

Learning Flow

Term 5 - Pole to Pole

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 the Poles and where are they?

- North Pole/Arctic Circle -area, inhabitants
- South Pole Antarctic- area, inhabitants
- Research
- Latitude, longitude, Tropic of Cancer (northern tropic, and Capricorn (southern)

What is the physical geography at the Poles?

What is the physical geography at the Poles?

- Land use
- Species of animal

Who visits the Poles and why?

- Tourism
- Research

How is Europe different to these polar regions?

- location
- 51 countries in Europe 10% of the world's population
- Northern hemisphere with the Arctic Ocean to the north, the Atlantic Ocean to the west and the Mediterranean Sea to the south.

How can we present what we have learned?

Present Use simple presentation devices to communicate knowledge gained about Polar Regions

ASSESSMENT FOCUS

- Can I explain what the Poles are and where they are?
- Can I describe the the physical geography at the Poles?
- Can I explain who visits the Poles and why?
- Can I compare Europe to the polar regions?

Learning Flow

Yr3-Term 5 RE- L2.4 Why do people pray?

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 is prayer?

Meanings of the words of key prayers in three religions - e.g. the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra.

• Hindus, Muslims and Christians may pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers.

Why might non religious people pray?

'spiritual but not religious'

Pray in their own way.

Belief that it is more use to be kind or to help someone than to pray for them. Some non-religious people use practices like listing things they are thankful for at the end of the day

How are prayers similar?

What symbols are used in Prayers? Find out about some symbols used in prayers in different religions.

What are the connections between prayer in three different religions. T

What is the impact of prayer ?

The impact of prayer: does it enable people to feel calm, hopeful, inspired, close to God or challenged? How?

The impact of praying, using some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus' teaching or in the Holy Qur'an

What value does prayer bring to you?

Are there benefits in recalling things you are grateful for, things you are sorry about, ways in which you would like to be better, or for things to be better for other people? What benefits might there be? Do pupils ever do these things?

ASSESSMENT FOCUS

Can I describe what some believers say and do when they pray (A1).

Can I respond thoughtfully to examples of how praying helps religious believers

Can I make connections between what people believe about prayer and what they do when they pray

Can I describe ways in which prayer can comfort and challenge believers (B2).

• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray

Learning Flow

Term 5 – Fruits

What do we already know?

Topic Page - Prior knowledge, What do we already know? Do you know any names of fruits in French?

Les Fruits

- What does les fruits mean?
- Can you identify any of the fruits labelled in French?
- Identify a fruit from hearing the word spoken to you

Singular and plural

- Understand how you change a noun into its singular and plural form
- Read and say 10 different fruits in French in their singular and plural form

J'aime...

- Recap what 'j'aime' means in French
- Apply your knowledge of fruits by orally rehearsing sentences saying what fruits you like

Je n'aime pas...

- Recap what je n'aime pas means
- Apply your knowledge of fruits by orally rehearsing sentences saying which fruits you don't like

Est-ce que tu aimes...

- Understand how you say which fruits you like and don't like in a sentence
- Ask the question 'do you like...?' in French
- Roleplay asking and answering questions

Recap

- How many of the 10 fruits can you name?
- How do you say you like a certain fruit?
- How do you say you don't like a certain fruit?
- Can you ask a fruit if they like a certain fruit?
- How do you answer that question?

Learning Flow

Art – Term 5– Textiles– Tie dye

What do we already know?

Topic Page - Prior knowledge , What do we already know? What questions do we have? What are textiles? Do you know any textile artists?

- Step 1 - Artwork examples and speech bubble comments
- traditional craft found in many cultures
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Collaborative compositions

Step 2

Media & Techniques workshop

- tie-dyeing is a technique used to colour fabric by tying/knotting bits of the material to resist the dye.
- create lines, circles and triangles using tie-dye
- Know how to create simple one colour tie dye fabrics
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Step 3

- Small scale individual composition
- Use sketchbooks to design
- consider colour when designing fabrics.
- decorate fabric with a single colour and
- patterned tie-dye

Step 4

Small scale individual composition - make their own tie-dyed fabric square

Step 5

Small scale individual composition - select embellishment for effect and to enhance their product and add them using a needle and thread.

Step 6

Evaluate their own tie-dyed fabric square against their design

Collaborative compositions

ASSESSMENT FOCUS What techniques did you use? Which did you prefer? How similar does your monster look to your design? How would you do something differently?

Learning Flow

Term 5– Plants part 2

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?

Working Scientifically – Observing

- Go outside and explore different plants.
- Do they know names?
- Can they describe the plants using their senses?
- Can they ask key questions? .

Parts of a plant

- What do children know?
- Can they name them?
- Can they describe them?
- Can they draw them?

Parts of a tree

- What do children know?
- Can they name them?
- Can they describe them?
- Can they draw them?

Exploring/ Questioning

- What do plants need to grow?
- Ask Questions.
- Time lapse of a plant growing.
- Write a class poem about what plants need to grow.

Exploring/ Investigating

- What do plants need to grow?
- Ask Questions.
- Plan and conduct an investigation about plants needing sunlight or water.

What do we know now?

- Conclude Plant investigation. What do we notice? Draw it/ Explain it tasks.
- Quiz.
- Flashforward- Next term. What do we know?

Learning Flow

Health and Relationships Education - T5 - Why should we eat well and look after our teeth?

What do we already know?

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

Books

What foods help us grow and stay healthy?

how to eat a healthy diet and the benefits of nutritionally rich foods

How do maintain good oral hygiene?

regular brushing and flossing and the importance of regular visits to the dentist

How does diet effect our health?

How can not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health

How do we make choices?

ow people make choices about what to eat and drink, including who or what influence these

How can we ask for support?

How, when and where to ask for advice and help about healthy eating and dental care