



Turney School Schemes of Work – The World Around Me

By the end of the Engagement Pathway pupils will:

- Engage in activities to show an understanding of their immediate world and the communities they live in.
- Show an awareness of occupations and jobs in the local area
- Be able to plan transitions in the community and environment.
- Be aware that actions cause change
- Be familiar with computing devices and appropriate apps.

By the end of the Semi-Formal Pathway pupils will :

- Have an understanding of and be able to comment on their immediate world and communities they live in.
- Be able to identify and comment on occupations in the local community.
- Begin to understand changes in their lives, life times and beyond.
- Follow transitions in the community.
- Comment on how actions cause change.
- Sort and classify a range of criteria.
- Be able to choose and use a range of computing devices, including appropriate apps.

Learning Intention	Skills	Implementation – Learning Strategies
<p><u>Engagement Pathway</u> The World</p>	<p>Pupils will: Have a growing awareness of the environment in which they live at home and at school.</p> <p>To become aware of families and family groups.</p> <p>Begin to develop an awareness of past and present in relation to themselves and the wider world.</p> <p>Engage with festivals and celebrations.</p>	<p>Pupils will be given the opportunity to develop curiosity, explore and engage through a range of practical learning experiences to become familiar with understanding the world in which they live.</p> <p>Exploring the classroom through daily activities such as ‘snack time’, tidy up time and transitions are used as a teaching activities, so pupils return items to where they are from, move to an area for snack time and transition to different areas in the classroom using labels and visuals to support this.</p>

	<p>Start to develop individual time-lines.</p>	<p>Spaces within the classroom environment labelled so pupils have an awareness of the different parts of the classroom and where they can locate equipment and personal belongings.</p> <p>Opportunities to see a selection of large photos of individual pupils showing them in different parts of the school.</p> <p>Individual large photo books of pupils showing family and celebrations.</p> <p>Offer regular opportunities to visit and explore different areas of the school, such as the Food Technology for weekly cooking sessions to practice using specific tools for appropriate purpose.</p> <p>Engaging and exploring messy play equipment in the playground, such as sand, water, mud kitchen, as well as play equipment to become familiar with the different areas of the school.</p> <p>Engage in weekly trips to the local park, local and wider community to promote a gradual understanding of the world.</p> <p>Engaging in role play so pupils can experience washing, dressing the dolls etc and engage with role play of different family members.</p>
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		Explore a range of props to become aware that babies become children and then adults, recognising birthdays and celebrations.
Communities	<p>Have a growing awareness of local community groups and occupations, including those that help and keep the community safe.</p> <p>Engage with a range of transport systems</p> <p>Become familiar with community places of worship.</p> <p>Explore significant landmarks, places and events in the wider world.</p>	<p>Pupils will be given the opportunity to develop curiosity, explore and engage through a range of practical learning experiences to become familiar with the local and wider community</p> <p>Explore a range of props, such as road mats, cars, ambulances, fire engines, police vehicles to become familiar with people who help and occupations.</p> <p>Engage in role play - shops, dentists, doctors surgery, vets surgery to become familiar with the local area.</p> <p>Engage with trips and visits to become familiar with the local and wider environment, such as the local park, allotment, shops</p> <p>Engage with trips and visits to discover different occupations, such as the Fire Station, police horses, cars etc.</p> <p>Opportunities to see a selection of large photos of individual pupils showing them in local and wider community</p> <p>Individual large photo books of pupils showing places and significant landmarks.</p>

<p>Science</p>	<p>Engage with scientific enquiry through exploring materials, habitats, the weather, living things.</p> <p>Develop an awareness of their actions on everyday objects.</p>	<p>Pupils will be given the opportunity to develop curiosity, explore and engage through a range of practical learning experiences to develop scientific enquiry.</p> <p>Messy play, including water – floating and sinking with a range of toys and objects.</p> <p>Wet sand to push toys and objects through</p> <p>Exploring the natural environment – trees, flowers etc.</p> <p>Weekly trips to the park to discover and explore living things, such as ducks etc.</p> <p>Trips to farms, zoos etc.</p> <p>Digging to plant</p> <p>Explore forces through pushing/pulling/fast/slow. Engage with scientific language.</p> <p>Exploring a range of sensory materials and to see how materials can change through heating and cooling</p>
<p>Computing</p> <p>Images of self/ Photos and videos</p>	<p>Engage and develop an understanding of cause and effect using a range of devices to see changes through pressing buttons, working switches and dials.</p> <p>To develop cause and effect actions to begin exploring computing devices, so they gain a simple understanding of apps and computer programmes.</p>	<p>Make simple patterns</p> <p>Become familiar with photos and images</p> <p>Explore how to change images – light and dark</p> <p>Engage with a range of switches/cause and effect toys</p> <p>Explore and engage with a range of malleable materials to develop fine motor skills.</p>

	<p>Purposefully engage with computing equipment to play music, listen to a story/sound</p> <p>.</p> <p>Become familiar and engage with the content of the interactive whiteboard for longer periods of time.</p> <p>Begin to understand that c</p>	<p>Opportunities for playing and exploring musical instruments and to engage with choosing and listening to stories and music using the Toni box</p> <p>Observe and join in with supervised cooking activities using electrical equipment such as a toaster, blender, electric whisk.</p> <p>Explore a range of simple appropriate apps using touch screen activity tables to include a wide range of engaging of games and activities.</p>
<p><u>Semi-Formal Pathway</u></p> <p>The World</p>	<p>Pupils will:</p> <p>Learn to recognise past, present and significant events in their lives and the wider world.</p> <p>Develop individual timelines</p> <p>Begin to show curiosity about home, the school environment and the wider world.</p> <p>Develop a language to comment on their environment and talk about similarities, differences and changes.</p> <p>Develop an awareness of awe and wonder in the wider world.</p>	<p>Pupils will be given the opportunity to develop curiosity, explore and engage through a range of practical learning experiences to become familiar with understanding the world in which they live.</p> <ul style="list-style-type: none"> <li>• Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID , Christmas theme</li> <li>• Have personalised books available for the children to promote discussion of special personal events.</li> <li>• Displays around the school to have photos of special school events (at eye level) to provoke commenting on themselves.</li> <li>• Children to use cameras to take photos and videos of special school events to later discuss.</li> <li>• Book corner to have cultured related stories e.g Handa’s surprise</li> </ul>

	<p>Develop an understanding of the wider world through understanding maps and plans.</p>	
<p>Communities</p>	<p>Identify and confidently name different places in the community and the wider world</p> <p>Develop knowledge and interest in different occupations</p> <p>Collect evidence, show and use data to describe the community</p> <p>Show curiosity and engage with a range of transport systems.</p>	<p>Pupils will be given the opportunity to develop curiosity, explore and engage through a range of practical learning experiences to become familiar with understanding the community in which they live.</p> <p>Role play and small world set ups themed around different occupations e.g. doctors, hairdressers, shop.</p> <p>Regular fieldwork trips around the local and wider area to see the local environment – looking specifically for a range of housing, shops, cafes etc.</p> <p>Visit places such as the Fire station, visits from the police and other emergency services to gain an understanding of different occupations in the local and wider area.</p> <p>Explore small world situations – car mat, cars, emergency service vehicles</p> <p>Photos of pupils in the environment</p> <p>Large photos of the environment</p>

<p>Science</p>	<p>Develop scientific enquiry through making predictions and science investigations.</p> <p>Start to sort and classify objects, materials, living things and environmental change</p> <p>Recognise their actions on everyday objects</p> <p>Develop a simple scientific language, so they can explain what they see and communicate their ideas</p>	<p>Pupils will be given the opportunity to develop curiosity, explore and engage through a range of practical learning experiences to develop scientific enquiry.</p> <p>Structure for pupils to speak about the activities they have explored, commenting on what they have seen, liked/did not like and with support say what they would do differently.</p> <p>Adults to model simple science experiments for pupils to engage with</p> <p>Range of activities to encourage scientific curiosity such as water play, wet and dry sand play, a range of small world opportunities for pushing/pulling/fast/slow – how can we make objects go faster or slower, floating/sinking, changing properties through heat and cooling.</p> <p>Opportunities for planting, growing, measuring change.</p> <p>Trips and visits to explore life and living things – park, farm, zoo.</p> <p>Trips to the science museum.</p>
<p>Computing</p>	<p>Explore and make simple sequences and patterns</p> <p>Begin to explore and plan direction</p>	<p>Offer pupils opportunities to explore and make sequencing patterns.</p> <p>Experiment with remote control cars and other devices and plan simple movement programmes.</p>

	<p>Begin to use simple programming tasks using a complex range of cause and effect equipment.</p> <p>Begin to use computing equipment to carry out computing tasks</p> <p>Become familiar with computing equipment, such as large and regular tablets.</p> <p>Access appropriate and enjoyable apps.</p> <p>Begin to use computing equipment to complete simple tasks such as playing music and listening to stories.</p> <p>Understand On-line safety.</p> <p>Understand how to use computing accessories such as headphone on a range of computing devices.</p>	<p>Access a range of simple computer programme, such as games and music using large and regular tablets.</p> <p>Offer opportunities, to explore computing equipment to explore how this equipment works - laptops, phones, CD players, cameras, phones.</p> <p>Role play using real objects such as old phones, laptops etc.</p> <p>Discrete and cross curriculum opportunitites to use gain information using tablets and other computing devices.</p> <p>Regular opportunities for pupils to recognise and write their names and log-in details.</p>
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