

# SMSC within Science – Coverage and Progression Map (Spring Term)

## Spiritual Development: (Sp)

- To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in.
- To show respect for different people's faiths, feelings and values.
- To demonstrate a 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.

## Moral Development: (M)

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

## Social Development: (So)

- To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively.
- To demonstrate 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.  
Children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

## Cultural Development: (C)

- To understand and appreciate a range of cultural influences that have shaped their own heritage and that of others.
- To understand and appreciate a range of different cultures within school and within their community and the wider world to prepare them for life in modern Britain.
- To have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extend 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.

Nursery	➤ Exploring materials and their environment. (M/So/Sp/C)
The Den	<ul style="list-style-type: none"> <li>➤ Materials in our environment. (awe and wonder)</li> <li>➤ The properties of different materials. Scientific investigations to test waterproof materials/absorbent materials. (sp, s) Working in groups.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>➤ Forest School: develops their understanding of the world around them. Awe and wonder moments such as snow, bulbs growing, trees gaining buds etc. Appreciation for the wildlife at Forest Schools. (sp)</li> <li>➤ Topic: Spring 2 is growing. Children will be planting and watching things grow. (awe and wonder)</li> <li>➤ Safety rules at Forest School: Making the right choice and staying safe. (M)</li> <li>➤ Taking turns with tools at Forest Schools. Science experiments (sharing ideas) Which soap makes the most bubbles? (So)</li> <li>➤ How have children changed since being a baby. What can they do now?</li> <li>➤ Mad Science week- changes</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>➤ Materials in our environment. (awe and wonder)</li> <li>➤ The properties of different materials. Scientific investigations to test waterproof materials/absorbent materials. (sp, s) Working in groups.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>➤ British Scientists who have made breakthroughs with materials e.g. Dunlop, Mackintosh, Thomas Telford (C)</li> <li>➤ Experimenting with different materials-awe and wonder (Sp)</li> </ul>

# SMSC within Science – Coverage and Progression Map (Spring Term)

Year 3	<ul style="list-style-type: none"> <li>➤ Animals including Humans – Similarities and differences between human and animal diet. (So, Sp)</li> <li>➤ Vertebrates/Invertebrates/ Carnivore/ Omnivores/ Herbivores. ( Sp, So)</li> <li>➤ Similarities and differences between ourselves and others. (Sp, So, M, C)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>➤ States of Matter – collaboration/discussion/awe and wonder</li> <li>➤ Animals including humans- looking after our insides</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>➤ Considering if the world is flat or round and arguments for these opinions. Sp</li> <li>➤ Fascinating world –the solar system. Sp</li> <li>➤ Learning about Tim Peake and the space station. Cu</li> <li>➤ Statistics- real world application. Cu. So.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>➤ While learning about Fossils, children will discover how living things have changed over time and provide information about the past (So, Sp, C) .</li> <li>➤ Children will learn about the impact of Charles Darwin and how his views influence others (Sp, M)</li> <li>➤ Children will develop their understanding of their own and others’ evolution and inheritance. (C)</li> <li>➤ Children will research how society has encouraged cross breeding/changing genes (So and M)</li> <li>➤ Children will learn about the circulatory system and about vital organs that keep our body functioning. Talk about the issues of transplants. (Sp, M)</li> </ul>