

‘Creatures Great and Small’ - ARB Topic (12 weeks)

Science: Plants, Animals and Living Things

Key Enquiry Question: How do you care for animals?

During the Summer Term 2, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Science: Animals Including Humans, Domestic & farm animals, Zoo, Aquatic & Wild animals, Life Cycles, Natural Environment, Caring for animals and plants. 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: Domestic, farm & mini-beasts **S1, 2 & 5 f**, Lifecycle **AZ2.2**

English- Animal Stories

Art- Pattern **S4d**

DT: Moving Animals/ Monsters **2:3.3**, Cutting & Sticking Materials **S4c&6c**

Humanities: Geography- Natural Environment- going to the countryside **P3c S4a**

PSHE & Citizenship: Caring for Animals & Plants **S6d 2.1d**

Drama: Using Stories (1) , We're Going on a Bear Hunt **P1b**

Discrete Topics:

English: Non-Fiction, Information Texts (Dear Zoo)

Maths- Geometry Patterns & Shapes, Measures Length

ICT- Creating Scenes Taking & Printing photos **P1c, 2.2b, 2.3f**, Using ICT on my own **S3a**

PE: Athletics **S3&4c** Making a Mark

Music: Sound (1) **P1a & 2c**

RE: Special Stories **2:3.5** Saint Francis **2:4.6** Jesus & Bible **2:5.6**

Additional support resource available:

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

Twinkl

Prior Learning: _Ourselves Autumn 1, On the Move Summer 3

Year Group Cohort Term (length)	Working Towards (Purple Group) Engagement Steps 1-4: Social, Emotional & Mental Heath + Sensory & Physical	Working At (Red Group) Engagement Steps 4-6: Social, Emotional & Mental Heath, Cognition & Learning Primary Steps 1: Science- Living things & their Habitats, Plants	Working Beyond (Green Group) Primary Steps: 2+ Science- Animals, incl Humans, Living things & their Habitats, Plants	Vocabulary
ARB Summer term Year B	Stands up (or attends) when interested in their environment	Recognising when something is wrong (calling a dog a cat)	Understands some factors that determine where an animal can be found, e.g. size, flippers, etc.	Animals Fish Bird Farm animals Zoo animals Pets Mini-beasts Habitat Ocean / Sea / Water Land Trees Nest Sky / Air Dessert Farm Zoo Wild Jungle
	Stops babbling to listen upon hearing a familiar voice	Cares for the classroom pets or plants	State a simple difference between two habitats	
	Pats a picture in a book to indicate recognition when a member of staff asks them to find a specific item	Identifies a simple change, e.g. colour	Matches pictures of known animals to their normal habitats	
	Shows an interest in books when 'reading' with a member of staff	Gives creature appropriate name, e.g. bird if flying	Give simple attributes to different habitats	

Categorises smells and tastes as nice or nasty	Compares pictures of infant and adult animals e.g. identifying the infant or adult	Observes and responds to change over time, e.g. tadpoles turn to frogs	Life cycle Baby Adult Family Mummy Daddy Growth Bigger / Big Smaller/ Small Frog Grow Change Different / same
Communicates strong 'no' to unwanted food	Identifies that pets or animals eat different things Suggests Plants need water	Answers a question based on their observation	
Identifies their mouth by pointing to it when asked by a member of staff	Identifies an attribute of a habitat "the arctic is cold"	Collects pictures from a range of sources that relate to a specific subject	
Watches the faces of other people eating briefly	Comments and asks questions about the natural world	Links plants to simple habitats, e.g. seaweed to sea, oak tree to forest, cactus to desert, etc.	Seasons Day (daylight) Night

	Communicates what they can see or hear in the environment	Asks a simple 'how?' Question
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Spring
Summer
Autumn
Winter
Weather: sun, rain,
cloud, fog, wind, snow,
hail, thunder, lightning.
Months of the year
Days of the week