

# Learning Flow

Yr2-Term 1- RE- 1.1 Who is a Christian and what do they believe?

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?

How do Christians think of God?

Describe some of the beliefs that Christian traditions teach about God.

Share Pentecost (Acts 2:1-13).

How do Christians think of God?

Investigate how Christians follow teaching from the Bible about how to live their lives.

Ask Questions.

How is God represented?

Look at art and recognise some symbols and images used to express ideas about God.

'Where is God?' through art.

How does it show what Christians think of God?

How is Jesus important to Christians?

Jesus' Teachings- The Lost Sheep

Discuss the story- Good, Right, Wrong, what can be learnt?

Can the Children re-tell the story? -What does it mean?

How is Jesus important to Christians?

Calming the storm.

Discuss the story-

Good, Right, Wrong, what can be learnt?

Can the Children re-tell the story?

What does it mean?

ASSESSMENT FOCUS

Can I talk about simple ideas about Christian beliefs?

Can I re-tell Christian stories and suggest what they mean?

Can I discuss good and bad elements of different stories?

Can I ask questions about believing in God?

# Learning Flow

## Term 1- Famous Queens

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 Queen Elizabeth 1?

- When did she live?
- What was her life like?
- What was life like for most people?
- How long did Queen Elizabeth I reign for?

### What did she do?

- What famous inventions were created during her reign? (printing press, clock, gunpowder)
- How did she rule her country?

### What was her legacy?

- What was her legacy? (Golden age, unity, exploration)
- What do portraits of her tell us?

### Who was Queen Elizabeth II?

- When did she live?
- What was her life like?
- What was life like for most people?
- How long did Queen Elizabeth II reign for?
- How old was she when she became queen?
- How many children did she have?

### What did she do?

- What famous inventions were created during her reign? (televisions, the internet and computers)
- How did Queen Elizabeth II rule her country?

### How were the Queens similar and different?

- How are these queens similar? How are they different?
- Sequence artefacts, maps, images from their reigns

ASSESSMENT FOCUS Present knowledge gained

How are these queens similar? How are they different?

How are these queens similar? How are they different?

# Learning Flow

## Term 1 – Puppets

### What do we already know??

Topic Page - Prior knowledge , What do we already know? What questions do we have? What are puppets? How are they used?

### Evaluate –What already exists?

- BBC Teach
- What kinds of puppets are there?
- Do they move? Easily Broken?
- Identify techniques

### Research

- types of puppet - stick, hand, shadow
- how will it move?
- draw all three
- model one

### Techniques workshop

Joining techniques

Sewing stitches - running stitch, blanket stitch

### Design

- Design Criteria – design a moving puppet of a one of our Historical queens
- What features would they need?
- Catchphrase?
- Draw a design, make it big and label the different parts.

### Make

Make puppet

Select material, tools and equipment

- Measure and cut accurately
- Join safely and securely
- Decorate

### Evaluate

- Does it fit design criteria? : Check your moving puppet moves. Does it look like the chosen queen? : Evaluate your puppet. Answer these questions, what do you like about it? What will you change next time?
- What did you find difficult doing?
- What could you have done differently?

# Learning Flow

## Term 1- Animals including humans

### What do we already know?

Topic Reference Page - Prior knowledge Key Scientific vocabulary. Assessment opportunity.

### What do animals need to survive?

- Identify the 4 things animals need to survive.
- scientific diagram and labels.
- Ask/ pose questions about animals and survival in different climates.

### Life Cycles

- Explore the life cycles of a bird, insect and mammal.
- What is the same and what is different?
- How do the animals change throughout their life?

### What do humans need to survive?

- Identify the 6 things humans need to survive.
- Needs vs wants.
- Compare them- What is the same? What is different? Why?

### Human life cycle

- Explore the human life cycle.
- Discuss how mammals (humans) grow and reproduce (offspring).
- Observe how the cycle shows repetition. Starting again.

### Humans and healthy lifestyles

- Describe why exercise, balanced diet and hygiene are important for humans.
- What can they do to keep themselves healthy?
- Research and record findings.

### Significant Scientists

#### Dr Ernest Madu

- He is a cardiologist. His work focuses on providing affordable healthcare in low-resource nations.

### Assessment focus

- How can we present what we know about animals including humans?

# Learning Flow

Health and Relationships Education - T1 What makes a good friend?

What do we already know?

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

What are friends?  
What does being a friend mean? How to make friends with others

What is being lonely?

How to recognise when they feel lonely and what they could do about it

What makes a good friend?  
How people behave when they are being friendly and what makes a good friend

Why might we fall out and what can we do?

Why do friends fall out? How to resolve arguments that can occur in friendships

How can we get support if we need it?

How to ask for help if a friendship is making them unhappy

How can we show what we have learned? Present information gained