

‘Communities and Cultures’ - ARB Topic (12 weeks)

Geography: (PSHE- Citizenship) Our Community

Key Enquiry Question: What communities am I part of?

During the Spring Term 3, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Geography (PSHE- Citizenship) Letters, Stories with familiar settings, Exploration, Position & Movement, Communicating, People who help us, Daily Routines, Me & my Community, Cultural Experiences, Spiritual Cornwall, Interaction with others. 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 (PSHE- Citizenship) Our Community – Lead Subject: People who help us- past and present 1.2, 2.10- 1.2, Daily Routines- people P2

English- Non-fiction Letters & Recounts, Stories with familiar settings

Maths- Geometry Exploration, Geometry position and movement

ICT- Making & Communicating choices S1b, Exchanging & Sharing information, Different ways to communicate

Food Tech: From the dairy S3b

PSHE- Me and my community S5a, 1.1b, 2.1c, Cultural Experiences P4c

RE- Spiritual Cornwall- celtic crosses, festivals, saints. Celebrations- how and why are they important? St Pirans Day 1:1.4

Music- Cultural Rhythms, Instruments & Rhythm P4b, 6c

Drama- Using Stories 2 P2b&c, 3a,c,

PE- Interaction with others P3d, 4a, d

Discrete Topics:

Science- Keeping Warm 2.3d, Characteristics of materials 2.3a P3b

Art- Malleable substances S3c

Additional support resource available:

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

Twinkl

Prior Learning: Our School Spring 1

Year Group Cohort Term (length)	Working Towards (Purple Group) Engagement Steps 1-4: Social, Emotional & Mental Health- Social Affection	Working At (Red Group) Engagement Steps 4-6: Social, Emotional & Mental Health- So- cial Affection Primary Steps 1: PSHE- Citizenship	Working Beyond (Green Group) Primary Steps: 2+ PSHE- Citizenship	Vocabulary
ARB Spring Term Year C	Calms after hearing voices when previously in a state of distress	Communicates with a member of staff using an individual action or gesture when they want something	Takes turns in a group	Places Classroom Home School
	Calms to physical contact	Forms attachments with specific people when working with them repeatedly	Demonstrates social emotions e.g. sympathy for someone who is hurt	People Family members Class members Friends names People who help us
	Demonstrates an awareness of familiar person by cessation of distress/crying	Identifies family members by looking or pointing when they are present	Demonstrates affection for peers	
	Engages in an activity for three sec- onds with familiar person	Responds to familiar peers consistently when in- teracting with them	Accepts the word 'no' in some situa- tions	

Focuses attention on moving faces intermittently when within their visual range	Accepts help	Tries to establish themselves as a member of a social group	Citizenship Your turn My turn Wait Friend Help Choose More
Shows some awareness of people	Communicates with peers using words, gestures or symbols	Accepts that they cannot just take what they want	
Notices peers briefly when alongside them during play situations	Gives familiar people a name	Declares that something is not fair	
Smiles and laughs at familiar individuals intentionally whilst playing	Tries to establish themselves as a member of a social group	Identifies a group to which they belong	
Smiles with enjoyment when helped to stand	Takes turns in a small group	Volunteers for jobs in the setting, e.g. water plants, take messages.	