

Learning Flow

PSHE Y1/2 - Term 4 How do we keep ourselves safe?

Online safety unit in Computing this term

LWW3 State some rules about internet use.

DigiDuck - 5 lessons in computing time

What do we already know?

Roots lesson -
Topic Toolkit- Prior knowledge ,
What do we already know?
What questions do we have?
Vocabulary

Date W/C 9.2.2026

How can we spot danger?

How to identify risky and potentially unsafe situations and take steps to avoid or remove themselves from them. Medicines, Household safety

HW7 Discuss how laws and rules keep us safe
LWW 2 Suggest rules that keep us safe

Date W/C 23.2.2026

How can we spot danger?

How to identify risky and potentially unsafe situations and take steps to avoid or remove themselves from them
Canal safety,

HW7 Discuss how laws and rules keep us safe
LWW 2 Suggest rules that keep us safe

Date W/C 2.3.2026

How can we spot danger?

How to identify risky and potentially unsafe situations and take steps to avoid or remove themselves from them
Road safety

HW7 Discuss how laws and rules keep us safe
LWW 2 Suggest rules that keep us safe

Date W/C 9.3.2026

Fire safety

Visit in from Fire brigade
16th March 26 @1:00

Date W/C 16.3.2026

ASSESSMENT

Knowledge - Socratic

Skills -

Revisit Topic Toolkit - What do we know now?

Date W/C 23.3.2026

Learning Flow

Religious Worldviews - Y1/2 - Term 4 Why does Easter matter to Christians?

What do we already know?

Roots Lesson - Recap parts of the Easter Story

Topic Toolkit - Prior knowledge. What do we already know? What questions do we have?

Vocabulary

What happened in Holy Week?

- Act out and re-tell the story of Holy Week and Easter (from the Bible)
- Recognize a link with the idea of Salvation (Jesus rescuing people) and that Incarnation and Salvation are part of a 'big story' of the Bible.
- Add the events onto the 'Big Story'

Y1 T1 - Identify at least 2 different types of text from the bible; for example: a gospel account of Jesus' life and instructions about how to behave / **Y2 T1 - Recognize that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.**

Date: W/C 23.2.2026

How does Holy Week make Christians feel?

- Recap each part of the story and identify emotions that may be linked to it. Identify how they change.
- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

Y1/2 MC2 - Think, talk and ask questions about whether the text has something to say to them, exploring different ideas

Date: W/C 2.3.2026

What do Christians believe the Easter story teaches us?

- Look at the salvation part of the 'Big Story' and identify symbols
- Symbolism of the cross
- Recognize that Jesus gives instructions about how to behave and builds a bridge between God and humans

Y1 MC3 - Pupils should be able to understand and discuss issues of right & wrong, arising from the stories / Y2 MC3 - Pupils can give opinions and talk about issues of good and bad, right and wrong arising from the teachings from sacred books.

Date: W/C 9.3.2026

How do Christians remember Holy Week?

- Look at symbols of Easter and how they are linked to the Easter story
- How do Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

Y1 U12 - Give 3 examples of ways in which Christians use the Bible, stories and texts to guide their lives and beliefs / Y2 U12 - Give 3 example of how different religions put their beliefs into practice and worship

Date: W/C 16.3.2026

ASSESSMENT

Knowledge - Socratic Quiz

Skills -

Revisit Topic Toolkit - what do we know now?

Date: W/C 23.3.2026

Learning Flow

PSHE Y1/2 - Term 4 How do we keep ourselves safe?

Online safety unit in Computing this term

UNIT 1 State some rules about internet use.

Big Book - It lessons in computing
time

What do we already know?

Basic lesson -

Topic: **Topic** - Prior knowledge,

What do we already know?

What questions do we have?

Vocabulary

Date: **W/C 13.3.2026**

How can we spot danger?

How to identify risky and potentially unsafe situations and take steps to avoid or remove themselves from them. Medicines, Household safety

HT Shows how laws and rules keep us safe

UNIT 2 Suggest rules that keep us safe

Date: **W/C 20.3.2026**

How can we spot danger?

How to identify risky and potentially unsafe situations and take steps to avoid or remove themselves from them. Canal safety.

HT Shows how laws and rules keep us safe

UNIT 2 Suggest rules that keep us safe

Date: **W/C 27.3.2026**

How can we spot danger?

How to identify risky and potentially unsafe situations and take steps to avoid or remove themselves from them.

Road Safety

HT Shows how laws and rules keep us safe

UNIT 2 Suggest rules that keep us safe

Date: **W/C 03.4.2026**

Fire safety

Visit to from Fire brigade

W/C March 28 **9:00**

Date: **W/C 10.4.2026**

ASSESSMENT

Knowledge - **Examiner**

Skills -

Recall Topic **Topic** - What do we know now?

Date: **W/C 27.4.2026**

Learning Flow

Science - Y1/2 - Term 4 - Plants

Plant height investigation

- Focus on recording data and communicating findings (WC)
- Observing and collecting data around the growth of a plant.

with helping simple questions to be answered in different ways
with using observations and ideas to begin to suggest answers.

Date WFC 23.3.2026

- Explore the life cycle of common plants.
- Key parts- seeds, germination, stems and roots, leaves, flowers, pollination.
- Explain how plants disperse seeds in different ways.

with to describe the structure and differences of a flowering plant and a tree, name some of them (Y)

Date WFC 23.3.2026

- Plants in different climates.
- How have they adapted?
- How do they survive?

with to describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants (Y)

Date _____

Date WFC 9.3.2026

Significant Scientists

- Who was David Douglas?
- Where/when born?
- Why is he a significant Scientist?

Date WFC 16.3.2026

Plant height investigation

- Create a graph to represent data.
- Look at the data, conclude results and communicate.

with Gathering, recording and communicating findings to help to answer questions

Date WFC 23.3.2026

ASSESSMENT

- Knowledge - Narrative
- Quizzes -
- Bristol Topic Toolkit - What do we know now?

Learning Flow

Geography - Y102 - Term 4 - Uganda

What do we already know?
Essential Topic Toolkit - Prior Knowledge,

What do we already know?
What questions do we have?

Knowledge

Where is Uganda?

- Name and locate the world's seven continents and five oceans.
- Name and locate Uganda on a map of Africa and a World Map.
- Locate places in Uganda such as, Kampala, Mbale, Lake Edward.
- **KPI - 12 - Pupils can identify all 7 continents in the world and the 5 oceans.**

Date: W/C 23.3.2026

What are the human and physical features of Uganda?

- Name some key physical and human features of Mbale and Mwanjala
- Explain the similarities and differences between Mwanjala, Mbale and Kotaka.

Date: W/C 30.3.2026

What is the climate like in Uganda and how is this different to England?

- Identify seasonal patterns (seasons, rainfall, temperature) in Uganda and how this is different to those in the UK
- Relate this knowledge to understanding about the Equator

KPI - 13 - Pupils can identify the location of equator and the North and South Poles.

Date: W/C 6.3.2026

What is Mwanjala like and how is it different to Mbaraka?

- Land use, buildings, dwellings
- Crops, What Ugandan grown food do we eat?

KPI - 14 - Pupils can observe and record the features about the local area and compare these with another location.

Date: W/C 13.3.2026

Date: W/C 20.3.2026

ASSESSMENT

Knowledge - Exercise

Skills - Top Trumps

Essential Topic Toolkit - What do we know now?

Learning Flow

Art - Y1/2 - Term 4 - Henri Rousseau - Painting

What do we already know?
Basic lesson: Tactile - Paper knowledge,

What do we already know?
What questions do we have?
Investigation

Investigate and Evaluate -

- Look at Henri Rousseau and his work,
- What do you like about it?
- What don't you like about it?
- What medium has he used?

pupils should research artists and comment on their work focusing on how it makes them feel or things it makes them think of or experiences it reminds them of and identify aspects of others' work as a starting point for their own.

Date: W/C 23.3.2024

Experiment

- Looking at patterns in the art
- Colour mixing and primary/secondary colours
- Using different brush thicknesses

Identify primary and secondary colours and predict what will happen when I mix primary colours.

Date: W/C 30.3.2024

Design and Evaluate -

- Talking about how they will create their own scene
- How will you create in the style of Rousseau?
- What landscape will

Date: W/C 6.4.2024

Create -

- Making their own landscape piece in the style of Rousseau

Create drawings using a variety of media (eg. pencils, felt tips, crayons, charcoal, chalk, pastels) and explore drawing lines of different size and thickness.

Use a variety of tools to make thick and thin marks (brush, sponge, finger).
Use different techniques to apply paint together (sponge, stippled)

Date: W/C 13.4.2024

Reflect -

- How successful was your art?
- Did it go well? Do you like it?
- Would they change anything if they did it again?

Date: W/C 20.4.2024

ASSESSMENT

Knowledge - Evaluate

Skills - Presenting final piece

Central Topic Tactile - What do we know now?

Date: W/C 27.4.2024