

Learning Flow

Term 1 - Where do I go to school?

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?

Where is Swindon?

- Locate Swindon on map of England
- Locate Wichelstowe on a map of Swindon.
- Locating Kingfisher on a map of Wichelstowe
- Use a map of the United Kingdom to locate key cities, towns and villages in their local area and beyond.

What is our locality like?

- Human and physical geography
- What human and physical features are in our locality?
- What are the differences between villages, towns and cities?

What is a map?

- Creating own map of the school
- Key
- Compass points (N,S,E,W)

How do we travel in our locality?

- How can we find out answers to a question?
- Survey - How do we get to school?
- How do we record our results?

Can maps help us find physical and human features in our locality?

- Orienteering - match the photographs with areas around the school

How can we look after where we live?

- Practical activities
- Recycling
- Litter
- Planting trees and flower

ASSESSMENT FOCUS Present Use a simple recording technique to present a sketch map of where we go to school.

Can I locate Swindon and Wichelstowe?

Can I draw a map of school?

Can I find features of our school on a map?

Learning flow

Art – Term 1– Drawing & Painting

What do we already know?

Topic Page – Prior knowledge , What do we already know? What questions do we have? What is the difference between drawing and painting? Do you know any artists?

Step 1

- Who is Paul Cezanne?
- Time line of life
- Artwork examples and speech bubble comments

Step 2 Paul Cezanne

- Media & Techniques workshop
- create drawings with different media (eg. pencils, felt tips, crayons) and begin to draw lines of different sizes and thicknesses
- carefully observe shapes, colours, patterns and textures of still life to produce observational drawings using dots and lines to show pattern and texture
- mix colours using pencils including using a HB pencil to create darker shades
- colour inside the lines

Step 3 Paul Cezanne

Small scale individual composition

Step 4 Paul Klee

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

Step 5. Paul Klee

- Media & Techniques workshop
- design, make and evaluate their own paintings using poster paint
- begin to use a variety of tools with paint (brush, sponge, finger)
- use poster paint and a brush
- identify primary and secondary colours
- predict what will happen when you mix primary colours

Step 6. Paul Klee

- Large scale individual composition

ASSESSMENT FOCUS compare their finished work to Paul Cezanne and Paul Klee's and describe similarities and differences . Which bits did they enjoy?

Learning Flow

Term 1- Everyday materials and their properties.

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 – Observing

- Observe and feel different objects.
- Generate vocabulary to describe.
- I wonder ... questions about the materials.
- Cold sort- Can they sort them into different groups and explain why?

Naming Everyday materials.

- Learn the names of different materials.
- Are they natural or human made?
- Sort objects into material groups.
- Odd one out?

Scientific Language

- Explore words to describe materials: Stretchy/ stiff, Shiny/ dull, rough/ smooth, bendy/ not bendy.
- Match these words to different materials.
- Guess the material game.

Significant Scientists

Charles Mackintosh:

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

Exploring/ Investigating

- Conduct mini investigations exploring these ideas:
- Waterproof vs not waterproof.
- Opaque vs Transparent.
- Absorbent vs not absorbent.
- Conclude findings together.

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 -T1 What is the same and different about us?

What do we already know?

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

Books

We are all Wonders by R J Palacio
Can I Build Another Me? By Shinsuke Yoshitake
I like Bees, I don't like Honey! by Fiona Lumbers
You Choose series by Pippa Goodhart & Nick Sharratt
All Are Welcome by Alexandra Penfold & Suzanne Kaufman
Can I join your club? by John Kelly
Super Duper You by Sophy Henn

What are our strengths?

What they like/dislike and are good at? What makes them special and how everyone has different strengths

What are your unique strengths?

How their personal features or qualities are unique to them

How are we different to each other?

How they are similar or different to others, and what they have in common

How can we keep ourselves safe?

Use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.

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

How can we show what we have learned?

Learning Flow

Yr1-Term 1- RE- 1.1 Who is a Christian and what do they believe?



What do we already know?

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? (2 Descriptions) beliefs that Christian traditions teach about God.

Share The Lost Son (Luke 15:11-32).

Investigate how Christians use the Bible about how to live their lives.

Experience thanking, being thanked, praising and being praised

Ask Questions.

How is God represented?

Listen to pieces of music that express ideas about God.

'Where is God?' through music.

How does it show what Christians think of God?



How is Jesus important to Christians?

Jesus' Teachings- The Good Samaritan.

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?

A Miracle- Feeding the 5000.

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?