

Learning Flow

Term 4 Stone Age, Bronze Age & Iron Age



When was the Bronze Age Stone Age?
What happened at the end of the Stone Age?
What were the main characteristics of life in this period?

- Beaker folk
- Knowledge of metalworking.
- Avebury stone circle

What was daily life like in this period?

- Permanent settlements, in roundhouses.
- Walls and fences to protect their homes



What were the main characteristics of the Iron Age?

- Iron tools made farming more efficient.
- Hillforts surrounded by ditches and fences to stop attacks from enemy tribes.

What was daily life like in this period?

- roundhouses inside the hillfort and farmed the land outside.
- how and why did iron age people trade more?

What were the key similarities and differences between the Stone Age, Bronze Age and Iron Age in terms of daily life? (Research and Plan)

ASSESSMENT FOCUS

Present knowledge gained

What were the key similarities and differences between the Stone Age, Bronze Age and Iron Age in terms of daily life?

Learning Flow

Yr3-Term 4- RE-L2.5 Why are festivals important to religious communities?

What do we already know?

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

What do you know about different religious festivals?

Meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Harvest in Christianity; Diwali in Hinduism; Pesach, Sukkot Chanukah in Judaism; Eid in Islam.

How do believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.

How are these similar and different?

Similarities and differences between the way festivals are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship.

Key elements of festivals: shared values, story, beliefs, hopes and commitments.

What is the deeper meaning of these festivals? •

Does light conquer darkness (Diwali)?

Is love stronger than death (Easter)?

Can God free people from slavery (Pesach)?

Does fasting make you a better person? How?

(Ramadan and Eid-ul-Fitr; Lent).

Are these ancient festivals still relevant?

benefits of celebration to religious communities

by asking some local believers: why do they keep on celebrating ancient events?

Questions the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone?

Can the real meaning of a festival be preserved, or do the shops and shopping always take over?

What are the best ways to recall important past events and stories, and to bring communities together?

ASSESSMENT FOCUS

Can I recognise and identify some differences between religious festivals and other types of celebration?

Can I make connections between stories, symbols and beliefs with what happens in at least two festivals?

Can I suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives

Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media

Can I suggest how and why religious festivals are valuable to many people?

Learning Flow

Term 4 – I am able

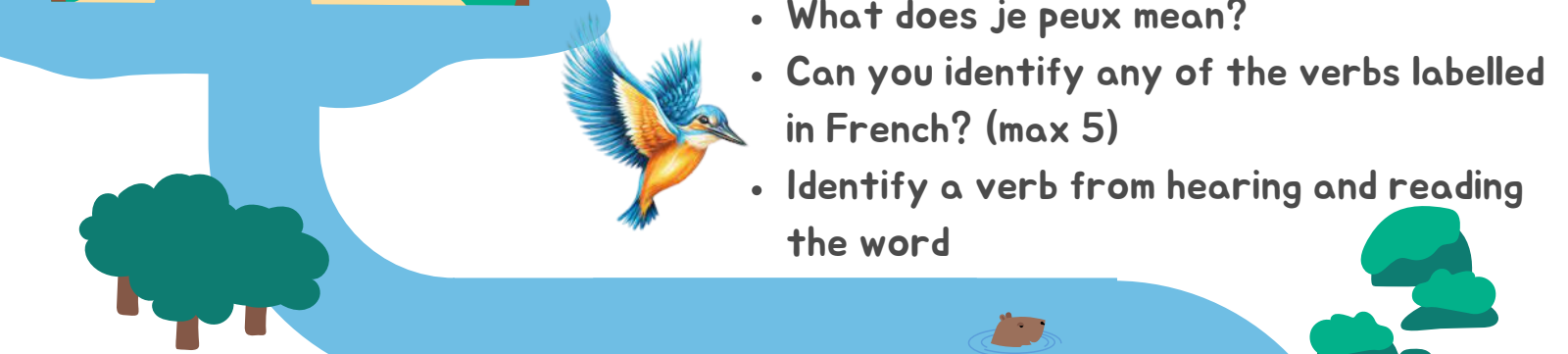
What do we already know?

Topic Page - Prior knowledge, What do we already know? Do you know any verbs in French?



What do you like to do?

- What does je peux mean?
- Can you identify any of the verbs labelled in French? (max 5)
- Identify a verb from hearing and reading the word



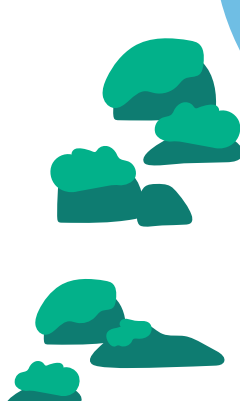
What do you like to do?

- Recap the 5 verbs taught last time
- Can you identify any of the 5 new verbs in French?
- Identify a verb from hearing and reading the word (all 10)



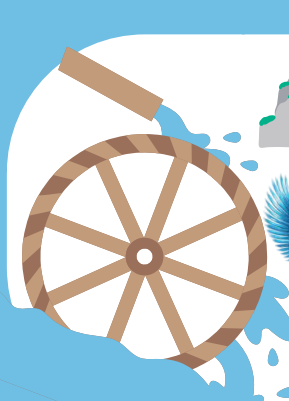
Je peux

- Recap the 10 verbs
- What do you like to do?
- Orally rehearse a sentence using je peux and the action you like to do



Je ne peux pas

- What do you like to do? Orally respond to the question in French
- What does je ne peux pas mean?
- What do you not like to do?
- Orally rehearse a sentence using je ne peux pas and the action you do not like to do



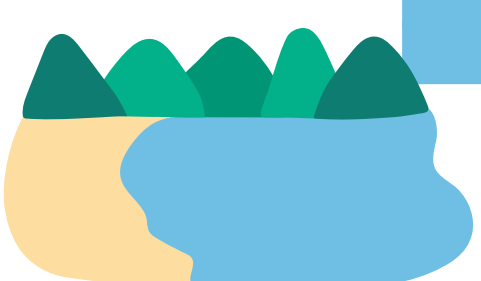
Et and Mais

- What does et mean?
- What does mais mean?
- Can you say a sentence about what you like/ do not like to do using the words et or mais?



Recap

- What verbs can you say in French?
- Read, say and write 10 verbs in French
- Respond in a sentence to a question about what you like to do and what you don't like to do
- Use the conjunctions et and mais to extend your responses



Learning Flow

Term 4 – Framed and Shell Structures

What do we already know?

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

Research - What already exists?

- What is a structure?
- Differences between framed and shell structures
- What can they be used for?

- Design Criteria - design a shelter for seeds to germinate in, will need sunlight, warmth and water
- Draw a design, make it big and label the different parts.

Make

Techniques workshop

- Cutting
- Moulding
- Joining

Make

- Make shelter using design criteria and plan
- Use tools as appropriate to cut, mould and join

Make

- Make shelter using design criteria and plan
- Use tools as appropriate to cut, mould and join

Evaluate

- Does it fit design criteria?
- Evaluate your shelter by answering these questions:
- Does it allow the germinating seed to get what it needs to germinate, and grow?
- What do you like about it?
- What would you change next time?
- What did you find difficult doing?
- What could you have done differently?

Learning Flow

Term 4- Plants part 1

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?

Recap (Year 1 content)

- What are the parts of the plant?
- What are their functions?
- Can they draw diagrams, add labels and write explanations?

Making food

- Leaves make food for the rest of the plant.
- How do they do this?
- Observe oxygen leave the leaves- food making process.

Recap (Year 1 content)

- Identify, classify and name.
- Name parts of their bodies. How are they different based on what they eat?

Human body

- Name & draw body parts.
- Name senses. How are they linked?
- What parts exist but we cannot see?

Compare

- How are animals and humans similar? How are they different?
- What body parts do they have? How are they different?
- How do animals & humans adapt to their environment?

Significant scientists

Aristotle (384-322 BC)

- Is credited with first numbering the senses in his work De Anima.

Linda Buck Born 1947.

- Co-discovered how our sense of smell works.

What do we know now?

- Draw it/ Explain it tasks.
- Quiz.
- Flashforward- Next year. What do we know?

Learning Flow

Health and Relationships Education - T4 What are families like?

What do we already know?

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

Books

The Smeds and the Smoos by Julia Donaldson
I don't have your eyes (Oos)
The most precious present in the world
All Kinds of Families by Sophy Henn

What is a family?

How are families different from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)

What makes a family?

Common features of positive family life often include shared experiences, e.g. spending time together, sharing hobbies, celebrations, special days or holidays

How do people show they care?

How do people within families care for each other and the different ways they demonstrate this

How to ask for support?

How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

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