Learning Flow

Religion and Worldviews – Yr1/2–Term 1
Who made the world?

What do we already know?

Topic Toolkit – Prior knowledge ,
What do we already know?
What questions do we have?
Vocabulary

What do Christians believe about who made the world?

- Explore images of the natural world. If these have a creator, what might the creator be like?
- Listen to the story of Genesis 1.
- What does the story tell us about what God is like? **KP1: 1 Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.**

Date.................

What do Christians believe about who made the world?

- Retell the story of creation from Genesis 1:1– 2.3
- Recall key words and select/draw images.
- Who made the world? 'Who put the colours in the rainbow?' **KP1: 1 Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.**

Date.................

What is the 'big story' and where does Creation fit in?

- Explore the 'big story' frieze;
- Explain which part of the picture shows the creation and give reasons. **KP1: 1 Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.**

Date.................

If God made the world, how should people live?

- Christians think that God provides everything we need to survive (land, water, air, sunlight, food to grow, living animals and people), so humans should thank God above all.
- Create some thank-you and praising sentences that Christians might say.

Date.................

How is holding a Harvest festival a way of saying thank you?

- Explore some harvest prayers and hymns. Select the line in a song which they think is most important for Christians, and say why.
- Discuss how Christians might share the resources offered at harvest. What do we do at Kingfisher and why?
- Write a poem/ prayer for our harvest festival.
- **KPI 2: Understanding the Impact: Give three examples of how Christians put their beliefs into practice and worship.**

Date.................

If someone believes God made the world, what might they say about it?

- What might they say to this Creator? 'I like... Thank you for... I wonder why... Please can you... It's amazing that...'
- **What** questions would they ask? **KPI 3: Making Connections: Think, Talk and ask questions about whether the text has something to say to them, exploring different ideas.**

Assessment

- Knowledge – Socrative
- Skills –
- Revisit Topic Toolkit – What do we know now?

Learning Flow

History – Y1/2 – Term 1 – Famous Queens

What do we already know?
Topic Toolkit – Prior knowledge
What do we already know?
What questions do we have?
Vocabulary

Who was Queen Elizabeth 1?
- When did she live?
- What was her life like?
- How long did Queen Elizabeth I reign for?
- How old was she when she became queen?
- How many children did she have?

KPI HEQ1 Use a source to ask simple why, what, where, when and how questions to help them find the answers to support their learning. Date..................

What did she do?
- How did she rule her country?
- What events happened during her reign?
- What famous inventions were created during her reign?

KPI HEQ2 Pupils should answer questions about the past e.g. what was it like for a...? What happened in the past? How long ago did it happen? Date..................

What was her legacy?
- What is she remembered for?
- What do portraits of her tell us?

KPI HES1 – Look carefully at pictures and artefacts to find information out about the past. Look at and discuss a range of sources e.g. books, pictures, stories, pictures, photographs, artefacts, and the internet to Date.................. **find out about the past.**

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

KPI

HEQ1 – Use a source to ask simple why, what, where, when and how questions to help them find the answers to support their learning. Date..................

What did she do?
- How did she rule her country?
- What events happened during her reign?
- What famous inventions were created during her reign?
- What was her legacy?

KPI HEQ2– Answer questions about the past e.g. what was it like for a...? What happened in the past? How long ago did it happen?
- What do portraits of her tell us?

KPI HES1

Look carefully at pictures and artefacts to find information out about the past. Look at and discuss a range of sources e.g. books, pictures, stories, pictures, photographs, artefacts, and the internet to find out about the past. Date..................

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

KPI C1 – Put three people, events or objects from a key historic event in order. KPI C2 Sequence artefacts closer together in time;

Date..................

ASSESSMENT
- Knowledge – Video – A day in the life of ...

KPI

OC1 – Communicate ideas about people, objects or events from the past using two different approaches such as speaking, writing, drawing, role-play, storytelling and using ICT
- Socrative Quiz
- Revisit Topic Toolkit – What do we know now?

Learning Flow

Art – Y1/2 – Term 1 – Guiseppe Arcimboldo – Collage

What do we already know?
Topic Toolkit – Prior knowledge ,
What do we already know?
What questions do we have?
Vocabulary

Inspire and Evaluate –
- Look at Giuseppe Arcimboldo and his work.
- What do you like about it?
- What don't you like about it?

Date..................

Experiment –
- Learn about how using pieces of paper or material from a variety of places can be brought together to make one picture.
- Cutting, selecting, layering. (colours, shapes)
- Composition – what looks best?
- Check positioning before gluing.

Date..................

Design and Practice –
- Talking about how they will create their own portrait artwork, sketching ideas out.
- How will you create in the style of Arcimboldo?
- What theme will you use?

Date..................

Create –
- Making their own portrait artwork, in the style of Arcimboldo.

Date..................

Reflect –
- How successful was your art?
- Did it go well? Do you like it?
- Would they change anything if they did it again?

Date..................

Assessment
- Knowledge – Socrative on Arcimboldo.
- Skills – finished artwork to include layering, overlapping, colour and shape selection for composition.
- Revisit Topic Toolkit – What do we know now?

Learning Flow

Science – Y1/2 – Term 1 - Animals including humans

What do we already know?
Topic Toolkit – Prior knowledge ,
What do we already know?
What questions do we have?
Vocabulary

- Identify and name a variety of common animals,
- Categorise them based on their characteristics as mammals, reptiles, amphibians, birds, or fish, **Identifying and begin to understand how to classify**
- Describe and compare the physical structures of common animals,
- Identify key features such as legs, **wings, tails,** and bodies **Describe and compare the observable features of animals from a range of groups [Y1]**

Date..................

- Identify and name common animals that are carnivores, herbivores, and omnivores. **Describe and compare the observable features of animals from a range of groups [Y1]** Date..................

- Learn that animals, including humans, have offspring that grow into adults, **Describe the main changes as young animals, including humans, grow into adults. (Y2)**
- Describe and understand different stages of growth and development **Gathering, recording and communicating findings to help in answer questions** Date..................

- Identify and describe the basic needs of animals, including humans, for survival. **Describe the basic needs of animals for survival (Y2)** Date..................

- Understand the importance of diet, exercise and hygiene for humans. **Describe the importance of exercise, a balanced diet and hygiene for humans. (Y2)**
- **Bread and handwashing investigation** **Observing, choosing simple equipment and measurement, Performing simple tests, Using their observations and ideas to begin to suggest answers** Date..................

Dr Ernest Madu

- Who is he?
- When and where was he born?
- Why is he a significant scientist? **Gathering, recording and communicating findings to help in answer questions.** Date..................

Assessment
Knowledge – Socrative
Skills – Draw it
Revisit Topic Toolkit – What do we know now?

Learning Flow

PSHE – Y1/2 – Term 1 What makes a good friend?

What do we already know?
Topic Toolkit– Prior knowledge ,
What do we already know?
What questions do we have?
Vocabulary

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

Date..................

What is being lonely?
- How to recognise when they feel lonely and what they could do about it.

Date..................

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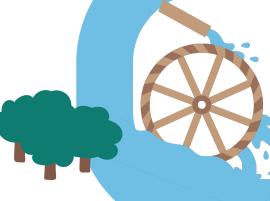- What makes a good friend?

Date..................

Why might we fall out and what can we do?
- Why do friends fall out?
- How to resolve arguments that can occur in friendships.

Date..................

How can we get support if we need it?
- How to ask for help if a friendship is making them unhappy.

Date..................

Assessment
- Knowledge – Socrative
- Skills – Draw it
- Revisit Topic Toolkit – What do we know now?