

# Learning Flow

Term 3 - What is the weather like?

## What do we already know?

Topic Page - Prior knowledge, What is Geography? Why it important? What do we already know? What questions do we have?

## What are the different types of weather?

- The weather - conditions of the outside world at any one time.
- Fresh water that falls to the ground from clouds can take different forms, such as rain, snow, hail or sleet.
- cloud cover
- wind direction
- temperature

## How can we measure the weather?

- rainfall
- temperature
- wind speed and direction
- cloud types

## What are seasons and how are they different?

- Earth's movement
- Characteristics of seasons

## How does the weather change in different places?

- Difference between weather and climate
- Climate in different places compared to England (personal experience of holidays)

## ASSESSMENT FOCUS

Present

Use a simple recording technique to explain different weathers

Describe what the different seasons are like

# Learning Flow

Yr1-Term 3- RE- 1.3 Who is a Jew and what do they believe?

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?

Investigate Jewish beliefs.

Explore how we have precious/ important items at home.

How do we make special events memorable?

Explore Jewish Beliefs about God.

Why is the Mezuzah important to Jewish people?

Explore the Mezuzah and how it is used.

Look at the words of Shema inside.

Why do Jews have this in their home?

Why is it important to them?

Why is Shabbat important to Jewish People?

Explore the preparations of Shabbat.

Investigate what Jewish people do on Shabbat.

What does Shabbat celebrate?

Why is it important to rest when life is busy?

Why is Celebration and remembrance important to Jewish people?

Learn about the festival Chanukah.

How do people celebrate?

Explore stories and the meaning of Chanukah.

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## ASSESSMENT FOCUS

Can I talk about how the mezuzah in the home reminds Jewish people about God?

Can I talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat?

Can re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means?

Can I ask some questions about believing in God and offer some ideas of my own?

# Learning Flow

## Term 3- Materials part 2

### 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?

### Working Scientifically - Sorting & comparing.

- Review different everyday materials.
- Describe them using physical properties.
- What is the same? What is different?
- Sort and compare using scientific vocabulary.

### Senses

- Explore materials using sight, smell, touch & sound.
- Make predictions.
- Use comparative language.

### Significant Scientists

#### Martin Brock

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

### Exploring/ Investigating

- How do we know it is a solid material? Recap and name solid materials.
- Investigation- Explore how solid materials can be changed by stretching, twisting, bending and squashing. Predict and conclude.

### Working Scientifically - Sorting & comparing.

- 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

### What do we know now?

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

# Learning Flow

Health and Relationships Education - T3 Who is special to us?

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

Books

Who is in my family?

The most precious gift in the world

UBy Smriti Halls & Ali Py

Family and Me by Michaela Dias-Hayes

Hey You by

What groups do we belong to?

that family is one of the groups they belong to, as well as, for example, school, friends, clubs

How do families show they care?

about the different people in their family / those that love and care for them

what their family members, or people that are special to them, do to make them feel loved and cared for

How are families different?

how families are all different but share common features - what is the same and different about them, about different features of family life, including what families do/ enjoy together

What should we do if we are unhappy?

that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

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

How can we show what we have learned?

# Learning flow

## Art – Term 3– 3D Form

What do we already know?  
opic Page - Prior knowledge , What  
do we already know? What  
questions do we have? What is 3D  
form? Do you know any artists?

### Step 1 Chris Gryder

- Time line of life
- Artwork examples and speech bubble comments

### Step 2

- Media & Techniques workshop
- explore manipulating clay by rolling, pinching, squeezing, pushing, pulling, scratching and cutting using their hands, fingers and tools
- begin to select appropriate tools (eg a knife to cut)
- begin to join pieces of clay together by squeezing and pinching
- add simple impress decoration using lines and dots to add texture and patterns

### Step 3

- Ideas trees, bees
- design their own clay tile inspired by ..... to include
- joined pieces of clay added on
- simple impress decoration using lines and dots to add texture and patterns

### Step 4

- Small scale individual composition -
- Make Slab
- Additions
- Texture

### Step 5

- Small scale individual composition -
- Add colours

ASSESSMENT FOCUS Is your design clear? Which bit did you enjoy the most?  
How would you do something differently?