spoon puppets which they use to develop a range of social skills with pupils from different religious, ethnic and socio-economic backgrounds.
	MUSIC	Children have the opportunity to play instruments with other children which encourages them to develop their social skills.
	DANCE	Children are encouraged to join in action songs and ring games as part of a group. They can create dances individually or collaboratively in child initiated and teacher-led sessions.

	DESIGN	Foundation Stage children have the opportunity, throughout the year, to develop signs and artefacts relating to their role-play area, to develop a range of social skills in different contexts. E.g. The Healthcare centre, Vets etc.
PD	MOVING AND HANDLING	Children develop social skills through co-operative play during child-led sessions. They learn to play simple circle games and take part in parachute activities. They begin to develop an understanding of team by taking part in sports day. In activities such as art and design they learn to work together to manage small tools and equipment for example cutting tape or wool.
	HEALTH AND SELF CARE	The children take responsibility for their own snack time. They choose a friend to go with or sit by and develop social interactions at the snack table. They learn to wash up their own utensils or ask the person who is washing up if they would mind.

Pupils' cultural development is shown by their		
<ul style="list-style-type: none"> • 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 within school and further afield as an essential element of their preparation for life in modern Britain • 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, 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, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 		
PSED	Children listen to stories that reflect other cultures e.g the story 'Clever sticks' is used to help children understand that they are all good at doing something.	
CLL	Throughout Foundation Stage the children will have the opportunity to listen to and read stories and rhymes from other cultures.	
LIT		
MA	Children begin to understand the importance of counting and explore early counting ideas from other countries, such as tallies.	
UW	PC	Children develop an interest for where they live in Woodside or the local area. They understand and show positive attitudes towards people with different religions, ethnic and socio-economic groups in Telford and globally. Children understand that diversity means that there are a wide range of celebrations in the UK due to historical and cultural influences including Bonfire Night and the Chinese New Year.
	TW	Children are taken on walks within the local community to look at the similarities and differences within our cultures. We use the immediate environments to look at changes around us and exploring with their senses, talking and joining in with activities. Children participate in cooking activities for Chinese New Year looking at the changes in food. Children explore light and dark, using clay to make Diya lights linked to Diwali.
	T	Children find out about local, national and global cultural events using video clips for Chinese New Year and Child In Need. Children learn about their local area using Google Maps.
EAD	ART	Children understand and appreciate a range of cultures within school and further afield through their art work on Diwali and Chinese New Year. This helps children to be more aware of the different cultures and celebrations in modern Britain.
	MUSIC	Children listen to a range of music from different cultures.
	DANCE	Children have the opportunity to learn some dances from other cultures for example a Chinese Dragon dance and Diwali stick dance.
	DESIGN	Children appreciate a range of cultures within school and further afield through their DT work on designing a dress of Cinderella or designing a kite for Chinese New Year.

PD	MOVING AND HANDLING	Actively supporting charitable events, such as Sport Relief, children will become more aware of the wider world they live in. Children use tools and equipment to make objects related to different cultures - for example masks of animals for the Chinese New Year story and dragon puppets. They learn to dress themselves and dress up in clothes from other cultures.
	HEALTH AND SELF CARE	Children learn about healthy eating. They have the opportunity to try foods from different cultures and know that this can be a healthy choice too.