

‘Our School’ - ARB Topic (12 weeks)

Geography: (Maths - Geometry) Position & Direction

Key Enquiry Question: What is in my local environment?

During the Spring Term 1, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Geography (Maths- Geometry) Positions & direction, Exploration, School playground & parks, Positions & Locations, School environment, My school & me. Some of the learning, across the range of subjects, will be topic based with some subjects being taught discretely. All learning and progression of skills expected to be taught during this block are detailed below.

Our Vision: Together we will create lifelong learners who are confident, proud and always striving to be the best they can be.

Our Values: Learning. Each other. Our Community. The Environment.

Learning- We value the importance of developing active learners who show a thirst and ambition for learning. We strive to nurture motivated, engaged and life-long learners who work hard, show determination, perseverance and resilience in all they do. Our aim is to enable each individual to fulfill their true potential.

Each Other- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

Our Community- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

The Environment- We value our environment, and we aim, through our curriculum, to teach respect for our community, our world, our environment and how we should care for it for future generations, as well as ourselves.

We use the Equals Curriculum to inform our planning:

Geography (Maths Geometry) Positions & direction – Lead Subject: Positions & Locations **P1, 2&5c**, School Environment **S1a & 2.1/9/10**

Science- Sorting & using materials **1.3a**, Local Environment **AZ4.1**

Maths- Geometry Exploration

Art- Using Paper **S3a, 5e&f**

DT- Sensory properties of papers & wrappers **P4c**, Containers & Packaging **P5c**, School Playground & parks **1:1.2**

PSHE- My school & me **S5b**, Group Work **P3**

RE- Special people and places- the church & the people who work there

Music- sounds and skips all around us **P5b & 6b, U1**

Drama- Relationships

PE- Cooperative movements **P2&3a, S2d**, Gymnastics

Discrete Topics:

Maths- Fractions

English- Modern Rhymes & Poems, Stories from other cultures

Additional support resource available:

B2 individual assessment statements (inform Learning Objectives and IEP targets)
Twinkl

Prior Learning: communities & Cultures Spring 3,

Year Group Cohort Term (length)	Working Towards (Purple Group) Engagement Steps 1-4: Sensory & Physical - Visual	Working At (Red Group) Engagement Steps 4-6: Communication & Interaction- Receptive Communication Primary Steps 1: Maths- Geometry	Working Beyond (Green Group) Primary Steps: 2+ Maths- Geometry	Vocabulary
ARB Spring term Year A	Glances at people within 2 metres when they are moving	Tracks people until they move out of range when they travel past quickly	Communicates and follows instructions using the terms 'in' and 'out'	Places Classroom Playground Home Classroom Areas Park Minibus Road School
	Quietens after vocalising when they hear a voice	Tracks different sensory stimuli briefly when provided with new stimuli	Starts to be able to find an object with one specific characteristic	
	Reacts to voices with minor physiological changes	Stops and faces environmental Sounds	Places objects in a line	
	Responds to sound next to their ear	Follows simple commands with appropriate responses e.g. rolls the balls when requested to	Assembles a puzzle with 4-6 pieces	

Gives momentary attention to someone speaking close to them	Understands concepts of over, under, in and on	Communicates using positional language e.g. the ball is in the box	Position & direction Up Down This way That way Forwards Backwards On Inside Under Over In Out
Turns their head to search for stimuli when sounds alert them to actions out of sight	Brings specific object from another room when asked	Finds an object by location e.g. find me a member of staff from the office	
Imitates environmental sounds in their own manner	Finds an object by function, e.g. find me something to pour my drink into	Looks at the globe and describes it's shape	
Localises a moving object, a sound or music without prompting by a member of staff	Follows instructions containing three key words including a verb, adjective and noun, e.g. run to the big swing	Gives another person a forward, backward and turn instructions to reach a destination	
Reacts to an instruction positively or negatively when a member of staff initiates interaction	Demonstrates understanding of simple concepts including 'in' and 'out'	finds items from simple positional and directional clues	