

Learning Flow

Term 2- Mapping our world

What do we already know?

Topic Page - Prior knowledge, What is Geography? Why it important? What do we already know? What questions do we have? Location, Physical and Human Features,

What is our view of Earth?

- Globes, satellite images
- Locate continents
- Locate oceans
- Rivers of the world, mountains
- 7 wonders of the world
- 7 Human wonders of the world

What is a map?

- Representation of place using lines and symbols
- Different types of maps such as: Sketch maps
- Road maps Ordnance Survey maps
- Climate maps
- History of Maps

Features of maps

- Key features of maps include: a title, a compass rose, symbols, a key and different colours for important things, such as green for forests and blue for rivers.
- Compass points
- Directions
- Map of locality - school, waitrose, canal

What is fieldwork?

- practical understanding of a place through a map
- Question, observe, measure, record, present

What is an aerial view?

- Aerial view/Birds eye view
- Aerial photographs to see the main physical and human features of places.
- Aerial photos are photos taken by aircraft or other flying objects, e.g. drones.
- Satellite photo is taken from a satellite in space.

Present Use a simple recording technique to present a map of our locality and describe how maps are important.

Learning Flow

Yr2-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 celebration? (Christians)

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

What do Christians celebrate?
Advent - How is it celebrated in church?
Advent weathers, candles

How do Christians celebrate Christmas?
Explore stories of Christmas

What people do, give, sing, remember or think about at Christmas?

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.

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 belief through this symbol, and how light can mean different things to believers in different communities.

ASSESSMENT FOCUS

Can I talk about simple ideas about festivals?
Can I retell the story of Christmas?

Learning Flow

Term 2– Living things and their habitats

What do we already know?

Flashback Friday – Prior knowledge
Key Scientific vocabulary.
Assessment opportunity.

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?

What habitats do we have in the UK?

- Native habitats
- To find out about some native animals and their habitats
- Understand that living things live in habitats to which they are suited.

What is a micro-habitat?

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

What is a food chain?

- Food chains
- BBC Food chain challenges

What are microhabitats

To know how animals and plants can depend on each other

Why do we need trees?

How do animals depend on plants and other animals?

Significant Scientists

Dr. Archie Fairly Carr

- Dr. Archie Fairly Carr was a famous zoologist who was best known for his study of sea turtles.

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

- 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 - T2 What is bullying?

What do we already know?

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

How should we behave?

What is kind and unkind behaviour, and how this can affect others.

How should we behave?

How to treat themselves and others with respect; how to be 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

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

How would bullying make you feel?
How people may feel if they experience hurtful behaviour or bullying

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 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.

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

How can we show what we have learned?

Learning flow

Art – Term 2– Drawing & Painting

What do we already know?

Topic Page - Prior knowledge , What do we already know? What questions do we have? What is the difference between drawing and painting? Do you know any artists?

Step 1 Drawing - Van Gogh

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

Step 2 Drawing - Van Gogh

- Media & Techniques workshop
- Pencil drawing - drawing tools produce pencils lines of different textures and thicknesses
- can be mixed together to create new colours, tones and shades

Step 3

- Individual large scale compositions
- Starry night, Sunflowers

Step 4 Monet

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

Step 5.

- Media & Techniques workshop
- Different techniques to apply paint (splatter, sponge, stroke) •
- use poster paint and begin to mix powder paint independently •
- identify primary and secondary colours and begin to link to objects (eg sunshine yellow, raspberry pink)
- mix white and black to different colours to create different shades.

Step 6.

- Individual small scale individual composition

ASSESSMENT FOCUS How are these techniques similar different? Which did you prefer? How would you do something differently?