

# Learning Flow

## Term 2 - Natural Disasters

### What do we already know?

Topic Page - Prior knowledge, What is Geography? Why it important? What do we already know? What questions do we have?

### What are Volcanoes?

- Where do we find Volcanoes and why?
- Locate the ring of fire on a map

### What are the three types of volcano?

- Active, Dormant and Extinct volcanoes

### What happens during an eruption?

- Draw diagrams, produce writing, and use the correct vocabulary for each stage of the process of volcanic eruption and earthquake

### How do volcanoes affect human life, e.g settlements and spatial variation (space around them)

- Case study Pompei
- Case study Krakatoa

### What is an Earthquake?

- Where do they happen and why?
- Plate tectonics
- Seismograph
- Richter Scale

### How do earthquakes affect human life?

- Settlements
- Tsunamis
- Flooding

### ASSESSMENT FOCUS

Present Use simple presentation devices to communicate knowledge gained volcanoes, earthquakes or Tsunamis

# Learning Flow

## Term 2 – Animals

### What do we already know?

Topic Page - Prior knowledge, What do we already know? Do you know any animal words in French?

### Les animaux

- What does les animaux mean?
- Can you identify any of the animals labelled in French? (max 5)
- Identify an animal from hearing the word spoken to you

### Les animaux

- Recap the 5 animals taught in French
- Can you identify any of the animals labelled in French? (next lot of 5)
- Identify an animal from hearing the word spoken to you

### Indefinite article or determiner?

- Recap the 10 animals taught in French
- What is an indefinite article/ determiner?
- Identify the correct indefinite article/ determiner with the right animal name

### Je suis

- What does 'Je suis' mean?
- Recap the 10 animals in French, reading and orally rehearsing
- Apply your knowledge of fruits by orally rehearsing sentences saying what fruits you like

### Recap

- What animals can you say in French?
- Read, say and write 10 animals in French, using the correct indefinite article/ determiner
- Respond with a simple phrase or sentence to a question

# Learning Flow

Yr3-Term 1 & 2- RE- L2.7 What does it mean to be a Christian living in Britain today?

What do we already know?

Topic Page - Prior knowledge, What is RE?  
Why is it important? What do we know about Christianity. What do we already know? What questions do we have?

What objects might you find in a Christian's home and why?

Objects

What might Christian families do during the week?  
Which objects and actions are most important and why?  
What similarities and differences are there with the family values and home rituals of pupils in the class?

What do Christians do together and why?

How Christians show their faith within their church communities?. What activities happen?  
How is this different in different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal)  
Similarities & Differences.  
Ask some teenagers from two churches about how they show their faith.

What do Christians do to show their faith in how they help their local community?

Choose two local churches to illustrate local involvement.  
Why Christians and others help people in their communities.  
What kinds of things do pupils at your school do to help others, and why?

How do some Christians show their faith in the worldwide community?

Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid).  
Local Christians who are involved in fighting for justice etc

What would pupils say makes someone a Christian and why?

Talk about how Christians practise their faith in many ways.  
Believing is central,  
Participation in Christian fellowship,  
Making the world a fairer place - or a combination of all three.

## ASSESSMENT FOCUS

• Can I identify and name examples of what Christians have and do in their families and at church to show their faith

Can I suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes .

Can I explain similarities and differences between at least two different ways of worshipping in two different Christian churches

Can I discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences



# Learning Flow

## Term 2 – Levers & linkages

### What do we already know?

Topic Page - Prior knowledge, What do we already know? What questions do we have? What are Levers? How are they used?

### Evaluate – What are levers and linkages

- [BBC Teach](#)
- What kinds of levers, linkages and fulcrums are there?
- How do they move?
- What parts are there?

### Techniques workshop

- Understand and use lever and linkages, and fixed and loose pivots.
- How do pneumatics work?
- Practice making different types of lever and linkage

### Design

- Design Criteria – Create a history booklet with moving parts using levers and linkages/ pneumatics
- Generate realistic ideas and use annotated sketches and prototypes to develop, model and communicate ideas.

### Make

Select and use tools with some accuracy to cut, shape and join paper and card.

### Make

Select and use tools with some accuracy to cut, shape and join paper and card.

### Evaluate

- Does it fit design criteria? : Check your ? : Evaluate your lever.
- Answer these questions, what do you like about it?
- What will you change next time?
- What did you find difficult doing?
- What could you have done differently?



# Learning Flow

## Term 2- Light

### What do we already know?

- Topic Page - Prior knowledge , What do we already know? What questions do we have? What is a significant individual? How might they have changed our world?

### How do we see?

- Recognise that they need light in order to see things.
- Recognise that dark is the absence of light.
- How can light affect our sight?

### Reflective materials & Significant Scientists.

- What happens when the light hits a reflective material?
- What happens if you change the position of the light?
- What did Justin von Liebig create? How has this impacted us?

### How can the sun be dangerous?

- How can the sun be harmful to us?
- How can we protect ourselves?
- How does it affect our eyes?- Dark to light.
- UV. What is it? How can we protect ourselves? UV beads.

### How are shadows formed?

- What is a shadow?
- Explore transparent, translucent and opaque materials. What do they observe? Record.
- How can the darkness of the shadow be changed?

### Exploring/ Investigating

- Investigate how shadows change size.
- Plan, test, record data.

### Exploring/ Investigating

- Investigate how shadows change size.
- Present data, conclude and evaluate.

### What do we know now?

- Draw it/ Explain it consolidation tasks.
- Quiz.
- Flashforward- Next term. What do we know?

# Learning Flow

Health and Relationships Education - T2 - What makes a community?

## What do we already know?

- What do we already know?
- Topic Page - Prior knowledge, What do we already know? What questions do we have?

## Books

We are all born free The Universal declaration of Human Rights - Amnesty International  
Dreams of Freedom Amnesty International  
We are all Wonders R J Palacio  
The Smeds and the Snoos by Julia Donaldson  
Tough Guys have feelings too

## What is a community?

How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups

## What is a diverse community?

What is meant by a diverse community; how different groups make up the wider/local community around the school

## How does a community support us?

How the community helps everyone to feel included and values the different contributions that people make

## Do we all think the same way?

how to be respectful towards people who may live differently to them

## What do we know now - how can we use it? The purpose

How can we encourage others to care about our communities?