

‘Weather and Seasons’ - ARB Topic (12 weeks)

Science: Seasonal Changes

Key Enquiry Question: How do we prepare for the changing conditions?

During the Summer Term, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Science: Seasonal Changes, living things, plants and weather conditions. 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:

Science – Lead Subject: Changing Seasons – Living Things **P3a**, Plants **S3e**, Growing plants **1.2b**, floating and sinking **S5a**

English- non-fiction, traditional stories and rhymes (weather related)

Geography- Weather conditions **P1b**, Weather **S4b**

PHSE- Choices **P2**, **S1b**, **1.5a**

Drama- Sensory Seasons, Woodland soundscape **P1a**

Discrete Topics:

Maths- Measures capacity, Geometry 3-D Shapes

ICT- Handling pictures & sounds **S1c**, What's happening P1a

Art- Collage **P5b**, Strokes **P3c**

Food Tech: Sweet & Savory **S5b**

RE- What does it mean to belong?

Music- Showing enjoyment

PE- Sensory & Tactile **P1b**, **c** , Athletics

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: Cog- nition & Learning- Explora- tion, Sensory & Physical	Working At (Red Group) Engagement Steps 4-6: cognition & Learning- Explora- tion, Sensory & Physical Primary Steps 1: Science- Changing Seasons	Working Beyond (Green Group) Primary Steps: 2+ Science- Changing Seasons	Vocabulary
ARB Summer term Year A	Reacts to a range of sounds that are close by	Notice clouds in the sky	List the things they might feel, see and hear in different seasons	Weather Rainy Raindrop Sunny sunshine Cloudy Clouds Snowy Snowflakes Snow Stormy Thunder Lightning Rainbow Fog Wind
	Responds occasionally to a sound next to their ear (bell)	Notice leaves falling from trees	Describes how different weather might effect them and what they might wear	
	Startles to a sudden change in light	Identifies obvious differences between Winter and Summer	Identifies that the sun provides warmth	
	Perceives that reflections differ from the surrounding environment through unique reactions when shown a mirror	Responds to something new with questions	Sorts clothes into what they would wear for different seasons	
	Imitates environmental sounds in their own manner	Asks a simple Why question	Describes what a thermometer measures	Seasons Spring Summer Autumn Winter

Stops babbling to listen to a familiar voice in their imitate environment	Anticipates a routine demonstrating an expectation of familiar event	Observes and responds to a change over time (tadpoles to frogs)	Time Day Night Morning Afternoon Evening Days of the week Months of the year Clothes & weather items Hat Coat Wellington boots (wellies) Scarf Sunglasses Sandals Umbrella Swimming costume Sun lotion
	Explores an object in a variety of ways (shaking, banging, tapping, dropping, tearing)	Answers a question based on their observation	
	Identifies common objects by pointing and looking at them	Observes and comments on the effect of natural elements	
	Stops and faces environmental sounds	Describes the weather using appropriate language (sunny, rainy...)	