

Learning Flow

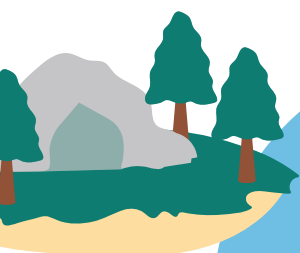
Term 2 – History – Infinity and Beyond



What do we already know?

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

Who was Neil Armstrong?
What were his achievements on July 20th 1969.
Who flew to the moon with Neil Armstrong?



Why was this so important?
Details of the flight and how people watched at home
Why is this an important event that we remember?

Who was Mae Jemison?
What did she dream of as a child?
What was her life like?
What did she think about



What did she do as an adult?
University
Peace Corps
What did she do in 1992?

Why was this so significant?
First Afro-American woman
First woman of colour
How does Mae continue to influence the world?

ASSESSMENT FOCUS

What similarities and differences are there between Mae Jemison and Neil Armstrong?

Why were these people and their achievements significant?

Learning Flow

Term 2 – Moving Pictures

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

Evaluate – What already exists?

- What kinds of moving pictures are there? Pop up. Levers Sliders? Are they sturdy? Easily Broken?
- Identify techniques

Technical Workshops.

- Sliders
- Levers (1, 2 and 3)

Design Criteria

- Design Criteria – Design a picture with moving parts to illustrate narrative unit in English, at least two moving parts, durable and strengthened.

Design

- Ideas
- Draw and label design & refine
- Plan the process/instructions
- Any technical knowledge needed

Make

- Select material, tools and equipment
- Measure and cut accurately
- Join safely and securely

Evaluate

- Does it fit design criteria?
- Does it move smoothly?
- What could you have done differently?

Learning Flow

Yr1-Term 2- RE 1.6 How and why do we celebrate special and sacred times? (Christians)

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 meant by celebrations?

- Consider the importance and value of celebration and remembrance in pupils' own lives.

What do Christians celebrate?

- Learn about festivals in Christianity, including Harvest, Christmas, Easter, the stories and meanings associated with them

Why do Christians celebrate Christmas?

- Christmas Story
- God's son
-

How do Christians celebrate Christmas today?

- Advent
- Church Services, Carols
- Christingle

What is important about the symbol of light?

- Compare the importance of the symbol of light within different festivals, e.g.
- Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.
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ASSESSMENT FOCUS

Can I identify a special time they celebrate and explain simply what celebration means?

Can I talk about ways in which Jesus was a special person who Christians believe is the Son of God?

Can I identify some ways Christians celebrate Christmas?

Can I re-tell stories connected with Christmas and say why these are important to believers

Can I collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers?

• Can I identify some similarities and differences between the celebrations studied?

Learning Flow

Term 2– Seasonal Change

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?

What are the seasons?

- What are the four seasons.
- What changes for each new season? (Weather)
- Season hunt- Explore the school grounds and hunt for clues as to which season it is. Draw and conclude as a class.

Working Scientifically – Ordering.

- Order the Seasons and explore how the plants and animals change in each season.
- Odd one Out./ Explain why.

Sun Safety

- What season do we get the most sun? How can the sun be dangerous? What can we do to protect ourselves?

Significant Scientists

June Bacon-Bercey

- What was her life like?
- What was her job? Why was her job important? How has it impacted our lives? Compare their impact on society.

Exploring/ Investigating

- Investigate rainfall and temperature throughout the week.
- Record, measure.

Exploring/ Investigating

- Present data in a block diagram (physical and drawn).
- 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 Belonging and Acceptance

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

What is belonging and acceptance?

recognise the ways they are the same as, and different to, other people

What is belonging and acceptance?

This is our world by Tracey Turner
We are all neighbours by Alexandra Penfold

How to treat others

about how to treat themselves and others with respect; how to be polite and courteous

How to treat others

show to listen to other people and play and work cooperatively

What is bullying?

That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; How to report bullying; the importance of telling a trusted adult

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

How can we show what we have learned?