

# Our World- Curriculum Mapping

**Vision: 'Our world' will enable students to gain an increasing understanding of the world in which they live and their place within it. Teaching 'Our world' helps students gain life, communication and core skills in a motivating way.**



Skill	Branch 5 (SLD)	Branch 6 (SLD)	Branch 7 (SLD)	Branch 8 (SLD)	Branch 9 (SLD)	Branch 10 (SLD)
<b>Science</b>	Names single property of an object Starts to carry out simple tests on materials Explore with simple forces	Starts to carry out simple tests on objects and can comment on differences Chooses to use a physical process for a specific result Explore and comment on plants and animals using range of senses	Requests scientific tools/objects for specific purposes Shows awareness of a range of consistent changes to materials under effect of physical processes Use simple Scientific equipment Repeats an action in order to test result	Investigate with simple electrical components Makes comments on the results of their actions Compares and contrasts results Can sort objects into groups based on Scientific attributes Comments on light and shadow in an investigation	Responds to suggestions of how to find things out Builds a simple working circuit Make a simple prediction when repeating an experiment Collects objects and tools for specific purposes Collects and records data Identify objects made by a range of different materials Uses simple Scientific terminology	Can identify variables that could be changed Make a simple prediction in a new experiment Decide what results to collect
<b>History</b>	Is curious about people and shows interest in stories about themselves and their family	Has a concept of significant relationships In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea	Comments on pictures/stories relating to themselves Describes some of the things that make them unique	Talks about events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life	Looks closely at similarities, differences and change Can talk about present events in their own lives and in the lives of family members Enjoys joining in with customs and routines	Can talk about past events in their own lives and in the lives of family members
<b>Geography</b>	Matches parts of two related objects e.g. puts lid on teapot Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing Collect and interact with natural objects	Can travel short distances to transition between activities Plays purposefully with small-world models	Can move around and find areas in familiar environment with minimal support Notices signs/symbols for significant places in their environment Notice and comment on one difference between plants/animals Identify sounds in environment	Comments on aspects of their familiar world such as the place where they live or the natural world Sort plants, animals and objects by criteria Shows care and concern for living things and environmental care	Ask questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time	Talks about why things happen and how things work Talks about similarities, differences, patterns and change Move around a 'course' using directional language
<b>RE</b>	Is curious about people and shows interest in stories about themselves and their family	Has a concept of significant relationships In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea	Comments on pictures/stories relating to themselves Describes some of the things that make them unique	Talks about events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life	Can talk about present events in their own lives and in the lives of family members Enjoys joining in with customs and routines	Can talk about past events in their own lives and in the lives of family members
<b>ICT</b>	Shows interest in toys with buttons, flaps and simple mechanisms, beginning to learn how to operate them Uses a tablet or interactive whiteboard for mark making activities Can use a single button mouse as a cause and effect input device Can wear headphones when using equipment Can open specific applications on a tablet Can select a specific area on a touch screen to cause an effect	Seeks to turn on and operate some ICT equipment Can use specific keys on a keyboard to cause an effect Can use a single button mouse, showing an awareness that they are controlling the cursor on screen Can change brushes, colours and stamps using art programs Explore ways of making sounds using simple programs and devices Can drag and drop on a touch screen or tablet	Operates mechanical toys, e.g. turns knob on wind-up toy or pulls back on a friction car Knows how to operate simple equipment Shows an awareness that text and images on a computer can be printed out Can use a single button mouse to drag and drop Participate in simple video conferencing activities e.g. video call Uses buttons to play back songs, sound recordings or videos	Shows an interest in real objects such as cameras and mobile phones, attempting to use functionally Uses arrow keys on keyboard to control movement on the screen	When playing back recorded media, show an understanding of play, pause and stop buttons Complete an appropriately challenging program with multiple steps on the computer independently Program a simple floor robot with a series of instructions Begin to gather data and enter it onto a simple computer program Experiment with editing images	Explores changing text size, style and colour using appropriate software Show awareness that ICT sources e.g. the internet can be used to find things out Experiment with simple sound and video editing programs Produce simple pictograms representing data that they have collected Use simple programming tools on the computer requiring the input of a series of instructions

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Skill	NC KS1 (MLD)	NC KS2 (MLD)	NC KS3 ( Formal/ Enhanced if appropriate)	14 + Moving on Curriculum (Applefields KS4)	Moving on Zone MOZ	Link to accreditation / Enrichment
Science	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>		<ul style="list-style-type: none"> <li>develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li> <li>develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future</li> </ul>	<ul style="list-style-type: none"> <li>To use supporting evidence to confirm seasonal changes.</li> <li>To relate changes in temperature to different times of the year.</li> <li>To experience, explore, investigate, record and communicate what can be discovered and learned about plants</li> <li>To explore the relationship between the seed and the plant, differences in plants and edible plants</li> <li>To compare and contrast humans to other animals</li> <li>To know the life cycle.</li> <li>To know that death will happen to all living things.</li> <li>To experience, explore &amp; make predictions about the weather in the immediate future.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn about Health and Safety in the workplace.</li> <li>To understand health and safety precautions in the workplace.</li> <li>To follow health and safety in a workplace</li> <li><u>Horticulture</u></li> <li>Give examples of different jobs in horticulture</li> <li>State the skills needed for one of the jobs in horticulture</li> <li>List own horticulture skills</li> <li>Identify a role (paid/voluntary) that matches your skills in horticulture                             <ul style="list-style-type: none"> <li>Take part in activities to grow and care for plants care for plants</li> <li>Follow basic safety rules when growing and caring for plants</li> <li>Identify the parts of a flowering plant a) Root b) Stem c) Mode d) Leaf e) Bud f) Flower g) Fruit h) Seed</li> </ul> </li> </ul>	<p><b>ASDAN Towards Independence –</b> Work Awareness</p> <p><b>Open Awards Functional Skills:</b> <i>English – EL1, EL2, EL3</i> <i>Maths – EL1, EL2, EL3</i> <i>ICT – EL1, EL2, EL3</i></p> <p><b>ASDAN PSD</b> <i>Preparation for Work – EL1, EL2, EL3</i> <i>Managing own money – EL1, EL2, EL3</i></p> <p>Brunswick Nursery</p>
History				<ul style="list-style-type: none"> <li>To recognise the passing of time</li> <li>To prepare for change</li> <li>To reflect on life without certain things</li> </ul>	<ul style="list-style-type: none"> <li>To follow the different Moving On Zone routines and practices</li> <li>To be able to record dates on the calendar / diary</li> <li>To write sentences about personal experiences</li> <li>Point out successful businesses/ enterprise</li> </ul>	City of York

<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics</li> <li>understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork</li> <li>interpret a range of sources, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on how trade and transport worked.</li> <li>To reflect on the differences in food, eating and living.</li> <li>To participate in events that are specific to each season.</li> <li>To explore the issue of recycling food and foodstuff by-products.</li> <li>To explore rubbish &amp; litter problems and recycling and its journey</li> </ul>	<ul style="list-style-type: none"> <li>To be responsible for school related tasks eg. filling up the washing liquid bottles, exchanging tea-towels</li> <li>To learn about the different post school providers, locations and what they can offer</li> <li>To experience different work environments in York</li> <li>To be able to use a public bus to get to different locations</li> <li>To visit Opportunities Fair at Askham Bryan college</li> <li>Research local enterprises</li> </ul>	<p>City of York</p>
<p><b>RE</b></p>	<p><b>1. Know about and understand a range of religions and worldviews, so that they can:</b></p> <ul style="list-style-type: none"> <li>describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals</li> <li>identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews</li> <li>appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</li> </ul> <p><b>2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:</b></p> <ul style="list-style-type: none"> <li>explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</li> <li>express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</li> <li>appreciate and appraise varied dimensions of religion.</li> </ul> <p><b>3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:</b></p> <ul style="list-style-type: none"> <li>find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</li> <li>enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</li> <li>articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>To meet and greet people in an appropriate manner. Reflect on how disputes might be solved in the absence of a police force.</li> <li>To recognize people important to me</li> <li>To recognise that the passing of the year is marked by particular activities and associations.</li> <li>To explore the importance of food within cultural and religious festivals,</li> <li>Learn and participate in key festivals</li> <li>Learning about and from the idea of working for and giving to charity, through a Summer Fete.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to engage with unfamiliar people</li> <li>To write sentences about personal experiences</li> <li>Follow basic safety rules when growing and caring for plants</li> </ul>	<p>YO YO Assemblies</p>
<p><b>ICT</b></p>	<ul style="list-style-type: none"> <li>Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> <li>Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> <li>Are responsible, competent, confident and creative users of information and communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use cameras and ipads for photography/ videos</li> <li>Know how to pick a subject for the photograph</li> <li>To know how to get the photograph from the camera to the computer.</li> <li>To know how to edit, save, print and store the photograph</li> <li>To know how to export images onto Facebook</li> <li>Use the Internet search engine</li> </ul>	<ul style="list-style-type: none"> <li>To be able to record amounts of money &amp; add them up with a calculator.</li> <li>To understand the language on simple online forms</li> <li>To be able to record amounts of money &amp; add them up with a calculator.</li> <li>To learn about the post school providers that they are more interested in using online search engines</li> <li>Design and produce logo, menu, badges, posters, cart decoration etc</li> <li>Introduce cafe merchandise - printed tote bags/cup etc</li> <li>Contribute to the production of a poster to advertise the product and sale venue</li> <li>Take part in market research, Gain customer feedback.</li> <li>Research different cleaning techniques and tips</li> <li>Make a cleaning tips book</li> <li>Sell book to school/Online</li> </ul>	<p>Internet Safety</p>