

# Learning Flow

Yr1-Term 5- RE 1.5- What makes some places sacred and special?

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?

What does sacred mean?

- Discuss how 'sacred' and 'holy' are used & what makes places and things special, sacred or holy.
- Consider what things and places are special to pupils and their families.
- Discuss why we should be respectful towards people's precious or sacred belongings.

Where do Christians worship?

- Explore a Christian Church and the sacred objects you would find inside.
- Why are these objects sacred and how are they used?

How do Christians worship?

- Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer.

Where do Jewish people worship?

- Explore a Synagogue and the sacred objects you would find inside.
- Why are these objects sacred and how are they used?

How do Jewish people worship?

- Explore how Jewish people worship.
- Worship in the synagogue includes daily services, rites of passage and festivals. Worship at home includes prayers, Shabbat meals and study.

What is the difference between sacred and special?

- reflect on whether they have things in their lives that might be special or sacred.

## ASSESSMENT FOCUS

Can I identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used?

Can I talk about ways in which stories, objects, symbols and actions used in churches, and synagogues show what people believe?

Can I describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel?

# Learning Flow

## Term 5– 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?

### Working Scientifically – Observing

- Go outside and explore different plants.
- Do they know names?
- Can they describe the plants using their senses?
- Can they ask key questions? .

### Parts of a plant

- What do children know?
- Can they name them?
- Can they describe them?
- Can they draw them?

### Parts of a tree

- What do children know?
- Can they name them?
- Can they describe them?
- Can they draw them?

### Exploring/ Questioning

- What do plants need to grow?
- Ask Questions.
- Time lapse of a plant growing.
- Write a class poem about what plants need to grow.

### Exploring/ Investigating

- What do plants need to grow?
- Ask Questions.
- Plan and conduct an investigation about plants needing sunlight or water.

### What do we know now?

- Conclude Plant investigation. What do we notice? Draw it/ Explain it tasks.
- Quiz.
- Flashforward- Next term. What do we know?

# Learning Flow

## Term 6 – Plants 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

- Plan and conduct an investigation about plants needing sunlight or water. Record & conclude in week 4.

### Working Scientifically – Observing

- Using pictures and real life examples, explore UK based flowers and plants & trees.



### Working Scientifically – Observing

- Difference between deciduous and evergreen trees.



### Concluding & Explaining

- Conclude investigation around what plants need to grow.
- What do they notice? How can they link their findings to their knowledge of plants?



### Significant scientists

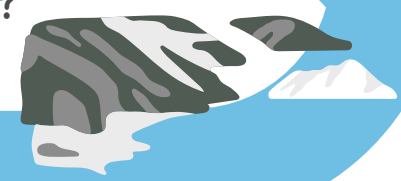
#### Wangari Maathai

- Wangari Maathai was a Kenyan environmentalist who began a movement to plant trees and re-forest her country.



### What do we know now?

- Conclude Plant investigation. What do we notice? Draw it/ Explain it tasks.
- Quiz.
- Flashforward- Next term. What do we know?





# Learning Flow

Health and Relationships Education - T5 How can we look after each other and the world?

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

## Books

Old Enough to Save the Planet by Anna Taylor & Loll Kirby & Adelina Lirius  
10 things I can do to help my world by Melanie Walsh

What is kind or unkind behaviour?

How can kind and unkind behaviour can affect others? How can we be polite and courteous? How do we play and work co-operatively?

Looking after our world.

What responsibilities do they have in and outside of the classroom?

Old enough to save my planet- Book.

How do humans and animals need to be cared for?

What do animals need to survive? What would happen if they didn't get these things? How can we help look after animals? How do we know what they need? What do your grownups do to care for you?

How do people grow and change?

What babies need and compare to the needs of people at different stages of the life cycle.

Read a story, such as The Growing Story - pupils identify and discuss the messages in the story.

How to manage change.

Talk about how as we grow we also have to go through other changes. What changes will they see happening in school? Will we have worries? Is this okay? What can we do if we are feeling worried?



# Learning Flow

## Art – Term 5– Printing

### What do we already know?

Topic Page - Prior knowledge , What do we already know? What questions do we have? What is printing? Do you know any artists?

### Step 1. Andy Warhol

- Who is Andy Warhol? | Tate Kids
- Time line of life
- Artwork examples and speech bubble comments

### Step 2

- Media & Techniques workshop
- explore a range of printing materials (soft and hard like cork or sponge) and comment on the marks they make
- investigate and create repeating patterns in one colour
- begin to print without smudging

### Step 3

- Media & Techniques workshop
- create simple printing block from different materials (eg foam, card, vegetables)
- Evaluate for cleanest print
- Select block to use

### Step 4

- Large scale Collaborative composition
- Decide on a theme - Food on shelves, hot and cold, plants
- Create simple printing blocks
- Create print collaboratively

### Step 5

- Large Scale individual composition
- Create simple printing blocks
- Create large scale print

**ASSESSMENT FOCUS** What techniques did you use? Which did you prefer? How similar does your print look to Warhol's? How would you do something differently?