

'Toys' - ARB Topic (12 weeks)

History: (Maths -Time)

Key Enquiry Question: What happened? What happens next? During the Autumn Term 2, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of History (Maths) Position & Movement, Forces & Motion, Grouping, Sorting & Recording, Making things work, Old & new, Daily Routines- activities, Festivals & Celebrations, Turn taking, Games. 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:

History (Maths- time) Routines – Lead Subject: Toys- old & new **1.3/4**, Daily Routines - activities **P1**

English- Traditional Stories, Poems & Rhymes, Non-fiction pictures & captions

Geometry position & movement, Data- responding, organising & using

Science- Pushes & Pulls **S1.4b**, Forces & Motion **P2c S2b**, Materials- grouping **S1, 2, 3c**

ICT- Sorting & recording **S2c**, Data: sorting, matching, labelling & classifying

DT: Moving toys **2:5.3**, Making things work construction **S1a**, Basic mechanisms **P1b, 2b**

PSHE- Sharing **S2d, P6**, Playing and Learning Together **2.4c**

RE- Spirituality, Festivals & Celebrations

Music & Drama- turn taking

Games- Where's it gone? **S2c, P2&3b, c, 5d**

Discrete Topics:

Art- Shape- solid P1c, 3D forms S2c, Manipulation of materials S3d

Additional support resource available:

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

Twinkl

Year Group Cohort Term (length)	Working Towards (Purple Group) Engagement Steps 1-4: Cognition & Learning- Anticipation	Working At (Red Group) Engagement Steps 4-6: Cognition & Learning- Anticipation Primary Steps 1: Science- Forces, Maths- Time	Working Beyond (Green Group) Primary Steps: 1-3 Science- Forces, Maths- Time	Vocabulary
ARB Autumn term Year B	Accepts change in positions	Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue	Communicates about something they do during the day and night	Toys Go Stop Forward Backwards Press On / off My turn Your turn (past verbs) History/ Routine Now / next Schedule Today Yesterday Tomorrow Days of the week Months of the year (past verbs) Cultural/ Religious events or celebrations
	Cooperates physically during familiar routines	Applies a familiar action to an familiar cause and effect activity	Shows anticipation to daily schedule	
	Likes an object consistently	Applies a new action to a familiar cause and effect activity	Responds appropriately to upcoming activity	
	Reacts negatively when something unexpected happens	Communicates surprise if familiar object fails to complete an action	Gives the day an appropriate name that may not be correct	

Reacts consistently to stimuli when interacting with familiar activities	Recognises activities by reacting with excitement	Communicates what they saw earlier in the day or yesterday	Forces Go Stop Slow Fast Rough Smooth Push Pull Up /down
Shows some awareness of people	Indicates they wish to know what is hidden e.g in the box	Sequences three pictures of daily events	
Notices peers briefly when alongside them during play situations	Notices visual changes in a familiar room	Declares that something is not fair	
Smiles and laughs at familiar individuals intentionally whilst playing	Returns to a favourite activity	Identifies a group to which they belong	
Reaches for desired object when provided with a variety of objects	Relates event to their own experience	Volunteers for jobs in the setting, e.g. water plants, take messages.	