

‘Colour & Light’ - ARB Topic (12 weeks)

Science: Light

Key Enquiry Question: What happens when we mix colours?

The Legacy Project (purposeful outcome) for this topic will be:

During the Autumn Term 1, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Science: Light, Light & Shadows, Beginning to paint, Colour & Lights, Divali, Recycling. 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: Light– Light & Dark **S1b, 5b, 1.4a, P3c**, Light and Shadows **S3b, 2.4c**

ICT- Pictures: Beginning to paint, Making pictures **S2b**, working with ICT **P5a**

Art- Colour & Lights **P1-3, S1d, S1&4b**

DT: Designing & Making **P3a, 5a** , Musical instruments **2:5.1**

Humanities- How can we reuse materials? **2.11**

PSHE- How can I look after my environment? How do I recycle **S6d, 1.2b, 2.2a**

RE- What does light mean? Divali **1:2.2**

Music- Made instruments **P6a**, Working World **ME 44-45**

Drama- Sensory Christmas **P4a, 5c**, Using Role Play 1

Discrete Topics:

Maths- Measures capacity, Measures Time

English- Fantasy Worlds Stories, Modern Rhymes & Poems

PE- Games **S5b**, Hands On **S1c, P3&4c**

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: Sensory & Physical - Visual	Working At (Red Group) Engagement Steps 4-6: Sensory & Physical - Visual Primary Steps 1: Science- Light	Working Beyond (Green Group) Primary Steps: 2+ Science- Light	Vocabulary
ARB Autumn Term Year C	Startles to sudden change in light	Demonstrates growing eye and hand function e.g. focuses on, reaches for an item	Notices a difference if eyes are covered	Colours Red Yellow Orange
	Demonstrates a stable gaze briefly during passive and active body movements	Identifies common objects by pointing/looking at them when they have been named	Identifies that they see with their eyes	Green Blue Purple Pink Black
	Demonstrates a stable gaze briefly during passive and active head movements	Maintains interest of pictures for a minute while the content is named	Puts hand in front of light source and notices silhouette	White Brown Gold Silver
	Perceives that reflections differ from the surrounding environment through unique reactions when shown a mirror	Pats a picture in a book to indicate recognition when a member of staff asks them to find a specific item	Identifies a range of light sources in their immediate environment	Mix Primary Secondary

Explores the uniqueness of self-produced movements when shown a mirror	Scribbles on paper	Identifies that a rainbow can be seen in the sky	Light Light Dark Shade Shadow Divali
Sits without support when joining in with a group	Searches for objects when item falls out of sight	Mixes different paint colours and observes the change	
	Communicates about drawings and paintings	Recalls some light sources	
	Suggests what colour they would like to make an object e.g. I want to draw a red fish	Lists some colours they see in the rainbow	

