

Year A

# sensory curriculum

## Summer - Weather & Seasons

Science: Seasonal Changes

Key Enquiry Question: How do we prepare for the changing conditions?



During the Summer Term, for a duration of approximately 12 weeks, pupils in ARB will be learning within the topic of Science: Seasonal Changes, living things, plants and weather conditions. 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.

### Vocabulary Covered:

Weather  
Seasons  
Time  
Clothes  
Weather Items  
Temperature

We use the Equals Curriculum to inform our planning:

Science – Lead Subject: Changing Seasons – Living Things P3a, Plants S3e, Growing plants I.2b, floating and sinking S5a

English- non-fiction, traditional stories and rhymes (weather related)

Geography- Weather conditions Plb, Weather S4b

PHSE- Choices P2, Slb, I.5a

Drama- Sensory Seasons, Woodland soundscape Pla

Discrete Topics:

Maths- Measures capacity, Geometry 3-D Shapes

ICT- Handling pictures & sounds Slc, What's happening Pla

Art- Collage P5b, Strokes P3c

Food Tech: Sweet & Savory S5b

RE- What does it mean to belong?

Music- Showing enjoyment

PE- Sensory & Tactile Plb, c, Athletics

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Engagement Steps 1-4: Cognition & Learning- Exploration, Sensory & Physical	Engagement Steps 4-6: cognition & Learning- Exploration, Sensory & Physical Primary Steps 1: Science- Changing Seasons	Primary Steps: 2+ Science- Changing Seasons
Reacts to a range of sounds that are close by	Notice clouds in the sky	List the things they might feel, see and hear in different seasons
Responds occasionally to a sound next to their ear (bell)	Notice leaves falling from trees	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	Identifies that the sun provides warmth
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	Describes what a thermometer measures
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)
	Explores an object in a variety of ways (shaking, banging, tapping, dropping, tearing)	Answers a question based on their observation
	Identifies common objects by pointing and looking at them	Observes and comments on the effect of natural elements
	Stops and faces environmental sounds	Describes the weather using appropriate language (sunny, rainy...)