

Learning Flow

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. .

What are the human and physical features of Uganda?

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

How is Namantala, Mbale similar or different to Swindon?

- 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
- Opposite seasons - why is this?

What crops are grown in Uganda?

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

Why would someone visit Uganda?

- Tourism
- Child of Hope

ASSESSMENT 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?

Learning Flow

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

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?

How do Christians think of God?

How do Christians think of God?

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

Ask Questions.

How is God represented?

Look at art and recognise some symbols and images used to express ideas about God.

'Where is God?' through art.

How does it show what Christians think of God?

How is Jesus important to Christians?

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 Christians?

Calming the storm.

Discuss the story-

Good, Right, Wrong, what can be learnt?

Can the Children re-tell the story?

What does it mean?

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?

Learning Flow

Term 4 – Plants

What do we already know?

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

Working Scientifically – Observing & Recording

- Explore the life cycle of common plants.
- Key parts- seeds, germination, stems and roots, leaves, flowers, pollination.

Working Scientifically – Observe

- 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.

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

The purpose

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

Learning Flow

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?

What do we already know?

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

Rules for safety

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

How can we spot danger?

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.

Trusted Adults

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?

Learning flow

Art – Term 4 – Collage & Printing

What do we already know?
Topic 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? [Meet Matisse | 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 snail
[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

Step 4

Printing - Hokusai

- [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?