

Learning Flow

History - Y1/2 - Term 3- Who was Mary Anning?

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

Who was Mary Anning?

- When did she live? What was her life like?
- What did she discover? Why was this important?

KPI - Look carefully at pictures and artefacts and discuss a range of sources to find information out about the past.

Tell the difference between past and present in their own lives and other people's lives; and begin to suggest why something might be different.

Date.....

Why was this a huge achievement?

- What was life like for women?
- What sort of person must she have been to succeed in a man's world?
- What obstacles did she face?

KPI - Pupils should use a source to ask simple why, what, where, when and how questions to help them find the answers to support their learning.

Date.....

How do we know about Mary's actions?

Paintings, letters, blue plaque, museum.

- What do these tell us?
- Do they give an accurate picture?

KPI - Look carefully at pictures and artefacts to find information out about the past. Look at and discuss a range of sources e.g. books, pictures, stories, photographs, artefacts, and the internet to find out about the past.

Date.....

How and why should we remember?

- How does Lyme Regis remember her?
- Should there be a better museum dedicated to her?

KPI - Pupils should explore events and artefacts from the past and ask and answer simple questions

Date.....

ASSESSMENT

Knowledge - Socratic

Skills - Non Chronological Report

KPI - Communicate ideas about people, objects or events from the past using two different approaches such as speaking, writing, drawing, role-play, storytelling and using ICT.

Revisit Topic Toolkit - What do we know now?

Date.....

Learning Flow

Religious Worldviews- Y1/2 - Term 3 - How and why do we celebrate special and sacred times? (Jewish)

What do we already know?

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

What do special and sacred mean?

- Understand the meaning of the words
- Consider the importance and value of celebration and remembrance in pupils' own lives.
- What is special to me and what do I celebrate? Why?

KPI - give reasons why people like to celebrate important events

Date.....

What do Jewish people celebrate?

Learn about the meaning and significance of Jewish rituals and practices to the Jewish way of life in each festival:

- Shabbat (Genesis 1; God as creator)
- Pesach (Moses and the Exodus; freedom)
- Chanukah (hope and dedication)
- Sukkot (reliance on God).

KPI - Give 3 examples of how different religions put their beliefs into practice and worship. Talk about the similarities & differences between each festival by comparing them

Date.....

Why are Pesach and Sukkot celebrated by Jewish people?

- Learn about each festival and their meaning
- What are the traditions and rituals in these festivals?
- Why are they significant?
- Consider Christian festivals. Are any of the traditions or symbols the same? How do they differ?

KPI - Give 3 examples of how different religions put their beliefs into practice and worship. Talk about the similarities & differences between each festival by comparing them

Why is Chanukah celebrated by Jewish people?

- Learn about the festival of Chanukah and its meaning
- What are the traditions and rituals in this festival?
- Why are they significant?
- Consider Christian festivals. Are any of the traditions or symbols the same? How do they differ?

KPI - Give 3 examples of how different religions put their beliefs into practice and worship. Talk about the similarities & differences between each festival by comparing them

Date.....

ASSESSMENT

Knowledge - Socratic

Skills - Record as a poster or information leaflet -

Think, talk and ask questions about whether the text has something to say to them, exploring different ideas

Revisit Topic Toolkit - What do we know now?

Date.....

Learning Flow



Design Technology - Y1/2 -Term 3 - Muffins

What do we already know?

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

Research - What already exists?

- What healthier choices for sweet snacks are there?
- Are home made better for you than shop bought?
- Class survey
- Recipes
- Healthier substitutes

Date.....

Design

- Design a muffin and its inclusions
- Draw a design, make it big and label the different parts.

KPI - Draw a simple picture of an intended design with basic labelling / Produce detailed, labelled drawings or models of products based on design criteria

Date.....

Make

- Measure ingredients
- Follow a recipe
- Bake

KPI - Measure and weigh food items using non-standard measures to produce a dish safely/ Measure ingredients with increased independence to make healthy dishes.

Date.....

Present

- How would you present your snack?
- Labels for ingredients
- Name/Logo/Catchphrase
- **KPI - Draw a simple picture with basic labelling / Produce detailed, labelled drawings based on design criteria**

Date.....

Evaluate

- Does it fit the design criteria?
- What do you like about it?
- What would you change next time?
- What did you find difficult?

ASSESSMENT

- Knowledge - Socratic
- Revisit Topic Toolkit - What do we know now

Date.....

Learning Flow

Science - Y1/2 - Term 3- Plants

What do we already know?

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

What plants and trees are in our locality?

- Go outside to identify and name a variety of common wild and garden plants

KPI - Identify and name a variety of common wild and garden plants, including trees. Using their observations and ideas to begin to suggest answers.

Date.....

What are seeds and bulbs?

- What do seeds and bulbs look like?
- Observe and draw observations.

KPI - Identifying and begin to understand how to classify. Using their observations and ideas to begin to suggest answers.

Date.....

What do seeds need to germinate and then grow?

- Investigate conditions in which seeds and bulbs germinate.
- Plant seeds in different conditions. Predict.
- Why do they start to grow when you plant them?
- Observe growth in terms of height as well as leaf colour and strength.

KPI - Observe and describe how seeds and bulbs grow into mature plants. Observing, choosing simple equipment and measurement. Performing simple tests. Using their observations and ideas to begin to suggest answers.

Date.....

What do plants need to grow healthily?

Describe how the seeds need water, light and a suitable temperature to grow and stay healthy

- Conclude.

KPI - Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Gathering, recording and communicating findings to help in answer questions.

Date.....

Marie Clark Taylor

- Who was Marie Clark Taylor?
- When and where was she born?
- Why is she a significant scientist?

Date.....

ASSESSMENT

- Knowledge - Socratic
- Skills - What is the same? different? How could they be sorted/ grouped? Scientific diagrams and explanations to explain.
- Revisit Topic Toolkit - What do we know now
- Quiz opportunities.

Learning Flow

PSHE - Y1/2 - Term 3 - How do we recognise our feelings?

What do we already know?

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

What are feelings?

- Recognise, name and describe a range of feelings

KPI - Recognise and name different feelings.

Date.....

How do feelings change?

• Different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)

KPI - Recognise and name different feelings.

Date.....

How do feelings affect our bodies and behaviour?

- How feelings can affect people's bodies
- How feelings can affect people's behaviour

KPI - Recognise and name different feelings.

Date.....

How to ask for support if we need it?

- How to manage big feelings
- The importance of sharing their feelings with someone they trust
- how to recognise when they might need help with feelings and how to ask for help when they need it

KPI - Name trusted adults who I can go to is I feel uncomfortable about something.

Date.....

ASSESSMENT

- Knowledge - Socratic
- Revisit Topic Toolkit - What do we know now

Date.....