

‘Spring & Growth’ - ARB Topic (12 weeks)

Science: Seasonal Changes, Animals & Living Things, Plants, Animals including Humans

Key Enquiry Question: How do I look after living things, including myself?

During the Spring Term 2, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Science: Seasonal Changes, living things, plants and Health & growth. 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: Animals including Humans– Health & Growth 2.2a, Plants S3e,

ICT- Noticing new things & making things happen **P2b, S2d**

PSHE- Looking after myself **S1ai, S3aai, P5a**

Music- Listening & Enjoyment **P1c**, Growth & Change- loud and quiet **ME 56-67**

Drama- Exploring space and movement², Cycles Water **P4a**

Geography- Water sources **1.5**, Water, Water everywhere

English- Modern Stories with everyday settings

Discrete Topics:

Maths- Measures money, Measures Weight

English- Modern Rhymes, poems and action verses

ICT- Using ICT **S2a**

Art- Shape-form **P4c**, Combing materials **S2&3e**

Food Tech- Bread **2:5.2**, Packaging and sandwich snacks **2:3.1/2**, Sensory properties of dough and pastry **P2c**

RE- Celebrations & Festivals including Easter, Learning about Jesus **2:4.3**

PE- Dance

Additional support resource available:

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

Twinkl

Prior Learning: Weather & Seasons Summer 1, Colour & Light Autumn 3,

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- Exploration, Sen- sory & Physical Primary Steps 1: Science- Changing Seasons, Animals incl Humans	Working Beyond (Green Group) Primary Steps: 2+ Science- Changing Seasons, Ani- mals incl Humans	Vocabulary
ARB Spring term	Reacts to a range of sounds that are close by	Points to main features on a persons face when asked	List the things they might feel, see and hear in different seasons	Life Cycles Change Grow Big / small Frog / tadpole Caterpillar / butterfly Egg / chicken
Year B	Responds occasionally to a sound next to their ear (bell)	Names own sex	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	Gives an animal or human more than one attribute, e.g. a bird has feathers and flies	

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	Names parts of the human body	Seasons Spring Summer Autumn Winter Time Day Night Morning Afternoon Evening Days of the week Months of the year Now / next
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)	Body parts

	Explores an object in a variety of ways (shaking, banging, tapping, dropping, tearing)	Sequences a series of three pictures showing human cycles
	Identifies common objects by pointing and looking at them	Identifies that different people are at different ages
	Stops and faces environmental sounds	Identifies that their hair and nails will grow