

# Learning Flow

## Term 6- Geography - Rivers and Mountains

### What do we already know?

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

### What are mountains and how were they formed?

- Similar thickness plates collide, crumple and fold
- Draw the process

### What mountains are there on the UK?

- How are mountains shown on maps?
- Ben Nevis, Yr Wyddfa (Snowden), Scafell Pike
- Cairngorms, Black Mountains, Pennines
- Topographical maps
- Locate and label mountains and mountain ranges in UK

### What mountains are there in the world?

What mountains are there in the world?

- Mount Everest, Kilimanjaro, Mount Elbrus, Denali (Mount McKinley), Mount Aconcagua, Vinson Massif, Mount Kosciuszko, Jaya Peak
- Locate and label mountains and mountain ranges on world map

### Why can tourism be a problem for mountains?

- Threat to cultural identity
- Litter & Pollution
- Higher prices of land and food
- Erosion

### How are rivers and Mountains linked?

- Sources of rivers often in mountains
- Follow course of river on map - physical features
- Water Cycle

### ASSESSMENT FOCUS

- Can I identify mountains and mountain ranges in the UK and world?
- Can I explain how mountains are formed?
- Can I identify possible problems with tourism and mountain regions?
- Can I explain the links between rivers and mountains?
- Can I explain what is meant by the water cycle?

# Learning Flow

Yr3-Term 6- RE- L2.2 Why is the Bible so important for Christians today?

## What do we already know?

Topic 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?

## Who or what helps them to decide how to live?

Sources of guidance and wisdom in their own and others' lives Bible as a guide for Christians. Christian Bible - Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories, laws, poems, prayers, biographies (such as the Gospels), letters); (be clear that what Christians call the 'Old Testament' is Jewish scripture too)

## What does the Bible teach us about God's relationship with humans?

Bible is the basis of Christian teachings, Bible tells them about what God is like. 'Big story' of God's dealings with human beings: God created world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people - to (salvation). T

## Why do Christians still think the bible is important?

Christians think they need to say sorry to God, try to follow Jesus, grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.

## What does the bible teach us about Creation?

B Read Genesis 1 create artworks to reflect the narrative; focus on what the narrative shows God is like - powerful, creative, good etc. good and bad things people sometimes do - idea of temptation: Adam and Eve giving in to temptation (Genesis 3 - often called 'the Fall').? What lessons do pupils think Christians might learn from this story?

## What do Christians mean when they say Jesus saved them?

Christian teaching says that people all choose to go against God's commands. Why do people ask God to forgive them. The Lost Coin, Sheep and Son stories (Luke 15), how do Christians interpret them? How do Christians use the Bible? What are the good things, and the difficult things Christians might find from trying to follow this book in day-to-day life?

### ASSESSMENT FOCUS

Can I recall and name some Bible stories that inspire Christians?

•Can I identify at least two ways Christians use the Bible in everyday life?

Can I make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation

Can I give examples of how and suggest reasons why Christians use the Bible today.

Can I describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression?

•Can I discuss their own and others' ideas about why humans do bad things and how people try to put things right ?

Explain how the Bible uses different kinds of stories to tell a big story ?.

•Can I suggest why Christians believe that God needs to rescue/save human beings?

# Learning Flow

## Term 5 – Ice creams

### What do we already know?

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



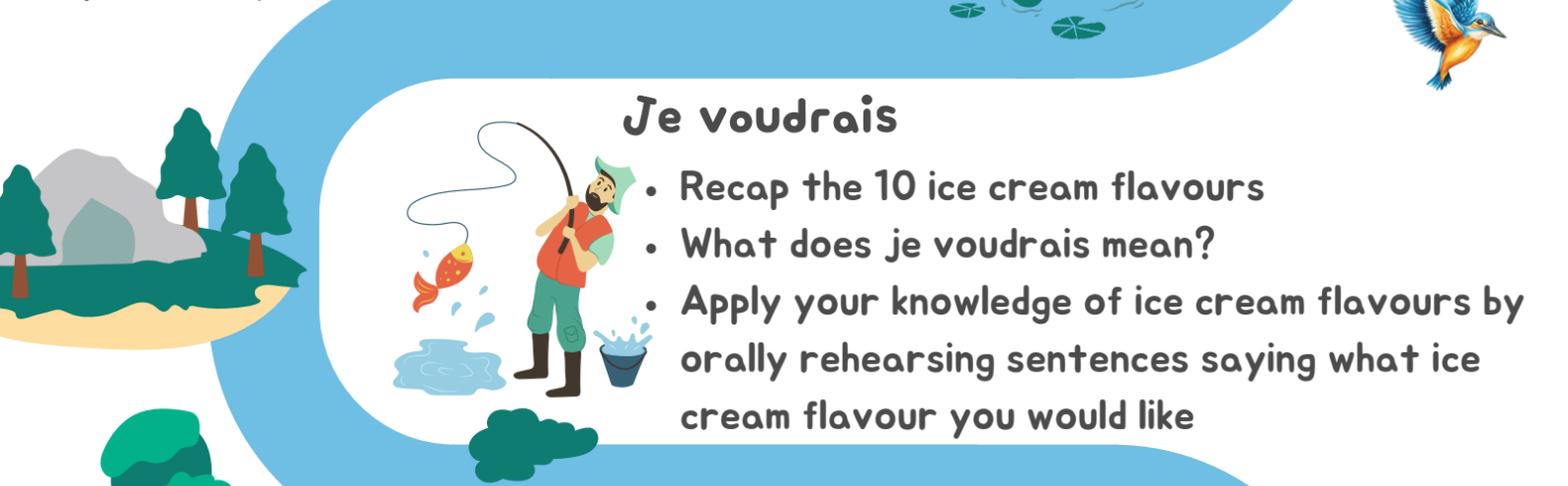
### Les glaces

- What does les glaces mean?
- Orally rehearse 5 different flavours
- Identify a flavour from hearing the word spoken to you
- Can you say the flavour in French after seeing a visual?



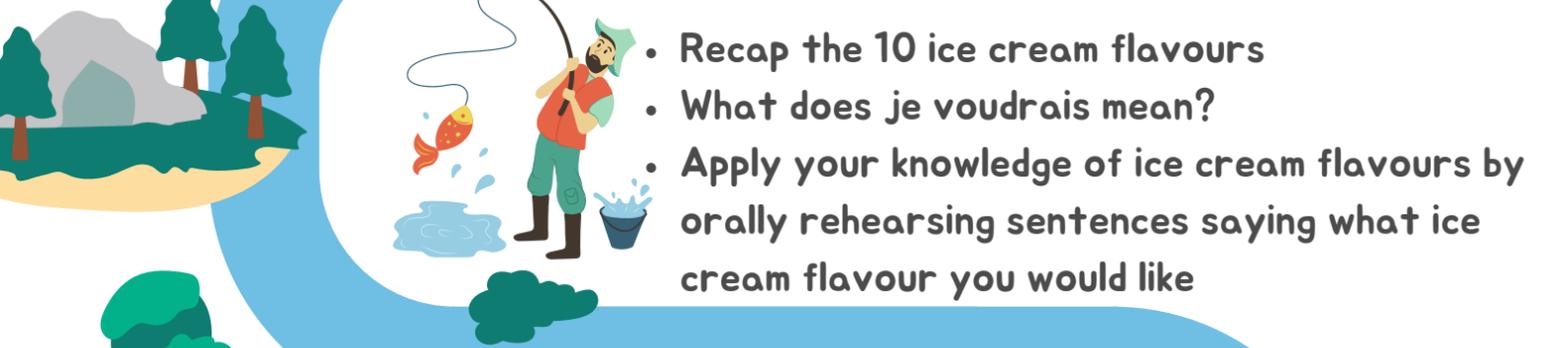
### Les glaces

- Recap the 5 flavours taught last time
- Orally rehearse 5 more flavours of ice cream
- Can you say the flavour in French after seeing a visual?
- Can you identify the flavour after hearing it spoken to you?



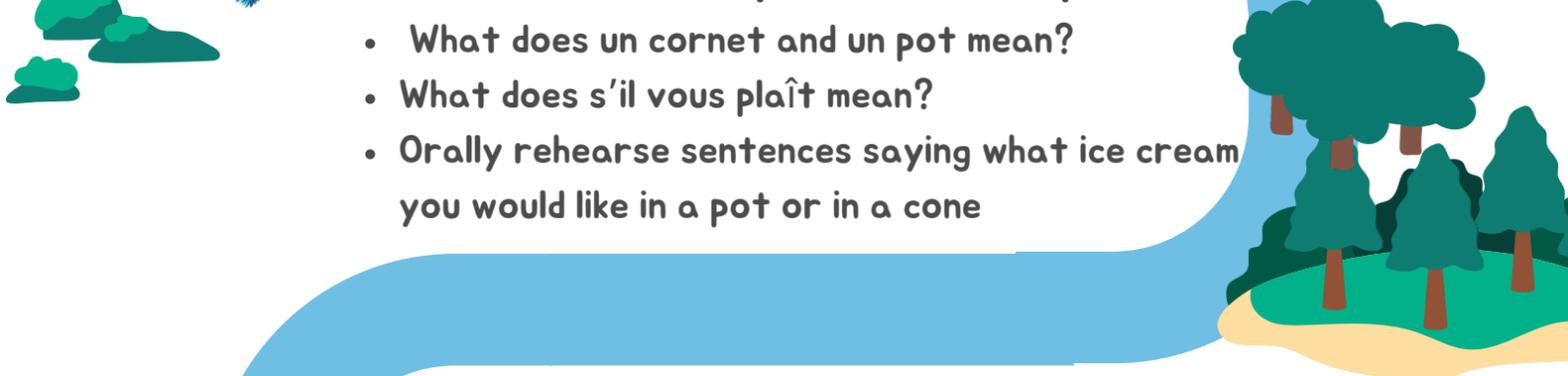
### Je voudrais

- Recap the 10 ice cream flavours
- What does je voudrais mean?
- Apply your knowledge of ice cream flavours by orally rehearsing sentences saying what ice cream flavour you would like



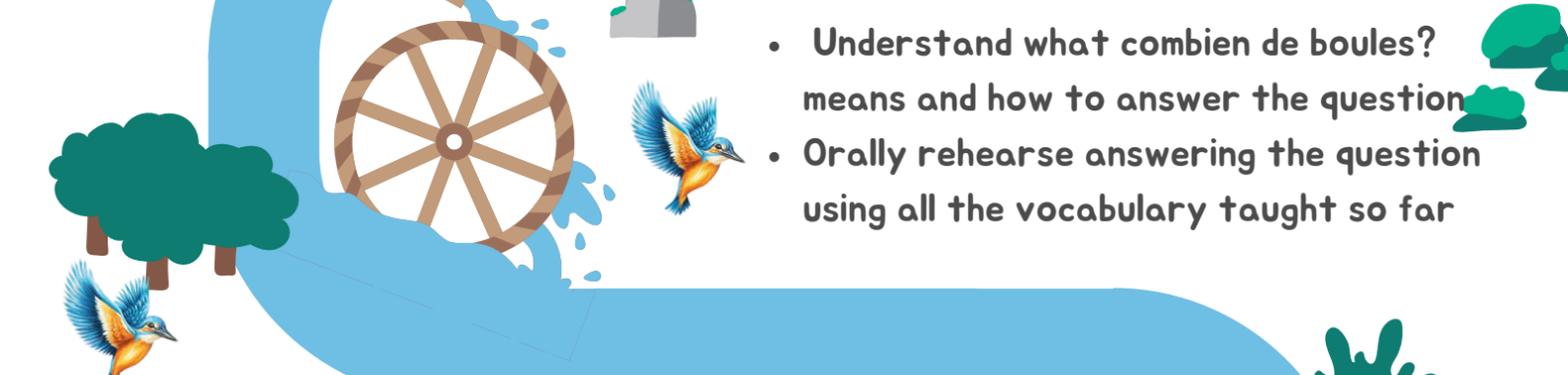
### Un cornet and un pot s'il vous plaît

- What does un cornet and un pot mean?
- What does s'il vous plaît mean?
- Orally rehearse sentences saying what ice cream you would like in a pot or in a cone



### Combien de boules?

- Understand what combien de boules? means and how to answer the question
- Orally rehearse answering the question using all the vocabulary taught so far



### Recap

- How many of the 10 flavours of ice cream can you name?
- How do you say you would like a certain ice cream flavour?
- How do you say you would like a cone or a pot?
- Can you answer the question combien de boules?



# Learning Flow

## Term 6– Animals including humans

### 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

- Plan and conduct an investigation about plants needing sunlight or water. Record & conclude in week 4.

### Working Scientifically – Observing

- Using pictures and real life examples, explore UK based flowers and plants & trees.



### Working Scientifically – Observing

- Difference between deciduous and evergreen trees.



### Concluding & Explaining

- Conclude investigation around what plants need to grow.
- What do they notice? How can they link their findings to their knowledge of plants?



### Significant scientists

#### Wangari Maathai

- Wangari Maathai was a Kenyan environmentalist who began a movement to plant trees and re-forest her country.



### 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 - T6 - Why should we keep active and sleep well?

What do we already know?

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

What does exercise do for our bodies?

how regular physical activity benefits bodies and feelings

How do healthy?

How to be active on a daily and weekly basis How to balance time online with other activities

How to make choices about exercise?

How to make choices about physical activity, including what and who influences decisions how the lack of physical activity can affect health and wellbeing

Why is rest important?

How lack of sleep can affect the body and mood and simple routines that support good quality sleep

How can we make a difference?

There are different ways to learn and play Taking rest breaks from screen time

What can we do if we are worried?

how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

# Learning Flow

Term 6 – Food technology – Kebabs with medium resistance foods

## Research – What already exists?

- What is a kebab?
- Sweet or savoury?
- What fruits/Veg go well together?
- Could you add in cheese?
- Class survey

## Research

- Recipes
- Healthier substitutes

## Design

- Design Criteria – design a savoury and a sweet kebab/skewer
- Draw a design, make it big and label the different parts.

## Preparation

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

## Make

- Follow a recipe
- Prepare ingredients

## 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