Term 4- Geography - Uganda

What do we already know?

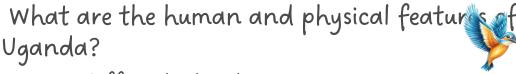
Topic Page - Prior knowledge, What do we already know? What questions do we have?





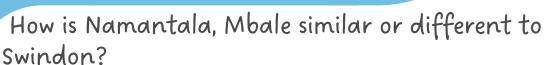
Where is Uganda?

- Locate on a world map.
- · How many miles away from UK?
- · How long would it take to fly?
- Northern and Southern Hemispheres. .



- Different cities, towns.
- Mountains, lakes, Rivers, National Parks.





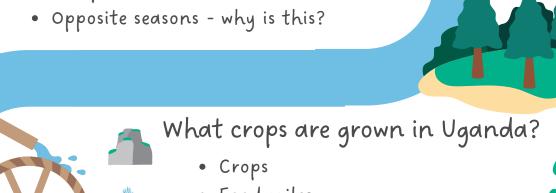
- Human and physical features of Swindon and Namantala, Mbale.
- Amenities in the towns
- · Countryside around Swindon





Place Knowledge - What is the climate like in Uganda?

- Temperatures, hours of sunlight, seasons
- · Compare to UK





- Food miles
- · Fair trade
- What Ugandan grown food do we eat?

Why would someone visit Uganda?

- Tourism
- · Child of Hope

ASSESSEMENT FOCUS

Present Use a simple recording technique to describe the location and features of Uganda

Can I locate Africa, Uganda and, Mbale?

Can I describe the physical features of Mbale, Uganda and contrast this to Swindon?

Can I describe how life is different in Mbale?



Yr2-Term 4- RE- 1.6 How and why do we celebrate special and sacred times (Muslims)

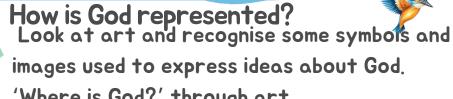
What do we already

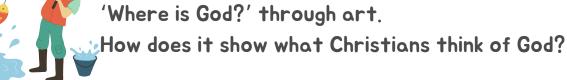
Topic Page Prior knowledge . What is RE? Why is it important? What do we know about Christianity. What do we already know? What questions do we have?





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





How is Jesus important to Christians?

What does it mean?

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 EMinistra 63 Ming the storm. Discuss the story-Good, Right, Wrong, what can be learnt? Can the Children re-tell the story?

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?



Term 4 - Plants

What do we already know?

knowledge What do plants need to germinate? questions, Key Scientific vocabulary. Assessment opportunity.





Explore the life cycle of common plants.

Key parts—seeds, germination, stems and roots, leaves, flowers, pollination.



- Plants in different climates.
- How have they adapted?
- How do they survive?





Working Scientifically - Observing & Recording

- Pollinators.
- Why are they important?
- How do they help our world?
- What can we do to help/ protect them?
- Plant some seeds in the school environment to encourage pollinators.

Recording data & Communicating findings

- Focus on recording data and communicating findings (WS)
- Provided data around the growth of a plant.
- Create a graph to represent data.
- Look at the data, conclude results and communicate.



Significant Scientists

- David Douglas.
- Scottish Botanist.
- Douglas-Fir
- Explored many places.
- Worked as a gardener.



The purpose

- What have they learnt?
- Make it, Draw it & Explain it.
- Quiz opportunities.



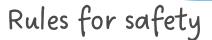


Health and Relationships Education - T4 How do we keep ourselves safe? Online safety unit in Computing this term

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



How not everything they see online is true or trustworthy and that people can pretend to be someone they are not, password safety



Why do we have rules and how do they keep us safe? What rules do we have at home? medicines/household products.



how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, and take steps to avoid or remove themselves from them.

Canal safety, recap road safety.



How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets





Fire safety

Visit in from Fire brigade if possible

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

How can we show what we have learned?



What do we already know?

opic Page - Prior knowledge . What
do we already know? What
questions do we have? What is
collage? Do you know any artists?



Step 1

- Matisse who, when, what? <u>Meet Matisse</u>
 I Tate Kids
- Who is Henri Matisse? | Tate Kids
- Timeline of life & key events
- Artwork examples and speech bubble comments

Step 2

Use the Tate Kids tutorial to make a Matisse style snai

Paper cutouts Individual small scale compositions



Step 3

- Collaborative Matisse style cut out garden scene for a shared area. Each child can make multiple cut outs and then decide on placement.
- Class collaborative garden collage



- What is printmaking? | KS1 | Primary BBC
 Bitesize
- Time line of life
- Artwork examples and speech bubble comments

Step 5.

Small scale individual composition
 Paper sculpture



Step 6.

- Media & Techniques workshop
- Large/small scale individual composition



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