

Learning Flow

Geography - Y1/2 - Term 2- What is the UK like?

What do we already know?

Topic Toolkit- Prior knowledge,

What do we already know?

What questions do we have?

Vocabulary

Where is the UK's place in the World?

- Locate UK, **KPI L1- Identify the UK within the continent of Europe.**
- 4 countries, **KPI L1- Pupils can name and locate and identify the 4 countries of the UK,**
- Surrounding Ocean/Seas

Date.....

What is the UK like?

- Satellite imagery to identify landscapes, main human features, physical features. Know that the north of the UK has more mountains, lakes and forests.

Date.....

What is our Capital City?

:To know that there are 4 UK Capital cities - London, Cardiff, Edinburgh and Belfast

- To know the position of the 4 capital cities on a map of the UK **KPI L1- Pupils can name and locate and identify the 4 countries of the UK, including the capital cities.**

Date.....

What is London like?

- Capital city (parliament, landmarks)
- Travel and transport
- Green spaces
- River Thames (origins of settlement) **KPI E1- Independently use a range of different technology tools to explain findings**

Date.....

How are the countries of the UK similar??

- Human and Physical features
- Compare Geographical features of England, Scotland, Wales N Ireland

KPID1-Pupils can describe and write about similarities and differences between the features of different localities-

Date.....

What would you visit on a UK Road trip?

- Plan an itinerary to show capital cities, famous landmarks and geographical features.
- Use a map/draw a map of your route and places to see.

Date.....

ASSESSMENT

- Knowledge - Socrative
- Skills - Travel Agent Podcast
- Revisit Topic Toolkit - What do we know now?

Learning Flow

Religious Worldviews - Y1/2 - Term 2 - Why does Christmas matter to Christians?

What do we already know?

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

What are the key events and places in the Christmas story?

- Christmas trail
-

Date.....

What is the story told in the Gospel of Luke?

- Retell the story of Jesus' birth

Date.....

What is Advent?

- What happens during advent?
- What signs and symbols are used in Churches?

KPI Element 2: Understanding the Impact:
- Give three examples of how Christians put their beliefs into practice and worship.

Date.....

Where does the Christmas Story fit into the 'Big Story'?

- Find this on the frieze/timeline
- Teach the word 'incarnation' **KPI Element 1: Making sense of the text: - Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.**

Date.....

Why is the Christmas Story still so important for Christians today?

- What do Christians believe about God?

Date.....

How do people show gratitude at Christmas?

- Decide what they personally have to be thankful for at Christmas time. **KPI Element 2**

Understanding the Impact: Give three examples of how Christians put their beliefs into practice and worship.

Date.....

Assessment

- Knowledge - Socratic
- Skills - Draw it
- Revisit Topic Toolkit - What do we know now?

Learning Flow

Religious Worldviews - Y1/2 - Term 2 - Why does Christmas matter to Christians?

What do we already know?

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

What are the key events and places in the Christmas story?

- Recap people and events already known
- Christmas trail - retell as a class
- Order and retell the story of Jesus' birth individually

Date.....

What is the story told in the Gospels?

- The Gospels place within the Bible - New Testament
- What is told in the Gospel of Luke?
- What is told in the Gospel of Matthew (for yr 2 and digging deeper) Combine with big story if need to save a week

Date.....

Where does the Christmas Story fit into the 'Big Story'?

- Find this on 'The Big Frieze'
- Teach the word 'incarnation' and what Christians believe it means

KPI Element 1: Making sense of the text: - Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.

Date.....

How do Christians prepare for Christmas?

- What happens during advent?
- What signs and symbols are used in Churches?
- Christingle

KPI Element 2: Understanding the Impact: - Give three examples of how Christians put their beliefs into practice and worship.

Date.....

How do Christians prepare for Christmas?

- Christmas card - symbols
- Christmas carols - meaning for Christians
- Giving gifts

KPI 3: Making Connections: Think, Talk and ask questions about whether the text has something to say to them exploring different ideas.

Date.....

Why is the Christmas Story still important for Christians today?

- What do Christians believe about God?
- How do people show their gratitude at Christmas - being thankful, giving to those less fortunate

KPI Element 2 Understanding the Impact: Give three examples of how Christians put their beliefs into practice and worship.

Date.....

Assessment

- Knowledge - Socrative
- Skills - Draw it
- Revisit Topic Toolkit - What do we know now?

Learning Flow

Science - Y1/2 - T 2- Living things and their habitats

What do we already know?

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

What are living things?

- To know the characteristics of Living things
- Sort objects into Living, Dead and never alive.

KPI identify whether things are alive, dead or have never lived (Y2)

Date.....

What is a habitat?

- To know what a habitat is and to be able to name a variety of plants and animals in their habitats.
- What does the habitat provide for the animals and plants?
- Understand that living things live in habitats to which they are suited.

Date.....

What is a food chain?

- Food chains
- BBC Food chain challenges

KPI Describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships (Y2)

Date.....

What are microhabitats?

- What does the habitat provide for the animals and plants?
- Understand that living things live in habitats to which they are suited.

Date.....

Micro-habitat Investigations

- Minibeast Explorer Challenge (EF)
- Woodlouse Habitat (TAPS)

Date.....

Significant Scientists

Who was Dr. Archie Fairly Carr

- Where/When born?
- Why are they a significant scientist?

Date.....

Assessments

- Knowledge - Socrative
- Skills- Draw it
- Revisit Topic Toolkit - What do we know now?

Learning Flow

Science - Y1 - T 2- Seasonal change

What do we already know?

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

What are the four seasons?

- Name the four seasons.
- Season hunt- Explore the school grounds and hunt for clues as to which season it is. Draw and conclude as a class.

KPI Using their observations and ideas to begin to suggest answers

Date.....

The four seasons

- Order the Seasons
- Describe changes across the four seasons - weather and length of day

KPI Describe seasonal change (Y1)

Date.....

How do the four seasons change?

- Describe changes across the four seasons - animals and plants

KPI Describe seasonal change (Y1)

Date.....

Weather Investigations

- Choose equipment to measure rainfall and temperature
- Measure and record rainfall and temperature throughout the week.

KPI - Observing, choosing simple equipment and measurement. Performing simple tests.

Date.....

Weather Investigations continued

- Present data in a block diagram (physical and drawn).
- Conclude and evaluate.

KPI - Gathering, recording and communicating findings to answer questions

Date.....

Significant Scientists

Who was June Bacon-Bercey?

- Where/When born? What was her life like?
- How has it impacted our lives?

Date.....

Assessments

- Knowledge - Socrative
- Skills - Draw it
- Revisit Topic Toolkit - What do we know now?

Learning Flow

PSHE - Y1/2 - Term 2 - What is bullying?

What do we already know?

Topic Toolkit - Prior knowledge ,

What do we already know?

What questions do we have?

Vocabulary

How should we behave?

- What is kind and unkind behaviour, and how this can affect others.
- How to treat themselves and others with respect; how to polite and courteous.
- How to listen to other people and play and work cooperatively recognise the ways in which they are the same and different to others

Date.....

What is bullying?

- Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.
- What is the difference between falling out and bullying?
- STOP

Date.....

How would bullying make you feel?

- How people may feel if they experience hurtful behaviour or bullying

Date.....

What should you do if you see bullying or are bullied?

- How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so; that people can say hurtful things online
- What is a bystander?

Date.....

What should you do if you feel unsafe?

- How to respond if physical contact makes them feel uncomfortable or unsafe
- Knowing there are situations when they should ask for permission and also when their permission should be sought.

Date.....

Assessment

- Knowledge - Socrative
- Skills - Draw it
- Revisit Topic Toolkit - What do we know now?

Learning flow

Design Technology - Y1/2 - Term 2- Textiles Christmas Decorations

What do we already know?

Topic Toolkit - Prior knowledge ,

What do we already know?

What questions do we have?

Vocabulary

Inspire & Evaluate

- Explore different decorations
- Discuss them in terms of colour, shape and the materials they are made from.
- Describe, share and explain their opinions

Date.....

Experiment

- discuss scissor safety rules,
- practise cutting a straight, zigzag and then curved line,
- cutting out and assembling parts of a Christmas themed picture.

Date.....

Experiment

- shown how to thread a needle
- sew stitches on paper using colour-coded dots to practise uniform stitches
- sew both the running stitch and the over stitch.
- attach buttons

Date.....

Design

- discuss the steps needed
- understand what design criteria are,
- look at some examples and think of their own suggestions.
- design a Christmas tree decoration
- think about the materials t and the joining stitch they will use.

Date.....

Make

- make a Christmas decoration
- follow their design to make a completed product
- use cutting and sewing skills
- work safely and sensibly with the tools and materials they have

Evaluate

- Does it fit design criteria? : :
- Evaluate your decoration. Answer these questions, What do you like about it? What did you find difficult doing? What could you have done differently to improve.?

Assessment

- Knowledge - Socrative
- Skills - Draw it
- Revisit Topic Toolkit - What do we know now?