

‘On the Move’ - ARB Topic (12 weeks)

Science: Animals Including Humans, Plants, Forces

Key Enquiry Question: How do we stay healthy?

During the Summer Term 3, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Science: Animals Including Humans, Plants, Forces, Moving & Growing, Fruits & Vegetables, Maps, Healthy Living, Gymnastics. 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: Forces & Movement **2.4a, S4b** Moving & Growing **2.2b**

English- Traditional Stories, Poems and Rhymes Non fiction including hobbies and posters

Food Tech: Eat more fruits & vegetables **1.1.3** First Fruits **S2a** Vegetable Produce **S2b**

Humanities: Geography- Maps, positions and locations **P3a** Changing our Playground **1.7**

PSHE & Citizenship: Healthy Living- food and exercise **S5a 1.3b**

Drama: Using Stories (3) The Gingerbread Boy

PE: Move it- Feet First **S2a. b, 3&6a, P4b** Gym

Discrete Topics:

Maths- Geometry 2d Shapes, Geometry patterns & shapes

Art- Printing **S4e** Shape **P2c**

ICT- Control- moving pictures, extending experiences of ICT **P5b**

Music: Exploring rhythmic patterns **U10** Moving Patterns **P2a & ME 32-43**

RE: Religious Symbols

Additional support resource available:

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

Twinkl

Prior Learning: Ourselves Autumn 1, Creatures Great and Small Summer 2

Year Group Cohort Term (length)	Working Towards (Purple Group) Engagement Steps 1-4: Sen- sory & Physical	Working At (Red Group) Engagement Steps 4-6: Sensory & Physical Primary Steps 1: Science- Animals, inc Humans, Forces, Plants	Working Beyond (Green Group) Primary Steps: 2+ Science- Animals, incl Humans, Forces, Plants Physical Education	Vocabulary
ARB Summer term Year C	Bounces up and down in a standing position when supported by a member of staff	Communicates about the texture of the food they are eating	Pushes and Pulls heavy objects on a range of surfaces	Food Fruits Vegetables Nice / nasty Like / don't like Favourite Taste Smell Colours Healthy / not healthy
	Takes three/five steps (moves towards) without support when trying to reach an object or person	Comments on the obvious changes in food they have helped prepare, e.g. soft before and hard after cooking	Describes simply what they have seen an animal do or eat	
	Copies simple actions using their upper or lower body	Identifies food by type, e.g. a bourbon will taste like a biscuit	Matches pictures of infant animals to adult animals	
	Imitates the actions of others during interactive play	Compares food to another person's, commenting on the differences	Identify something they might need to plant seeds	
	Moves to music rhythmically	Dances to music	Identifies that leaves grow on plants	Healthy Living Strong Tall Big / bigger Grow Movement
	Accepts a larger range of food or smells	Hops on one foot although may be unsteady	Demonstrates curiosity in the outside world	

Communicates the name of a specifically desired food item (or requests through reach, OoR or symbol.)	Jumps from low equipment	Identify leaves in a variety of situations	Run Jump Exercise Dance Walk Crawl Fast / slow
Points to food they know they like to eat	Walks independently	Moves freely and confidently	Seasons Day (daylight) Night Spring
Demonstrates an understanding of edible and non-edible	Tests new/ unfamiliar objects, e.g. through manipulation/ squeezing	Tries to wipe away sweat	Summer Autumn Winter Weather: sun, rain, cloud, fog, wind, snow, hail, thunder, lightning. Months of the year Days of the week