

‘Ourselves’ - ARB Topic (12 weeks)

Science: Animals Including Humans, Evolution & Inheritance

Key Enquiry Question: What makes me unique?

During the Autumn Term 1, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Science: Animals Including Humans, our bodies, me and my family, information about me, exercise and hygiene. 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 fulfil 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:

Science – Lead Subject: Biology – Ourselves **1.2b**, Humans **S2e**, Me & My Interactions **P1a**, Teeth & Eating **2.2e**

ICT- Information about me **S1a**, Information in the class & the school **1.1a**

Art- Tactile exploration & Textures **P3b, S1a,c & 2b**

DT: Photo Frames **2:3.4** Food Tech: Taste & Texture **S1b**

Humanities: History- Me & My Family **S1&4**, Me & My Routines- People & Families **P4**

PSHE & Citizenship: All about me **P1a&b, S1a, S2b, 1.1a**

RE: Myself Who am I? Why am I Unique? **1:1.1** Christian Way of Life

Music: Special People- Beat & Tempo **ME8-19**

Drama: Our Bodies **P2a**

PE: Social & Physical Interaction **P1a**, This is me **S1 a,b**

Discrete Topics:

Maths- Measures, Time, Geometry, 2-D Shapes

Music- Sounds Interesting- exploring sounds U2, Instruments P1b

Drama: Exploring Space & Movement 1

Additional support resource available:

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

Twinkl

Prior Learning: Creatures Great & Small Summer2, On the Move Summer3

Year Group Cohort Term (length)	Working Towards (Purple Group) Engagement Steps 1-4: So- cial, Emotional & Mental Heath + Sensory & Physical	Working At (Red Group) Engagement Steps 4-6: Social, Emotional & Mental Heath + Sensory & Physical Primary Steps 1: Science- Animals, incl Humans	Working Beyond (Green Group) Primary Steps: 2+ Science- Animals, incl Humans, Evolution & Inheritance	Vocabulary
ARB Autumn term Year A	Listens with enjoyment when vo- calising to themselves	Points to main features on a persons face when asked	Gives an animal or human more than one attribute, e.g. a bird has feathers and flies	Animals Fish Bird Farm animals Zoo animals Pets Hearing - hear Sight - see Touch - feel Taste ,Smell ,Eye Ear, Nose , Mouth Hand, Foot ,Arm ,Leg Head Neck Knee
	Requests physical contact with ges- tures or vocalisations when playing with peers	Names own gender	Identifies human need, e.g. food/drink	
	Responds to praise with positive fa- cial expressions when successfully completing a task	Points to parts of their body when asked	Names parts of the human body	
	Demonstrates surprise through ex- pressions and body language when noises shock them	Draws a person with a head	Sequences a series of three pictures show- ing human life cycle	
	Categorises smells and tastes as nice or nasty	Recognises main body parts, e.g. leg, arm	Demonstrates how different parts of their body move, e.g. arms can go: up, down, around, backwards, forwards...etc.	Life cycle Baby Adult Help Family Mummy Daddy Sister Brother Friend Growth Bigger / Big Smaller/ Small
	Communicates strong 'no' to un- wanted food	Attends to a member of staff when their name is called	Identifies that different people are differ- ent ages	

Identifies their mouth by pointing to it when asked by a member of staff	Listens to (or watches) a recording of themselves and friends with interest	Identifies members of the opposite sex and of their own sex	Exercise Hygiene / Clean / Wash Good / Bad Nice / Nasty Help Hurt Medicine
Shows in and out tongue movements	Asks for help when they are hurt	Identifies that their hair and nails will grow	Seasons Day (daylight) Night Spring Summer Autumn Winter Weather: sun, rain, cloud, fog, wind, snow, hail, thunder, lightning. Months of the year Days of the week
Watches the faces of other people eating briefly	Demonstrates frustration when they are unable to make themselves understood	Collects pictures from a range of sources that relate to a specific subject	