

‘Journeys’ - ARB Topic (12 weeks)

History: (Maths -Time, Science-Forces)

Key Enquiry Question: We’re Going on a Journey, What can we see?

During the Autumn Term 4, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of History (Maths, Science) Position & Locations, Forces & Motion, The environment- further afield, vehicles, making things work, Transport, going places, pack a suitcase, moving with a purpose. 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 fulfil 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, Science Forces) – Lead Subject: Transport **S3a, P4c**, Positions & Locations in the community **P4a**

Science- the environment- further afield **AZ4.2**

DT: Vehicles **1.2.1**, Making things work- battery operated toys **S2c**

PSHE- Festivals & Celebrations **S3c, 5c**, Awe and Wonder **P4a**

RE- Hindu & Christian celebrations- Why do some people say thank you at harvest? **1:2.1**

Music- Exploring Sounds, Going places- high and low **ME 20-31**

Drama- Using Role Play², Journeys- pack a suitcase **P4c**

PE- Dance- Moving with purpose **S4 & 5a P5a-c**

Discrete Topics:

English- Stories & poems from other cultures, Modern Rhymes, Poems, & action verses

Maths- Geometry 3D shapes, Measures Weight

ICT- Creating images and sound **S3b**, I noticed that! **P2a**

Art- Using Paint

Science- Sound and Hearing

Additional support resource available:

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

Prior Learning: Out & About- Summer 4

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 D	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	Vehicles Go Stop Forward Backwards Press On / off My turn Your turn (past verbs)
	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	History/ Routine Now / next Schedule Today Yesterday Tomorrow Days of the week Months of the year (past verbs) Cultural/ Religious events or celebrations
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.

