

Learning Flow

History Y1/2 Term 5- How did the Great Fire of London change the way we live now?

Roots Lesson - What do we already know?

Topic Toolkit- Prior knowledge ,

What do we already know?

What questions do we have?

Vocabulary

Date 13.4.26..

When did the Great Fire of London happen?

- What was life like then?
- Place on timeline, with QE1,

KPI C1- Pupils can put three people, events or objects from a key historic event in order using a given scale e.g. plotting the events surrounding the fire of London

Date 20.4.26

What actually happened?

- Why did it start?
- Why did it spread?
- How was it stopped?
- Use different sources to find out answers

Date 27.4.26

What was the damage?

- Use maps and eyewitness accounts to describe the damage. KPI HK1- Pupils can look at two similar sources of information to identify and describe similarities and differences between significant events then and now.) (KPI HK2- Pupils can then confidently suggest why something might be different.
- What survived?

Date 4.5.26

How do we know?

- How do we know so much when it was so long ago? (Samuel Pepys, National Archives) KPI C2- Pupils should be able to sequence artefacts closer together in time
- Is evidence always reliable? (paintings, primary and secondary evidence)

Date 11.5.26...

What changed as a result of the fire?

- King Charles' proclamation
- Post Fire - regulations Insurance
- Fire service - Artefacts, chronological order

Date 18.5.26.

ASSESSMENT

Knowledge - Socratic

Skills - Diary Entry

Revisit Topic Toolkit - What do we know now?

Learning Flow

Religion and Worldviews - Yr 1/2 - Term 5- What is the Good

News that Jesus brings?

What do we already know?

What do we already know?

Topic Toolkit- Prior knowledge,

What questions do we have?

Vocabulary

Big Frieze

Date.....

Why did Jesus offer friendship to everyone?

- Which 12 people would you choose to change the world?
- Share Matthew 9:9-13 - the story of Jesus choosing Matthew the tax collector as one of his 12 disciples
- Why was Matthew important to Jesus? What does this teach us about friendship?

KPI Y1 MC1 - understand and discuss issues of right & wrong, arising from the stories / Y2 MC1 - give opinions and talk about issues of good and bad, right and wrong

Date.....

What is the importance of forgiveness?

Jesus taught forgive and you will be forgiven. Luke 6:37-38.

- Discuss what forgiveness means
- What do Christians believe forgiveness is and why?
- When have you forgiven someone or been forgiven?

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

Date.....

How did Jesus offer peace to his disciples?

Jesus promised peace to his disciples in John 14:27.

- What is peace?
- What kinds of peace are there?
- Why do Christians find peace in their faith?

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

Date.....

How do Christians try to bring Jesus' 'good news' to others?

- Christians share the message of his love, forgiveness, and salvation through preaching, acts of service, and living out their faith in daily life
- Acts of charity, community outreach and supporting those in need

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

Date.....

ASSESSMENT

Knowledge - Socratic

Skills - Poster with symbols to depict 'Good News'

Revisit Topic Toolkit - What do we know now?

KPI - 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

Date.....

Learning Flow

Design Technology - Y1/2 - Term 5 - Wheels and Axles

Roots Lesson - What do we already know?

Topic Toolkit- Prior knowledge ,
What do we already know?

What questions do we have?

Vocabulary

Research - Why are axles important?

- BBC Teach
- Introduction to wheels and axles through exploration of various objects with wheels and axles.

Research

- Experiment with different sizes and types of wheels and axles to explore movement.
- <https://www.bbc.co.uk/bitesize/articles/zm17p9g>

Design

- Design a wheeled vehicle that could have been useful during the Great Fire of London.

D1Y1 Draw a simple picture of an intended design with basic labelling.

Make

- Construct the vehicle designed in the previous lesson using basic tools and materials
- Make frame, axles and wheels
- Select material, tools and equipment
- Measure and cut accurately
- Join safely and securely

M1Y2 With support choose appropriate materials and suggest ways of manipulating them to achieve a desired effect

T3Y2 Attach features to a vehicle (e.g. an axle and wheels).

Join appropriately, with glue and/or tape, for different materials and situations.

Evaluate

- Does it fit design criteria? : Check your moving vehicle works. :
- Evaluate your vehicle. Answer these questions, What do you like about it? What did you find difficult doing? What could you have done differently to improve.?

ASSESSMENT

Knowledge - Socratic

Skills -

Revisit Topic Toolkit - What do we know now?

Learning Flow

Science - Y1/2 - Term 5- Properties of Everyday Materials part 1

Roots Lesson What do we already know?

Topic Toolkit- Prior knowledge, What do we already know?

What questions do we have?

Vocabulary Date 13.4.26

What are materials?

- Exploring different materials and describing them (shape, size, material, weight, texture). SA1 Y2 Understanding of properties in materials and comparing.
- Grouping materials based on similar qualities and their everyday uses. SA1 Y2 Compare different materials and make links to possible uses.

Date 20.4.26

Natural vs man-made.

- What materials are natural? How do we know?
- What materials are man-made? How do we know?
- Go on a natural vs man-made hunt- observe, record and conclude. WS4 Identifying and begin to understand how to classify

Date 27.4.26

Investigations into suitability

- What materials are the most absorbent?
- MakeyMakey

Date 4.5.26

Investigations into suitability

- What materials would allow light to pass through?
- Data loggers

WS3 Performing simple tests

WS5 Using their observations and ideas to begin to suggest answers

WS7 Use scientific language and read and spell age-appropriate scientific vocabulary

Date 13.5.26

Significant Scientists

- Who was Harry Coover?
- 'A super sticky Mistake' by Alison Donald
- Where/When born?
- Why are they a significant scientist?

Date 20.5.26

Learning Flow

PSHE Y1/2 - Term 5 - How can we keep ourselves healthy?

Roots Lesson What do we already know?

Topic Toolkit- Prior knowledge,
What do we already know? W
hat questions do we have?

Vocabulary Date 13.4.26

Why is a balanced diet important?

- How do our bodies use different foods?
- What different food groups are there? (recap from Science)

Why are sugary foods considered treat foods?

- Eating and drinking too much sugar can harm health, including dental health,

HW 1 Describe some ways to stay healthy

Date 20.4.26

Why is exercise important?

- How does exercise affect our bodies?
- What does exercise do to our heart rate?
- (PE lesson for practical)

Date 28.4.26

HW 1 Describe some ways to stay healthy

Why is rest important?

- What is the effect of Rest and sleep on our bodies
- How much sleep should we get?

HW 1 Describe some ways to stay healthy

Date 4.5.26

Why is sunshine important for our bodies?

- How sunshine helps bodies to grow.
- How to keep safe and well in the sun.

HW 1 Describe some ways to stay healthy

Date 13.5.26

ASSESSMENT

Knowledge - Socratic
Skills -

Revisit Topic Toolkit - What do we know now?

HW 1 Describe some ways to stay healthy

Date 20.5.26