

# Learning Flow

## Term 1- Egyptians

What do we already know?

Topic Page - Prior knowledge, Where is Egypt? What does Ancient mean? What do we already know? What questions do we have?

When and where did the Ancient Egyptians live?

- Can you put the era on a timeline?
- What was life like at this time?

Why was the River Nile so important?

- What did the Egyptians use the Nile for?
- How was it used in daily life?
- Did the use change through the year?

What did the Ancient Egyptians invent?

What was invented that we still use today?  
Why were these things invented?

What are pyramids?  
Who built the pyramids?  
What were they used for?  
How were they built?

What did Ancient Egyptians believe about life after death?

How do we know what they believed?  
What do different Artefacts tell us?

How do we know about the lives of Ancient Egyptians?

What do hieroglyphics and mummification tell us about how Ancient Egyptians lived their lives?

ASSESSMENT FOCUS Present knowledge gained

What does mummification tell us about the life of Ancient Egyptians?

# Learning Flow

## Term 1 – I am learning French

### What do we already know?

Topic Page - Prior knowledge, What do we already know? Where is France?

### France

- What is France?
- Where is France?
- What do you know about their culture?
- Finding France on a map
- What does their flag look like?

### How do you greet someone in French?

- Understand how you say hello to someone in French
- Understand how you ask someone how they are in French
- Practice through roleplay these greetings with responses

### What is your name?

- Understand how you ask what someone's name is
- Understand how to answer the question 'what is your name?'
- Apply the greetings you have learnt by introducing yourself to the class

### Numbers 1 - 10

- Count 1 - 10 in French
- Spell numbers 1 - 10 in French

### Colours

- Identify and name 10 colours in French
- Read and spell colours in French

### Recap

- How do you greet someone in French?
- How do you ask someone their name and tell you yours?
- How do you ask someone how they are?
- Can you count to 10 in French?
- Can you name 10 colours in French?

# 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

## Art – Term 1– Painting & Printing

### What do we already know?

Topic Page – Prior knowledge , What do we already know? What questions do we have? What is printing? How is it different to painting? Do you know any artists?

### Step 1 Jackson Pollock

- [Who is Jackson Pollock? | Tate Kids](#)
- Time line of life
- Artwork examples and speech bubble comments

### Step 2 Jackson Pollock

- Media & Techniques workshop
- Action painting – painting in a quick, messy manner
- Mix secondary colours using primary colours
- Complimentary colours are opposite on the colour wheel
- Adding white to colour makes it lighter, black to a colour makes it darker

### Step 3 Jackson Pollock

- Large scale individual composition

### Step 4 M.C Escher

- Time line of life
- Artwork examples and speech bubble comments

### Step 5. M.C Escher

- Media & Techniques workshop
- Tessellations are shapes which fit perfectly together
- Layering building up an image by laying prints on top of each other
- Monoprinting means the print can only be made once
- Record initial ideas and designs to revisit

### Step 6.

- Individual small scale individual composition

**ASSESSMENT FOCUS** compare their finished work to Jackson Pollock's Escher's and describe similarities and differences . Which bits did they enjoy?

# Learning Flow

## Term 1- Forces

### 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 & Exploring.

- Explore magnets and materials.
- What do they notice?
- Introduce N and S poles and attract and repel.
- Record their observations using scientific language.

### Forces and magnetic forces.

- Learn about how forces work.
- Understand that most forces need contact between objects.
- Explore and investigate how magnetic forces differ. Record questions & observations.

### Magnetic vs non-magnetic

- How do we know a material is magnetic?
- Magnetic hunt. Finding materials.
- Can they sort/ group into magnetic and non-magnetic?
- Make predictions.
- Record observations.

### Significant Scientists

#### Michael Faraday:

- Michael Faraday was an English scientist. In 1831, he discovered electromagnetic induction.
- Make temporary magnets, test and observe.

### Exploring/ Investigating

- Investigate magnetic forces working at a distance- Whole class investigation.
- Plan, record, interpret, 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 - T1 How can we be a good friend?

## 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

Iced out by C K Smouha

Dave the Lonely Monster by Anna Kemp

The Uncorker of Ocean Bottles by Michelle Curvas

## Why is friendship important?

How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.

## What is loneliness?

how to recognise if others are feeling lonely and excluded and strategies to include them

## What makes a good friendship?

how to build good friendships, including identifying qualities that contribute to positive friendships

## What to do when it goes wrong?

that friendships sometimes have difficulties and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences

## How to ask for support?

how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

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