

Exploring the community- Venture Curriculum 7V – Long Term Plan

Link with Kings Trust: [Supporting Others in the Community](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Introduction to Community & School Environment</p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. What does the word "community" mean to you? 2. Who are the people that help us in school every day? 3. What different buildings and services can you see in your local area? 4. How do people in our school and community support each other? 5. What would happen if these people or services weren't there? 6. How do we show respect to community helpers? 	<p>Wildlife Challenge Bronze award</p> <p><u>Suggested Key Questions:</u> Experiencing nature</p> <p>Activity 1 (Bronze Exp) – RSPB Sensing the world</p> <p><u>Get them thinking</u> <u>Here are some prompts to help with learning:</u></p> <p>What can you feel on your skin?</p> <p>How does it make you feel?</p> <p>What clues are there to the season?</p> <p>If you could choose a word for each of your senses, what would they be?</p> <p>We often rely on our sense of sight, if you close your eyes do you notice anything new?</p> <p>Habitat explorers</p> <p><u>Get them thinking</u> <u>Here are some prompts to help with learning:</u></p> <p>Before you start, does anyone know what kind</p>	<p>Wildlife Challenge Bronze Award</p> <p><u>Suggested Key Questions:</u> Experiencing Nature</p> <p>I spy seasonal wildlife</p> <p><u>Get them thinking</u> <u>Here are some prompts to help with learning:</u></p> <p>look for the features listed as part of their walk and/or as they explore a designated area.</p> <p>Discuss what behaviour might be necessary to allow them to observe certain things (for example they need to be quiet to hear birdsong).</p> <p>Look at different plants and consider how they might look in a different season (for example, if they might have leaves/lose their leaves or have died back).</p> <p>Observing animals</p> <p>Encourage pupils to</p>	<p>Contributing to My Community</p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. How can I make a difference in my community? 2. What does volunteering mean? 3. What is teamwork and why is it important? 4. How can we work together on a community project? 5. What makes a good citizen? 6. How can I share my learning with others? 7. What have I learned about my community this year? <p><u>Key skills and knowledge:</u></p>	<p>Wildlife Challenge Bronze Award</p> <p><u>Suggested Key Questions:</u> Helping Nature</p> <p>Homes for mammals</p> <ol style="list-style-type: none"> 1. What mammals are in your school environment? 2. What do mammals need to survive? 3. How can you try to ensure that wildlife will thrive in the environment you are creating. 4. research to find out what kind of places this mammal likes to live. 5. Explore the school environment and the animals that can be found. 	<p>Wildlife Challenge Bronze Award</p> <p><u>Suggested Key Questions:</u> Helping Nature</p> <p>Plant trees and shrubs</p> <ol style="list-style-type: none"> 1. What plants and shrubs can students find within their school environment. 2. Plant a variety of flowers and shrubs. 3. What do plants need to grow and be healthy. <p><u>Key skills and knowledge:</u></p> <p>Identify a range of flowers, shrubs and plants.</p> <p>Understand how plants grow.</p> <p>To know how to plant a tree.</p> <p>Grow a tree for wildlife</p>

	<p><u>Key skills and knowledge:</u></p> <p><u>Learning Objectives:</u></p> <p>Understand what "community" means</p> <p>Recognise how school is part of the wider community</p> <p>Identify familiar people and places in the local area</p> <p>Community Access Activities:</p> <p>Local community walk (identify services and buildings)</p> <p>Meet key school staff (caretaker, admin, lunchtime staff)</p> <p>Create a "community people" display</p>	<p>of habitat the school might have?</p> <p>Why do you think some habitats score higher on the nature scorecard than others?</p> <p>Why does having a greater variety of habitat gain a higher score</p> <p><u>Key skills and knowledge:</u></p> <p>Exploring the world and community around you.</p> <p>Communication and questioning</p> <p>Appropriate interaction with adults</p> <p>To understand habitats and the environment.</p> <p>What are your 5 senses?</p>	<p>choose a location where they can quietly observe some animals. Focusing on certain habitats might be helpful or perhaps find somewhere they can easily be still (is there somewhere to sit?) or where they might be hidden from the creatures they are observing.</p> <p>What sort of animals can they hear or see (birds, mammals, invertebrates, amphibians)? What are they doing/how are they moving? Do you think their behaviour is different to how it might be at other times of the year? For example, a bird finding nesting material/looking for food for chicks, or a squirrel gathering food for a winter store.</p> <p><u>Key skills and knowledge:</u></p> <p>Understanding the world around them.</p> <p>What are habitats?</p> <p>What are the different seasons and what might you find?</p> <p>Communication between peers and adults.</p> <p>What animals can we find in different environments and habitats.</p>	<p>Teamwork and problem-solving</p> <p>Reflecting on personal growth</p> <p>Participating in a group project</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Roles in a team • Citizenship and responsibility <p>Planning and completing community action plan</p>	<p><u>Key skills and knowledge:</u></p> <p>What are mammals?</p> <p>Identify different mammals in different environments.</p> <p>What do mammals need to survive?</p> <p>Why is it important to have a safe environment for different mammals.</p> <p><u>Community Access Activities:</u></p> <p>Walk to a local park. (Rookery/Sutton)</p> <p>Walk around school environment.</p> <p>Use of Wilson Stuart Forest School area.</p>	<p><u>Community Access Activities:</u></p> <p>Visit the local garden Centre to identify different plants and shrubs.</p> <p>Visit surrounding areas and pick out key plants and shrubs.</p>
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Links to Gatsby benchmark	GB1: A stable careers programme GB4: Linking curriculum learning to careers	2 (Learning from career and labor market information) 3 (Addressing the needs of each pupil)	2 (Learning from career and labour market info) 3 (Addressing the needs of each pupil)	3 (Addressing the needs of each pupil) 5 (Encounters with employers and employees) 6 (Experiences of workplaces – via visits)	3 (Addressing the needs of each pupil) 7 (Encounters with further and higher education – discussion of roles)	3 (Addressing the needs of each pupil) 5 (Encounters with employers and employees) 6 (Experiences of workplaces – through volunteering/project)
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