

Springside School

Area of Learning -  
My World DRAFT



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## **Intent**

We believe in teaching our learners how to engage and understand the world around them, prioritising safely accessing the world around them. There are ten sections within the 'My World' Area of Learning, these will be taught as appropriate to the individual learner. Each area is intended to be focused on for between one term and one year but this may be adjusted to meet the needs of individual learners within school and spread out throughout their learning journey. The ten topics are:

- Topic 1 Change, History and the Passing of Time
- Topic 2 The Seasons, Change and the Passing of Time
- Topic 3 The Life Cycles of Plants and Animals
- Topic 4 The Weather
- Topic 5 Food
- Topic 6 Recycling
- Topic 7 Digital Photography
- Topic 8 Festivals
- Topic 9 People
- Topic 10 Water

This area of learning is taught as a discrete, timetabled lesson in the Investigative phase, though many of the skills will link into other areas of the curriculum and key targets may be bridged across to other subject areas, particularly those under the 'Cognition and Learning' topic area.

My World - to develop understanding of the world as relevant to the individual learner. To improve the ability to independently and safely access the world around me including dressing safely for the weather/ seasons, understanding food/ diet and how to interact with the people around me. Some areas of the curriculum document may not be relevant to all learners e.g. in History the study of previous eras is only relevant for learners who will take some understanding of the comparisons. Other learners may benefit from focusing on the passage of time as relevant to their experiences – a school day, a week or having a birthday each year.

## **Coverage**

This provides an overview of how we teach our learners to understand their world at Springside School, it should be read in conjunction with the 'Curriculum', 'EYFS', 'My Independence' 'My Thinking and Problem Solving' and 'My Maths' schemes. Whilst this provides an overview of how we teach the Area of Learning relating to My World, due to the nature of My World skills, these are also reinforced and taught within every aspect of school life.

Further information can be found within the brochures specific to each phase. This document is written to provide an overview of the overarching aims of the My World Area of Learning. It should be read in conjunction with the phase brochures and policies for EYFS and each individual area of learning.

## **Context**

Learners at Springside School have a diverse range of learning difficulties and associated special educational needs. The scheme of work utilised 'My World' is not intended to be taught in a linear manner with each area covered. The scheme is utilised as appropriate to the age, developmental stage, approach to learning required, the individual's prior knowledge and specific areas required as per the Learner's EHC Plan.

Our curriculum is set in the context of Equals multi-tiered curriculum approach, recognising that differentiation from England's (or indeed any) National Curriculum, including the EYFS framework, is not sufficient to meet the needs of learners with profound, complex, severe or global learning difficulties. For these learners, who are all working consistently and over time below or very near the start of their national curriculum, curricula need to be different rather than differentiated, because the way such learners learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed.

The overarching aims are to support the holistic development of all learners in a manner, which is appropriate to their individual needs and abilities and provide a sensitive response to the challenges they face. At its core it is designed to ensure all learners are happy, healthy and safe whilst ensuring they reach their full potential having access to a broad and balanced curriculum promoting World throughout.

Springside School is a non-denominational school that aims to celebrate festivals and religious events from many cultures. Whole school and phase worship, beliefs and celebrations (e.g. Birthdays, Achievements, Eid, Christmas) reflect this. Learners are taught to embrace all celebrations, cultures as well as respect each other, their beliefs and differences; these are detailed on our curriculum theme mapping.

## **Implementation**

As stated above, the My World Area of Learning has ten sections. These are detailed within the Equals scheme of work. Whilst there are Learning Intentions and suggested activities, by the nature of the Area of Learning and the Learners at Springside, it may be required to set individualised activities and learning intentions.

Within classes, this will look different, however the area of learning may be the same, examples of this are:

*EXAMPLE 1 - My World -> The Seasons, Change and the Passing of Time (Outdoor - learning to investigate the seasons through walks and observations, Indoor- daily use of visual time table to understand change and the passing of time.  
Learning intention - to understand changes to our environment in long term and short term context.*

*EXAMPLE 2 - My World -> Food (Food Technology Room) – Link to My Independence – My Cooking  
Learning intention - to make a drink of squash, using the correct volume, to understand thirst.*

*EXAMPLE 3 - My World -> Festivals (Classroom, Main Hall, Outdoor Area) – Celebrating Festivals with friends and family  
Learning intention - to understand some of the different festivals we celebrate as a multi-faith school.*

Learning Intentions for the lesson are taken from the scheme of work used, these include equals, the Northern Ireland Curriculum and Birth to 5 Matters - *Beyond this, each individual learner will then have an individual target/ sequence of learning to achieve.*

## **Objectives**

Within all phases EHC Outcomes, through the Personal Learning Plan, annual objectives and termly targets will be considered, referenced and evidenced as appropriate throughout.

## **Impact**

EHC Plans are reviewed at least once annually. These outcomes are broken into smaller, manageable steps on the Personal Learning Plans, these are assessed on an ongoing basis but formally reviewed at least once a term with parents. The progress of learners is also reviewed at least once a term in progress meetings with the Deputy Headteacher (Assessment lead). There are a vast number of skills, concepts and knowledge covered within this area of learning, these include functional Mathematics and functional English skills, these are assessed using Springside Steps on our Solar platform.

## **Progression**

Progression within each area focuses on developing the thinking and problem-solving skills of our learners. This is supported through a reducing level of support in a 5-tiered system (further information on this can be found under 'Progression Principles).

The 5-tiered system of progression is:

- 1) Memory building
- 2) Sabotage and recognition of a problem;
- 3) Independent solutions
- 4) Generalisations;
- 5) Self-belief and confidence

These are referred to as sequences of learning on a PLP and in planning. Successfully achieving these will ensure learners meet their EHC Outcome and the learning intention for the lesson/ medium term plan.

## **Parents**

Parents are involved in the designing of the curriculum and outcomes for their child at EHC Reviews and at least termly during progress meetings.