

Learning Flow

Yr1-Term 6- RE 1.7- What does it mean to belong?

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 it mean to belong?

Talk about stories of people who belong to groups; groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.

What symbols do we use to show we belong?

Symbols of 'belonging' used in Christianity, Judaism & Islam

Symbols of belonging in pupils' own lives and experience.

How do religions show that everyone belongs? Everyone is valued

Christians - infant baptism and dedication, Compare this with a welcoming ceremony

Judaism: naming ceremony for girls - brit bat or zaved habat;

Islam: Aqiqah.

How can we show we belong with another person?

wedding ceremony, symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings).

words mean in promises, hymns and prayers at a Wedding. Compare Christian wedding with the Jewish ketubah (wedding contract).

What is good about belonging?

Talk to other people

worship and community activities.

different religions, and that many people are not part of religious communities,

different communities (sometimes also with religious people).

• different religions and non-religious people might work together, e.g. charity work or to remember special events.

ASSESSMENT FOCUS

Can I talk about what is special and of value about belonging to a group that is important to them

Can I recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers

Can I give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean

Can I identify two ways people show they belong to each other when they get married

Learning Flow

Term 6 – Free standing structures

Bridges

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

Evaluate – What already exists?

- What is a freestanding structure? A freestanding structure is a structure that stands on its own foundation or base without attachment to anything else.
- What examples can you think of?

Design Criteria

- Develop an idea of a bridge they could make.
- Consider function, user and purpose.
- Ideas
- Draw and label design & refine
- Plan the process/instructions
- Any technical knowledge needed

Technical Workshops.

- assemble, join and combine materials and components

Make

- Select material, tools and equipment
- Measure and cut accurately
- Join safely and securely

Strong, Stiff and Stable

- Select material, tools and equipment
- Measure and cut accurately
- Join safely and securely

Evaluate

- Does it fit design criteria?
- Does it hold a given weight?
- Is it stable?
- What could you have done differently?

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

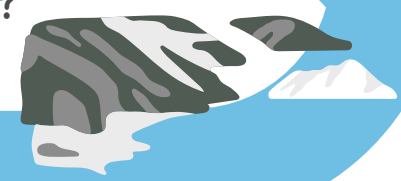
Wangari Maathai

- 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 - T6 - Who keeps us safe?

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

Books

Roles in our community

People have different roles in the community to help them (and others) keep safe - Explore the jobs they do and how they help people.

Who can help me when I'm not at home?

Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say

How to get help

How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

How should we respond to strangers?
How to respond safely to adults they don't know.

How to get support.

what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard.

Learning Flow

Term 6 History – Who was Brunel and why is he remembered?

What do we already know?

Why do we remember certain people?
Topic Page - Prior knowledge, What is history? Why is it important? What do we already know? What questions do we have?

Who was Brunel and why is he remembered?

Who was Brunel and why is he remembered?
Events in his life

Who was Brunel and why is he remembered?
National Achievements - Thames Tunnel, Box Hill
SS Great Britain (Steam Outreach?)

Why is there a statue of Brunel in the town centre?

The Railway
The Railway Village I

How did the railways change Swindon?

Railway Works
Railway Village
Blueprint for NHS

ASSESSMENT FOCUS

Can I use timelines to sequence Brunel's achievements?

Can I explain how Brunel has had an impact on our local area of Swindon?

Can I recall some of his achievements and how they made a significant difference?