



# Sunningdale School

## **Subject Overview: The World About Me**

The school is ambitious in its pursuit of the best possible outcomes for its pupils. Sunningdale School is committed to providing a broad and balanced curriculum that remains wholly appropriate to the needs of each learner. A multi-tiered curriculum model is utilised so that content and pedagogy can be closely matched to the needs of pupils. This approach is arranged across 3 theoretical pedagogical pathways that begin on transition from the Early Years Foundation Stage and run through Key Stages 1 and 2 until the pupils' transition to relevant secondary provisions at the end of year 6. The pathways are the Pre-formal Pathway, the Semi-formal Explore Pathway and the Semi-formal Play Pathway.

The subjects taught within each curriculum pathway are closely matched to the developmental needs of the learners accessing that pathway, enabling them to develop the appropriate baseline level of knowledge, understanding and the skills required to access the next pathway approach or to prepare them for life beyond the school, secondary school and adulthood.

Our 'World About Me' curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps. Strong links are made with Preparation for Adulthood (PfA) outcomes and 'The World About Me' builds cumulatively towards supporting these: Employment, Independent Living, Community Participation, Friendships & Relationships.

Through the curriculum area of 'The World About Me' 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 'The World About Me', 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
- 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.

Understanding/ Developing 'The World About Me' 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 so that they can 'be more'.

'The World About Me' supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society, primarily through developing their understanding of fundamental British values. It develops their understanding and appreciation of diversity through exploration of festivals, people and cultures. Furthermore it develops an ability to celebrate what we have in common through learning to observe and celebrate similarities and differences with the intent of building mutual respect and tolerance. Finally, it promotes respect for the different protected characteristics as defined in law through developing an

understanding of both familiar and unfamiliar social constructs that they will encounter in their everyday lives, encouraging them to be active and responsible citizens.

### **Our Curriculum Intent: The World About Me**

The 'World About Me' curriculum has been carefully designed and sequenced to provide pupils with a secure, coherent knowledge of change,

- Change – Encouraging learners to experience the effects of living in a different time and constantly compare, contrast and reference back to how they live and experience the world today.
- 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.
- 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.
- People – Developing an awareness of people in our lives and communities and how to interact with them meaningfully and appropriately.
- Festivals – Promoting an awareness of a wide range of festivals as well as an ability to observe and celebrate our similarities and differences in multicultural modern Britain.
- Digital Photography – Exploring photography and film through creating, reviewing and modifying work and developing early functional IT skills.

'The World About Me' curriculum is carefully planned to ensure concepts are taught in optimal order to support children's understanding. Medium term plans are tailored to the needs of each class, adapting the learning areas and opportunities to the interests, needs and level of learning of the class. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum connector theme. This is actioned at a pupil level through the use of a highly personalised planning system supported by specific Personalised Learning Plans (PLPs). PLPs are used these 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) and linked to Preparation for Adulthood outcomes.

At the earliest stages, the sequence of learning begins with the foundations of 'The World about Me' and exploring topics at a sensory level. For learners in EYFS and/or the Pre-formal pathway, activities may not come under this subject in isolation, potentially falling under areas such as Sensory, Communication and social relationships or Creativity.

As 'The World About Me' 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:-

**Pre-Formal:** - 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: Explore:-** 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: Play:-** Learners to 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.

'The World About Me' 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.