

Learning Flow

Term 5- How did the Great Fire of London change the way we live now?

What do we already know?

Topic Page - Prior knowledge, What do we already know? What questions do we have? What is a significant event? How might it have changed our world?

When did the Great Fire of London happen?

- What was life like then?

What actually happened?

- Why did it start?
- Why did it spread?
- How was it stopped?

How do we know?

- How do we know so much when it was so long ago? (Samuel Pepys, National Archives)
- Is evidence always reliable? (paintings, primary and secondary evidence)

What was the damage?

- 13,000 houses, 90 churches, St Pauls Cathedral
- What survived? Tower of London, Cloth Fair, St Helen's

What changed as a result of the fire?

- King Charles' proclamation
- Post Fire - regulations
- Insurance
- Fire service - Artefacts, chronological order

What changed as a result of the fire?

Insurance

Fire service - Artefacts, chronological order

ASSESSMENT FOCUS Present knowledge gained Present Use a simple recording technique to present

Why was this event significant?

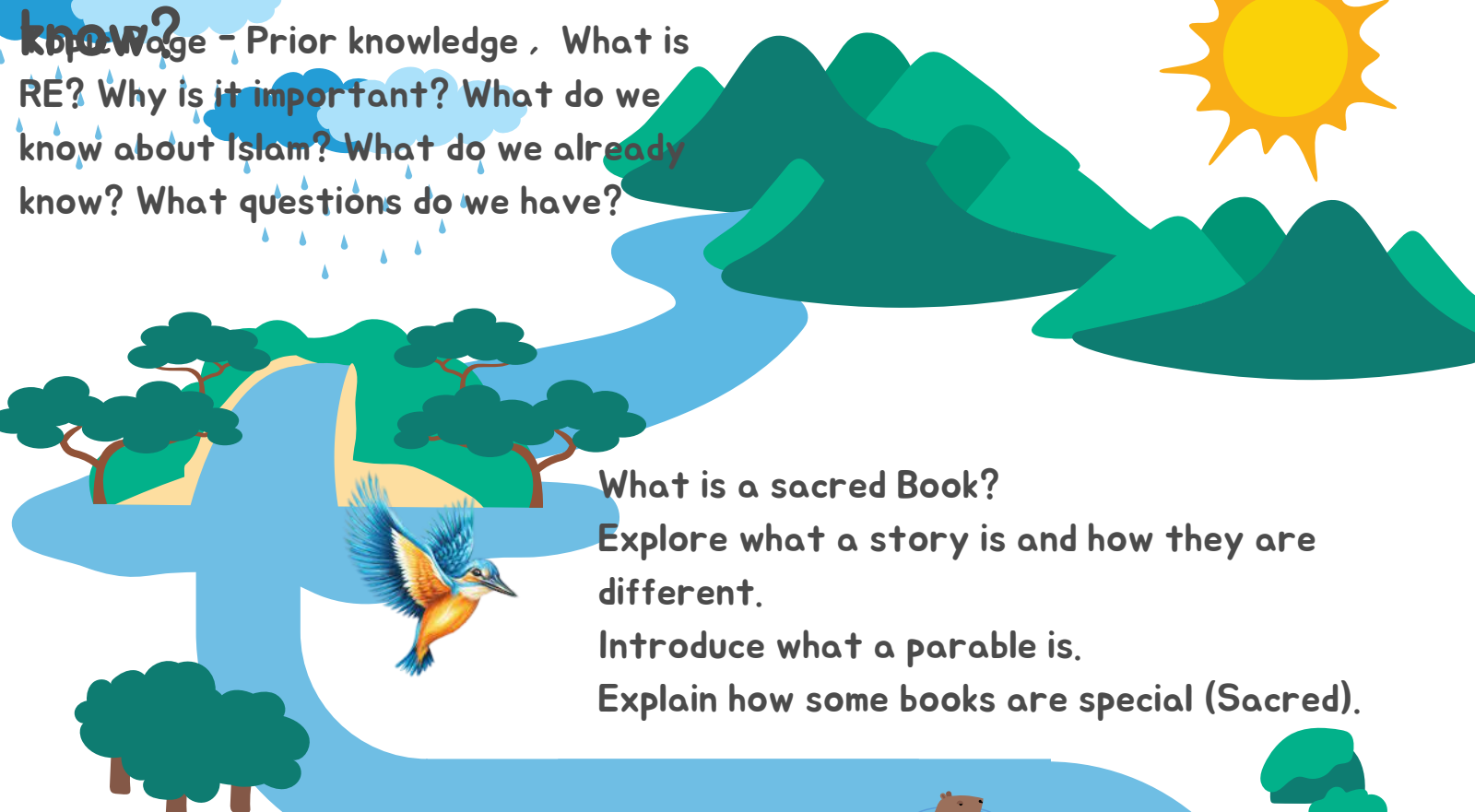
What is the Monument and why is it important? How did the Great Fire of London change the way we live now?

Learning Flow

Yr2-Term 5- RE 1.4- What can we learn from sacred books?

What do we already

know? - 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?



What is a sacred Book?

Explore what a story is and how they are different.

Introduce what a parable is.

Explain how some books are special (Sacred).

What is a sacred text?

Introduce the Bible and the Qur'an as sacred books.

Investigate how these books are used and treated.



What lessons do Christian stories teach followers?

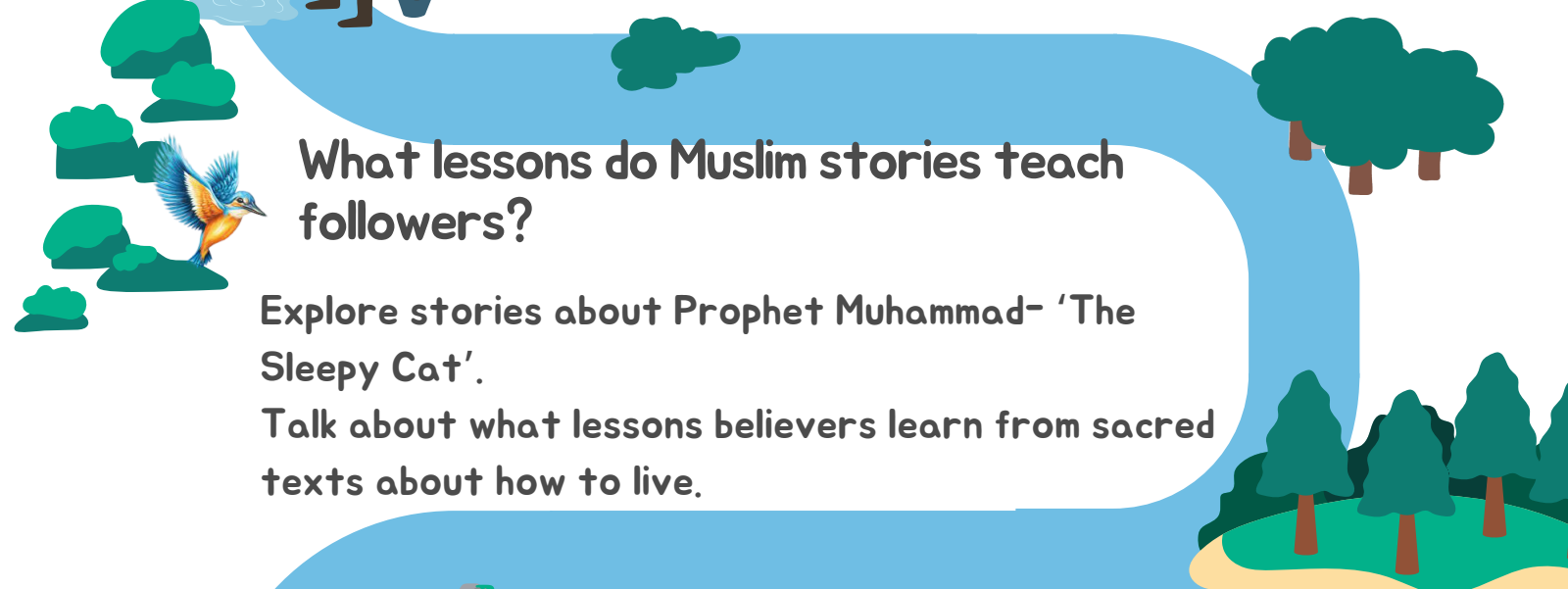
Work out and illustrate some stories Jesus told about what God is like (The Mustard Seed Parable) Matthew 13:31-32. Talk about what lessons believers learn from sacred texts about how to live



What lessons do Muslim stories teach followers?

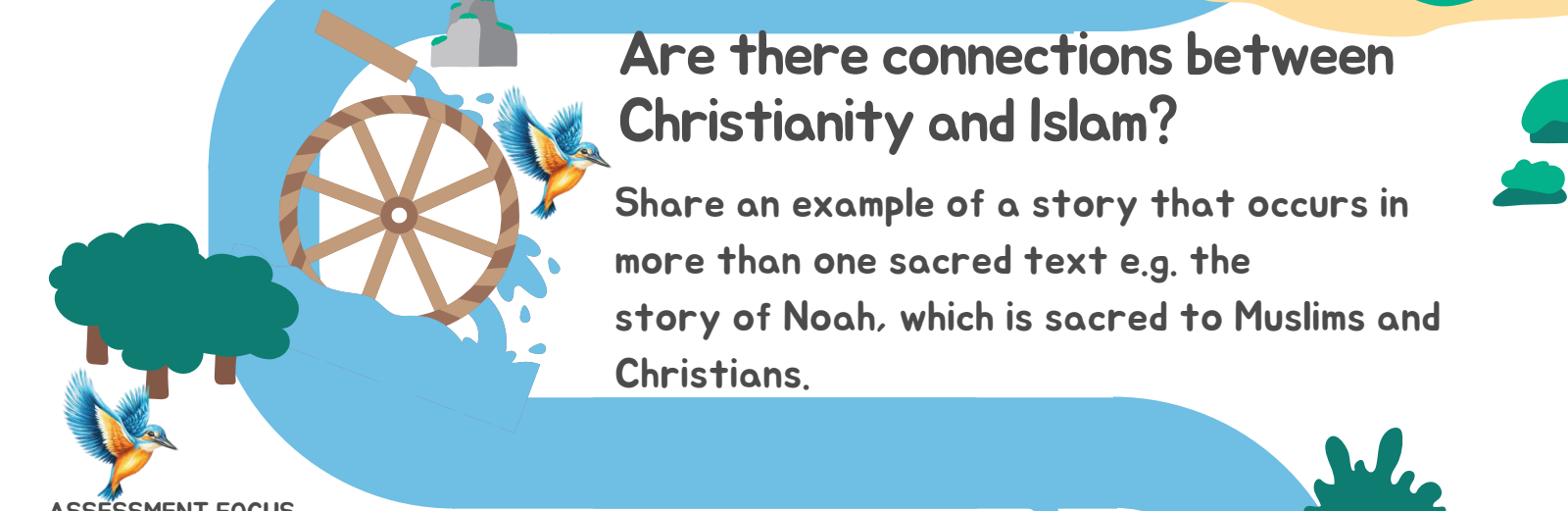
Explore stories about Prophet Muhammad- 'The Sleepy Cat'.

Talk about what lessons believers learn from sacred texts about how to live.



Are there connections between Christianity and Islam?

Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims and Christians.



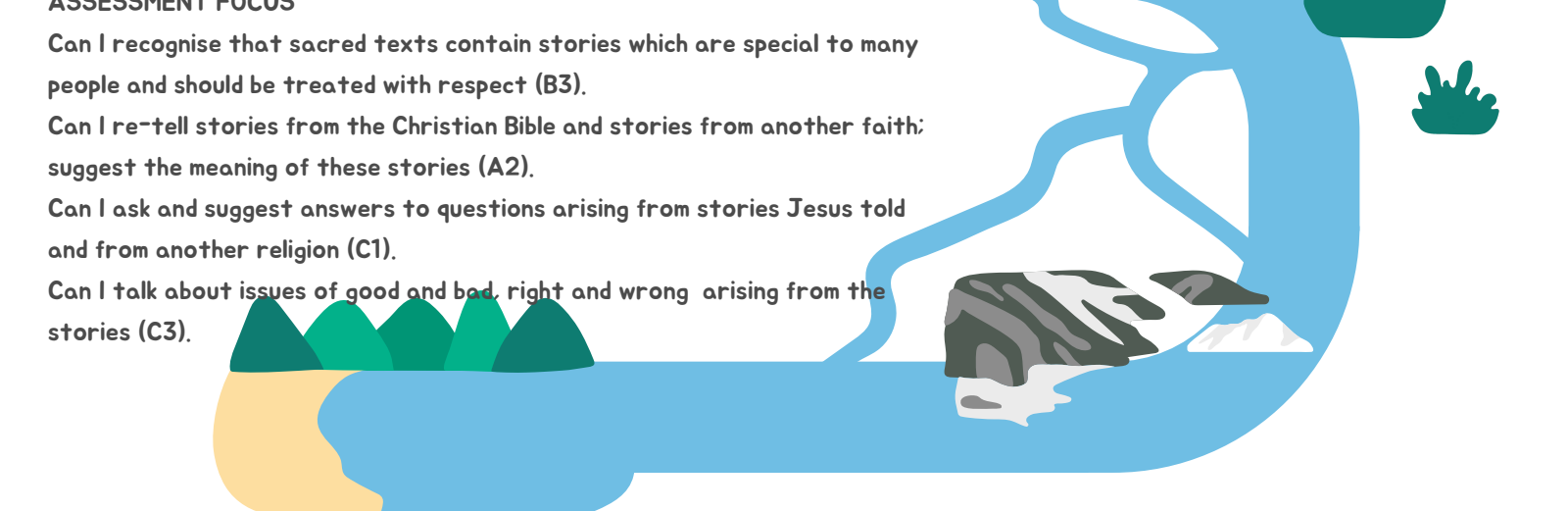
ASSESSMENT FOCUS

Can I recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).

Can I re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).

Can I ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).

Can I talk about issues of good and bad, right and wrong arising from the stories (C3).



Teaching Sequence

Term 5 – Wheels and Axles



Research – Why are axles important?

- BBC Teach



Research

- Revisit the concept of friction and explain the role of wheels and axles.
- <https://www.bbc.co.uk/bitesize/articles/zmt7p9q>



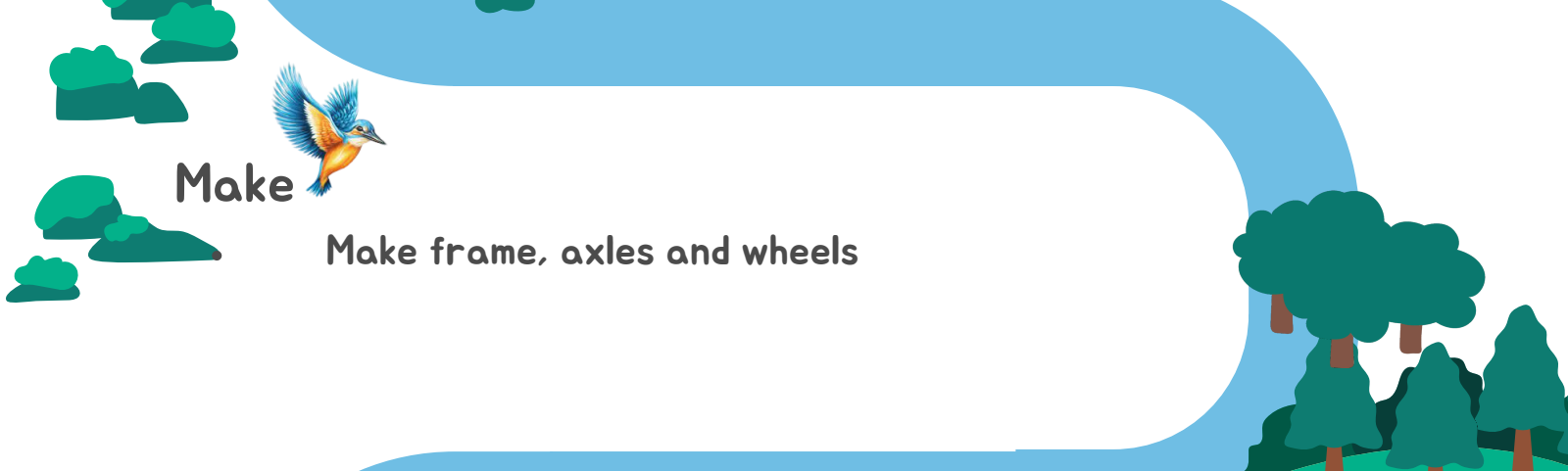
Design

- Design Criteria – design a moving vehicle (ice cream van, truck, car, tractor, army tank etc.)
- Draw a design, make it big and label the different parts.



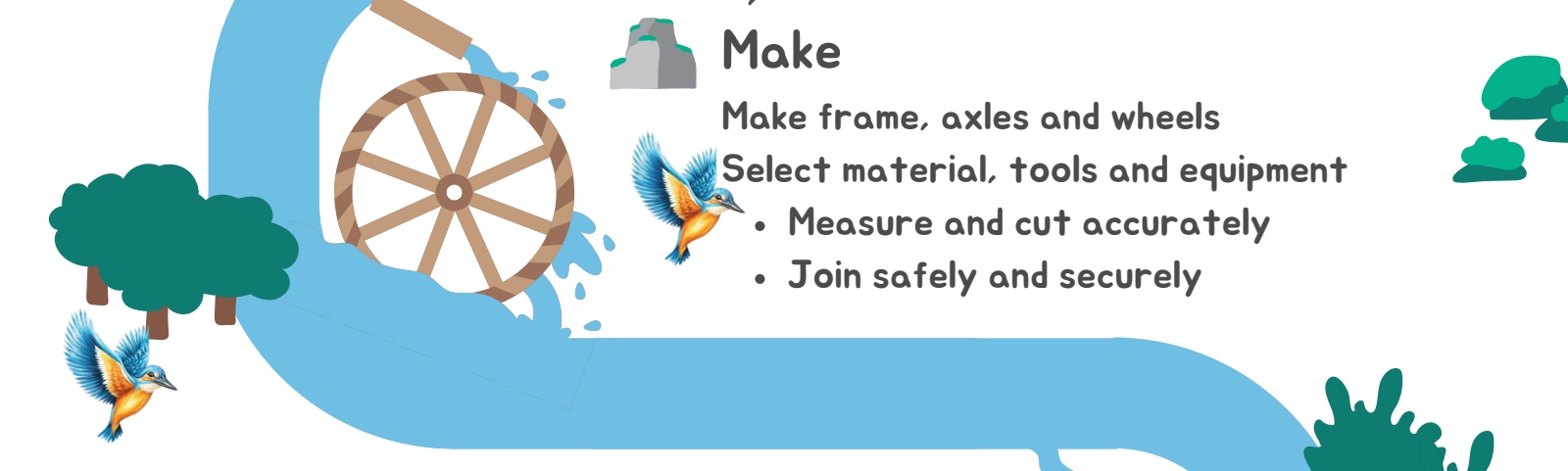
Make

Make frame, axles and wheels



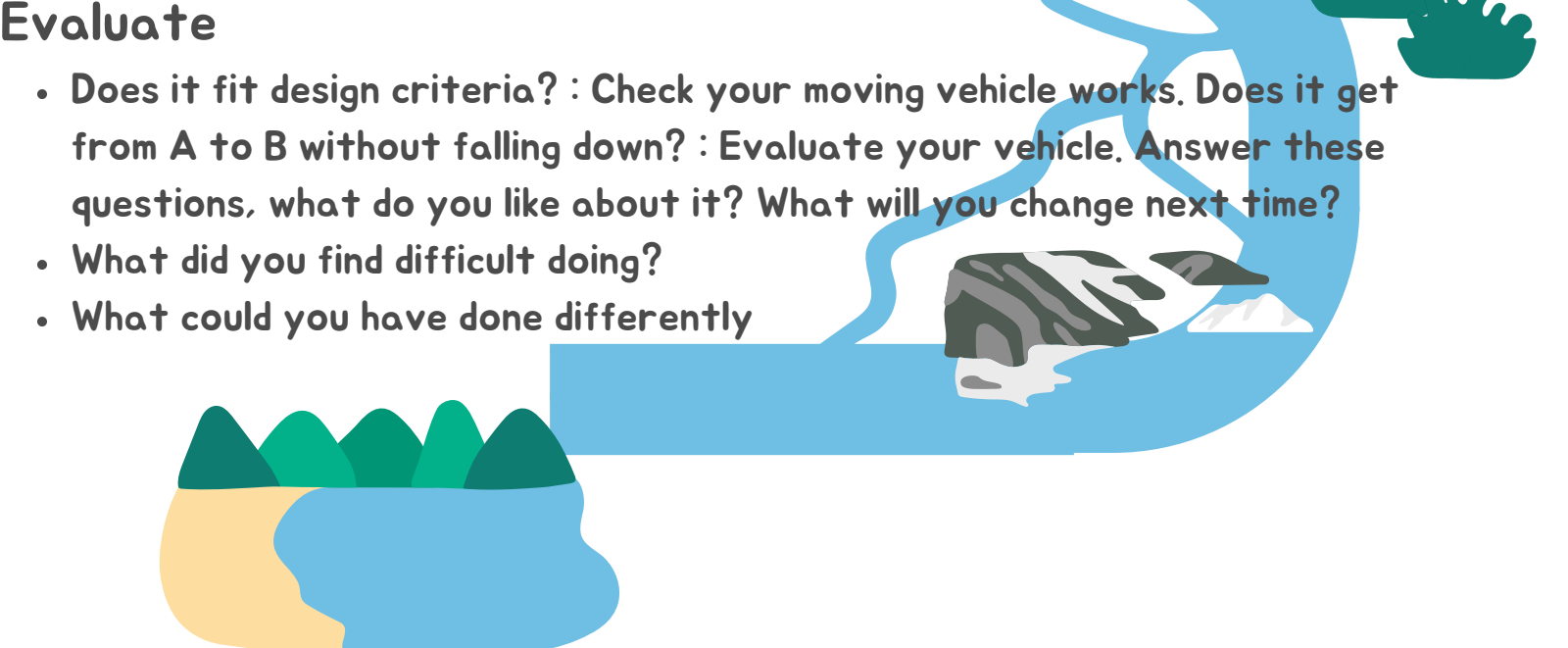
Make

- Make frame, axles and wheels
- Select material, tools and equipment
- Measure and cut accurately
- Join safely and securely



Evaluate

- Does it fit design criteria? : Check your moving vehicle works. Does it get from A to B without falling down? : Evaluate your vehicle. 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 5- Materials part 1

What do we already know?

Flashback Friday - Prior knowledge, Key Scientific vocabulary, Materials Properties, Sorting and grouping, Strength, Insulate Absorb, Reflect Assessment opportunity.

Scientific Enquiry

- Exploring different materials and describing them (shape, size, material, weight, texture).
- Grouping materials based on similar qualities and their everyday uses.

Natural vs man-made.

- What materials are natural? How do we know?
- What materials are man-made? How do we know?
- Go on a natural vs man-made hunt- observe, record and conclude.

Suitability of materials- Some investigations.

- What material makes a good insulator?
- What material makes a good reflector?
- What materials would take the weight of...?
- What materials would allow light to pass through?

Significant Scientists

John Dunlop & John Loudon McAdam.

- What did they invent? Why are their inventions important? How has it impacted our lives? Compare their impact on society.

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

What is the same? different? How could they be sorted/ grouped?
The explain it - Scientific diagrams and explanations. Explain the purpose of materials and why. Quiz opportunities.

Learning Flow

Health and Relationships Education - T5 - How can we look after the World?

What do we already know?

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

- the responsibilities they have in and out of the classroom
- what can harm the local and global environment; how they and others can help care for it

What is responsibility?

Why do we need to be aware?
What is happening?
Why should children do anything?

Looking after our local area

What can harm the local environment; how they and others can help care for it
Omar the bees and me, the girl who planted trees

The Last Wolf, Tidy by Emily Gravett

Looking after the Earth

What can harm the global environment; how they and others can help care for it

There's a ran tang in my bedroom - James Sellick,

How can we make a difference?

Clean Up! Speak up! Nathan Bryon & Dapo Adeola

How to Change the world - The tree planter of Piplantri

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

How can we encourage others to care about our environment?