



My World Subject Overview and Sequencing of Learning

Our 'My World' curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps.

Through the curriculum area of 'My World' we aim to develop pupils' awareness and understanding of the world around them and their role in it as citizens of modern Britain. We aim to provide the pupils with a holistic understanding of everyday events, activities, and experiences so that they can begin to cross-contextualise and apply their knowledge to everyday situations or challenges they may face in adulthood. We aim to do this through a wide variety of real-life experiences which provide them with opportunities for self-reflection which develop their self-esteem.

The key skills and knowledge we want to develop in 'My World', are:

- An awareness of familiar environments and how they function and change.
- Curiosity and questioning skills in relation their perspective of the world with the aim of becoming inquisitive lifelong learners.
- An awareness of the passing of time and the ability to observe and cope with change
- Life cycles – Exploring the stages from. Birth to death that plants and animals go through, developing an understand that all living things are born, grow, mature and eventually die.
- An awareness and understanding of potential risks and dangers in their environments and how to experience the world safely.
- An understanding of having meaningful and appropriate interactions with people in our lives and communities.
- Widening pupils' aspirations through broad and varied experiential learning.
- Food – Developing an understanding of what food is, where it comes from, how it is classified and how to have a healthy, balanced lifestyle.
- Water – Understanding and experiencing water in all its forms at both a sensory and scientific level.

- **Recycling** – Encouraging investigation of rubbish at school and at home with the intent of learning how to recycle and developing an awareness of our role in caring for the environment.
- **Weather** – Looking at different types of weather and understanding how to prepare for these through independent problem-solving with the aim of promoting safety and wellbeing.
- **Seasons** – Demonstrating the passing of time through experiencing seasons, developing understanding of the connection between different times of year and what they mean for the learner personally.

Understanding/ Developing ‘My World’ supports pupil’s development and understanding of British Values. The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school’s curriculum and supports the holistic development of the child.

The ‘My World’ curriculum is carefully planned to ensure concepts are taught in optimal order to support children’s understanding. Plans are tailored to the needs of each individual in class, adapting the learning areas and opportunities to the interests, needs and level of learning of each child. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum topic. This is actioned at a pupil level through the use of a highly personalised planning to set very small stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP).

At the earliest stages, the sequence of learning begins with the foundations of ‘My World’ and exploring topics at a sensory level. For learners in EYFS and/or the Informal Pathway, activities may not come under this subject in isolation, potentially falling under areas such as Sensory, Communication and social relationships or Creativity.

As ‘My World’ becomes more developed it moves towards more practical exploration, promoting independent thinking and problem solving and functional life-skills for these real-life experiences. Finally, it progresses towards more abstract ideas and concepts which extend learners’ understanding, equipping them to cross-contextualise their skills and understanding. An example of what

a topic such as 'Weather' might look like across different developmental levels and pathways is:-

Informal: – exposing learners to the different types of weather through the senses, in a safe and therapeutic environment e.g. a sensory journey. Increase awareness and understanding of the different types of weather and the associated items we may need, whilst providing the learner the opportunity to voice their sensory preferences through making choices and rejections during the exploration of themed weather boxes.

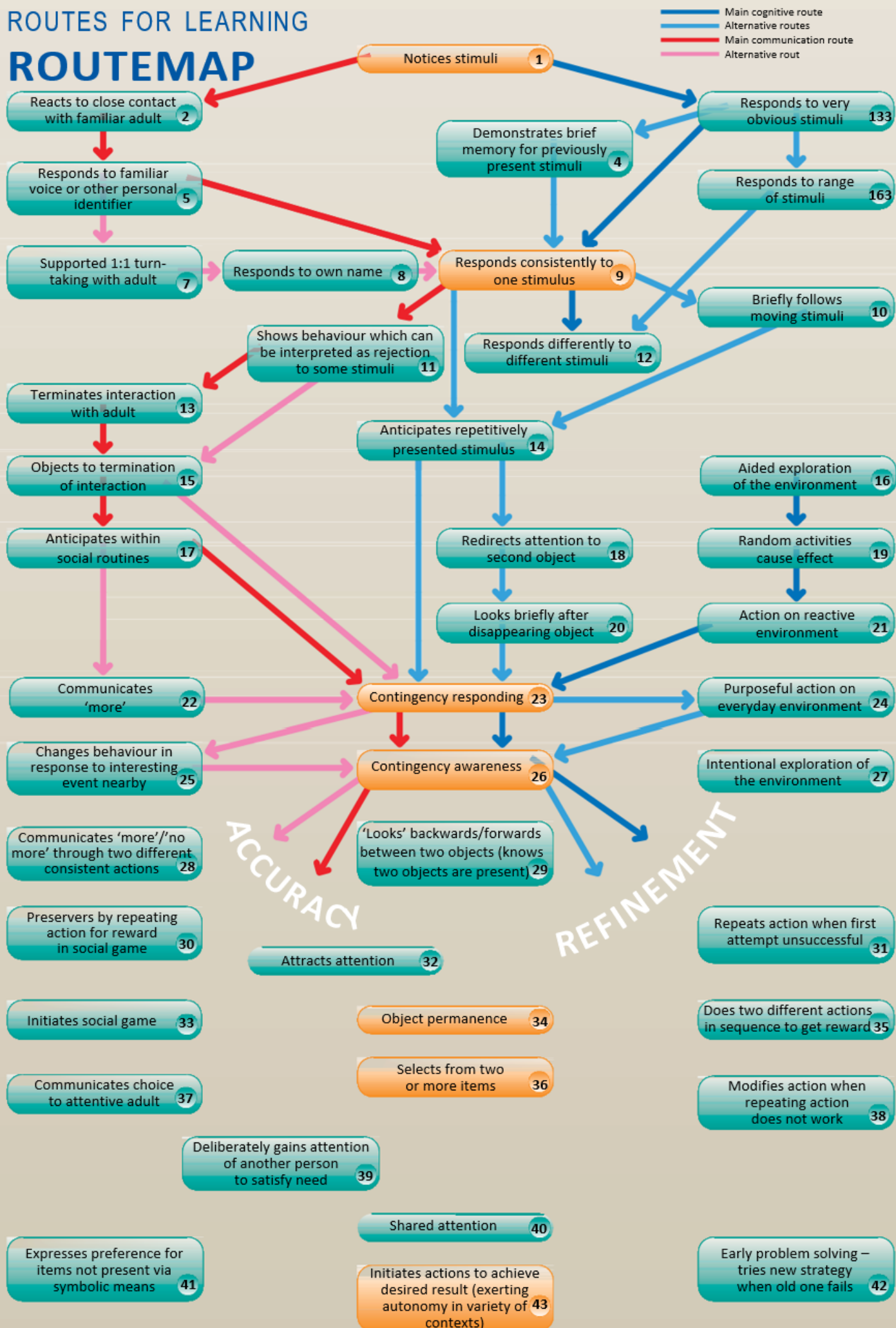
Semi formal: Learners to select appropriate clothing for an outdoor learning session, practising their independent dressing skills. When outside, they are engaging in sensory exploration of the environment observing how the weather affects both them and their environment. **Semi-Formal** learners may look on the 'BBC Weather' website for their area, identifying and interpreting symbols, making predictions based on their findings and then observe the results through outdoor learning later in the day.

'My World' prepares pupils for future learning and transition to Key Stage 3 by providing them with a wealth of curriculum topics outside of primary subjects, encouraging them to develop a love of learning that will carry them forward in their education/into future employment. It also cultivates curiosity, develops independence, and promotes taking ownership of their learning with the intent of helping them become active, responsible members of their communities. Finally, as a holistic subject area, it provides learners with enriching experiences that promote wellbeing and encourage an active and healthy lifestyle.

Sequence of Learning for Learners on our Informal Pathway

The Routes for Learning Routemap (diagram on next page) focuses on learners' early cognitive development, their communication and social interaction skills, and their interaction with the environment. The most important milestones are shown in orange boxes. The learning descriptors are numbered for ease of reference and do not show an expected sequence of learning. Likely next steps are, instead, indicated with arrows. Some of our learners on the informal pathway also demonstrate learning at Band 1.

ROUTES FOR LEARNING ROUTEMAP



Sequencing of learning for Semi Formal learners

-My World

--*Band 1*

- [] I closely observe what animals, people and vehicles do
- [] I watch a toy being hidden and try to find it
- [] I can combine objects in play eg banging two objects, placing objects into containers
- [] I can cause a variety of movements eg pushing a car, pulling a door open, pushing a ball to roll it, throwing a ball/beanbag
- [] I can demonstrate an awareness of change as a result of my actions eg looking for a toy I've dropped
- [] I can engage in a variety of materials eg squeezing wet sand/letting dry sand run through fingers
- [] I notice the results of my actions eg disturbing the surface of water with fingers
- [] I can name familiar places eg rumpus, playground, class, park, garden

--*Band 2*

- [] I explore objects – shaking, hitting, looking, and feeling, tasting, pulling, turning, and poking
- [] I remember where objects belong eg put coat on peg, puts play dough back in cupboard/shelf
- [] I can match things that go together eg lid on teapot
- [] I explore puddles, trees and a variety of surfaces (such as concrete, grassy hill, pebbles)
- [] I can move myself/objects at different speeds (fast/slow)
- [] I can follow simple directional instructions – forwards, backwards, up, down – visual cues
- [] I can move under, over and through equipment
- [] I can make my way to familiar places within school eg can go to rumpus from class without an adult leading the way
- [] I know what we do in familiar places eg play in rumpus, eat/do dance etc in hall
- [] I can identify a range of natural objects eg tree, stone/pebble, flower

--*Band 3*

- [] I notice a range of simple features of things in my environment eg leaf, wheel, ear, whiskers
- [] I play appropriately with a range of small world models – farm, garage, train track, beach

- [] I investigate/engage with the natural world
- [] I understand the concepts 'wet', 'dry', 'hot', 'cold'
- [] I can indicate the direction need to move in in order to locate familiar places/items eg toilets, door to leave, coats
- [] I am beginning to notice that traffic lights/pedestrian crossing lights change colour/position
- [] I am beginning to notice road markings/symbols/arrows
- [] I notice public place signs eg 'stairs', 'exit'
- [] I sing songs about places/buildings using appropriate actions/signs such as London Bridge, Grand Old Dukes, Wheels on the bus

--*Band 4*

- [] I can comment on aspects of the familiar world (eg where I live, plays, go to school, and go to the shops..)
- [] I can ask questions about my familiar world (eg home, school, where I play, and the shops)
- [] I can talk about some of the things I have observed eg plants, animals, natural/found objects
- [] I am beginning to be able to talk about why things happen
- [] I am beginning to be able to talk about how things work
- [] I am developing an understanding of growth, decay and changes over time
- [] I show care and concern for living things and the environment

--*Band 5*

- [] I can look closely at similarities, differences, patterns and change
- [] I can use correct terminology to describe things within my environment eg chrysalis
- [] I can answer 'Why?' questions that involve increasing knowledge of the world
- [] I can find things out about my environment by talking to people, looking at photographs and simple maps, visiting local places
- [] I am beginning to respond appropriately to open-ended questions such as "what would happen if..?" " How can we..?"
- [] I know about similarities and difference in relation to places, objects, materials and living things
- [] I can talk about the features of my own immediate environment using my widening vocabulary eg road, town, village, path, synagogue...
- [] I make observations of animals and plants
- [] I can explain why some things occur and talk about changes