

# Learning Flow

Term 3- Mary Anning

## 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?

## Who was Mary Anning?

- When did she live?
- What was her life like?

## What did she do?

- What did she discover?
- Why was this important?

## Why was this a huge achievement?

- What was life like for women?
- What sort of person must she have been to succeed in a man's world?
- What obstacles did she face?

## How do we know about Mary's actions?

- Paintings, letters, blue plaque, museum.
- What do these tell us?
- Do they give an accurate picture?

## How and why should we remember Mary Anning?

- Should there be a better museum dedicated to her?

### ASSESSMENT FOCUS

Present knowledge gained Present Use a simple recording technique to present

Why were Mary Anning's achievements significant?

Can I explain why Mary Anning is a significant individual?

Can I recall key events of her life?

# Learning Flow

Yr2-Term 3- RE-1.2 Who is a Muslim and what do they believe?

What do we already

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

Investigate Muslim beliefs.

Share stories that show how Muslims think of God (Allah).

How does following God show them how to behave?

Explore Tawhid.

Ideas about God and the Prophet

Muhammad

Explore cartography showing some of the 99 names of Allah.

Listen and read 'I am a Muslim' by Zain Bhikha.

Share the words of the Shahadah.

Listen to the Call to Prayer.

Objects and items that are important to Muslims

Share the Muslim story of the revelation of the Holy Qur'an.

Identify the objects that are precious to the children. Why are they precious?

Identify objects that are significant to Muslims.

Some Muslim Experiences.

Share the experiences of Muslims during the fast of Ramadan.

Why do they do this?

How does this make them feel?

What can we learn?

How do Muslims Celebrate?

Share experiences of Muslims celebrating Eid-ul-Fitr.

How and why do Muslims celebrate?

How does this make them feel?

What can we learn?

## ASSESSMENT FOCUS

Can I Talk about some simple ideas about Muslim beliefs about God, making links with some of the Names of Allah.

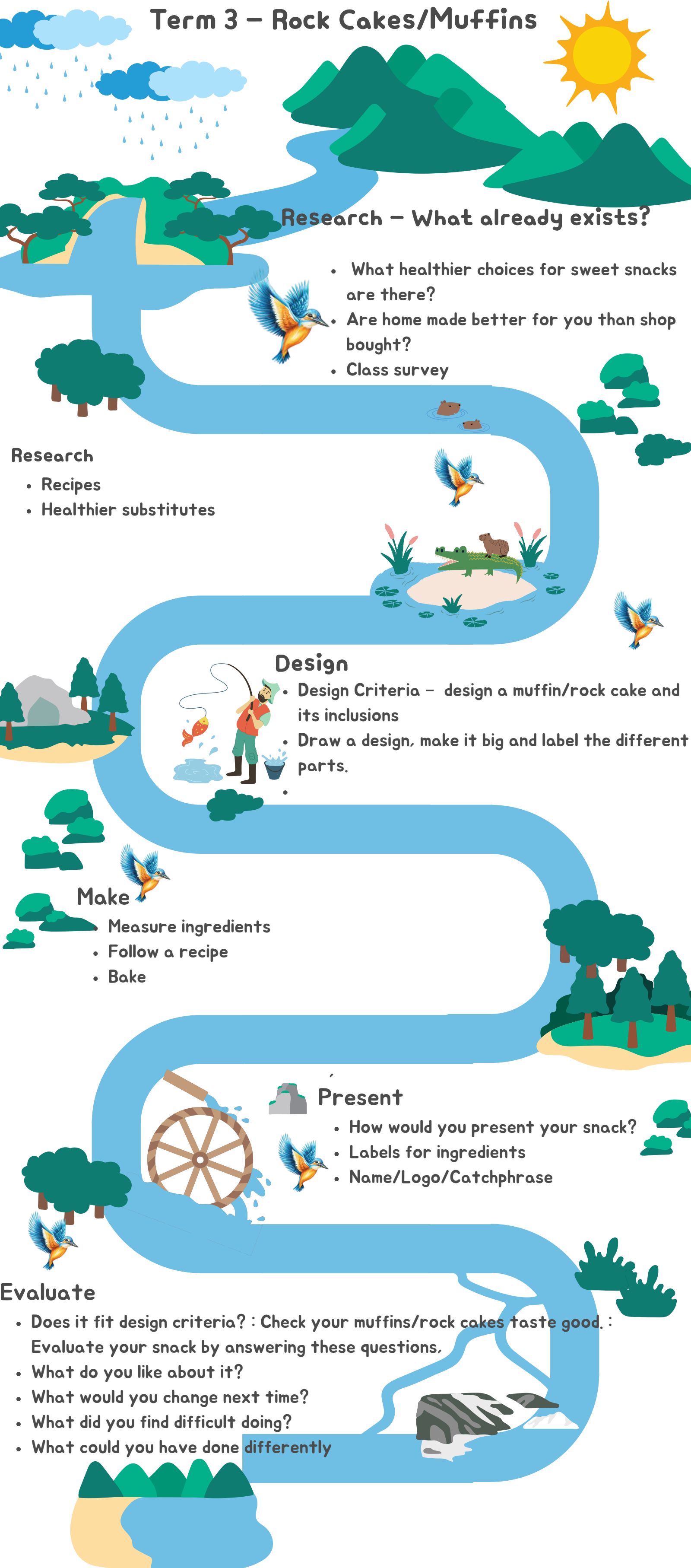
Can I re-tell a story about the life of the Prophet Muhammad

Can I recognise some objects used by Muslims and suggest why they are important.

Can I identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.

# Teaching Sequence

## Term 3 – Rock Cakes/Muffins



### Research – What already exists?

- What healthier choices for sweet snacks are there?
- Are home made better for you than shop bought?
- Class survey

### Research

- Recipes
- Healthier substitutes

### Design

- Design Criteria – design a muffin/rock cake and its inclusions
- Draw a design, make it big and label the different parts.
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### Make

- Measure ingredients
- Follow a recipe
- Bake

### Present

- How would you present your snack?
- Labels for ingredients
- Name/Logo/Catchphrase

### Evaluate

- Does it fit design criteria? : Check your muffins/rock cakes taste good. : Evaluate your snack by answering these questions,
- What do you like about it?
- What would you change next time?
- What did you find difficult doing?
- What could you have done differently

# Learning Flow

## Term 3- Plants

### What do we already know?

- Flashback Friday - Prior knowledge, Parts of a plant & tree, key questions, Key Scientific vocabulary, Assessment opportunity.

### Working Scientifically – Observing

- Identify and name a variety of plants
- Go outside and explore different plants.
- Do they know names/seasonal plants.

### Working Scientifically – Observe

- What do seeds and bulbs look like?
- Why do they start to grow when you plant them?
- Cress seeds and bean seeds in hydroponic kit.
- Draw observations.

### What do plants need to stay healthy?

- Investigate conditions in which seeds and bulbs germinate.
- Plant seeds in different conditions. Predict.
- Observe germination as well as leaf colour and height.

### Communicating findings

- Describe how the seeds need water, light and a suitable temperature to grow and stay healthy
- Conclude.

### Significant Scientists

#### Marie Clark Taylor

- Marie Clark Taylor studied the influence of light on plant growth.

### What do we know now – how can we use it?

#### The purpose

- What is the same? different? How could they be sorted/grouped?
- The explain it - Scientific diagrams and explanations. Explain it
- Quiz opportunities.

# Learning Flow

Health and Relationships Education - T3 How do we recognise our feelings?

What do we already know?

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

## Book

Storm Goliath by James Sellick & Craig Shuttlewood

The Friendship Bench by Wendy Meddour & Daniel Egneus

When I See Red by Britta Teckentrup

My Heart is a Poem by Various authors & Various illustrators

When Sadness Comes to Call by Eva Eland

Why Do I Feel Like This? By Shinsuke Yoshitake

The Worry Jar by Lou John & Jenny Bloomfield

What are feelings?

Recognise, name and describe a range of feelings

How do feelings change?

How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on a new class/year group)

How do feelings affect our bodies and behaviour?

How feelings can affect people in their bodies and their behaviour

How to ask for support if we need it

How to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help with feelings and how to ask for help when they need it

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

How can we show what we have learned?