



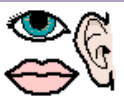









| Topic: | Swinging Sixties | Secondary KS3 & 4 | Term | Spring 2021 | Class | Rydal | Access | Ocean | |
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|  Rights Respecting | Learning Outside the Classroom  |  | International Understanding | Environmental & Ethical Awareness  | Article 13 You have the right to find out things and say what you think through art. | | | | Significant individuals and events from the 1960s from around the World. Faith stories from around the world |
| Key Skills | | | | | | | | | |
|  | Communication & Language | To demonstrate active listening – sitting up, looking and listening when their peers ask questions eg collecting orders at snack time , dinner time | To ask and answer questions to maintain a conversation | To use a full sentence to give ideas | | | | | |
|  | Behaviour & Awareness | To play a game in a small group following instructions appropriately To develop an understanding of resilience and challenge To develop their understanding of personal preferences | To be aware of own needs and school routines and act appropriately eg using hand gel, washing hands | To be aware of others feelings and that actions can hurt others. | | | | | |
|  | Movement & Co-ordination | To develop fine motor skills to increase independence eg opening containers , zips, buttons, operation equipment To organise a task with lessening support . | To develop fine motor skills to prepare own snacks independently | To increase resilience by actively taking part in daily exercise eg running, cycling ,zumba and circuits. | | | | | |
|  | Thinking Skills & Problem Solving | | | | | | | | |
|  | Contributing | English Texts: Recounts of familiar events / real events / letters The Life of John Lennon and significant people from the 1960s Journalism – News reports of events from the sixties – Moon Landing , Martin Luther King – I have a dream speech , England win the world cup, Berlin Wall | | | | | | | |

| Faculties of Learning | | Reading | Writing | Spoken Language |
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| | | <ul style="list-style-type: none"> • read accurately by blending the sounds in words • reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • reading accurately words of two or more syllables that contain the same graphemes as above • reading words containing common suffixes • reading some words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) • reading aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction • discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, myths and legends, and retelling some of these orally | <ul style="list-style-type: none"> • Form upper and lower-case letters in the correct direction starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words. • Hold a pencil with correct grip • Write a sentence with a capital letter and full stop . • Use adjectives in sentences to make writing more interesting . • write sentences that are sequenced to form a short narrative • Retell an event using time connectives • Begin to organise work into paragraphs. • Use a connective to join 2 sentences . • Spell common exception words | <ul style="list-style-type: none"> • Listening to and learning new vocabulary e.g. mind maps, venn diagrams (language builders p61-67) • Request items needed for literacy based tasks – pencil, book, glue stick using simple sentences • Can answer why and how questions and those relating to emotions articulating and justifying answers, arguments and opinions • giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • gaining & maintaining the interest of the listener • considering and evaluating different view points, attending to and building on the contribution of others. • giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • gaining & maintaining the interest of the listener • considering and evaluating different view- points, attending to and building on the contribution of others. • participating in discussions, presentations, performances, role play, improvisations and debates |

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| | | Maths - Number, Time, Length | |
| | | Number | Time/Length |
| | | <p>Read and write numbers in numerals up to 100</p> <p>Partition a two-digit number into tens and ones to demonstrate an understanding of place value,</p> <p>Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required,</p> <p>Count in twos, fives and tens from 0 and use this to solve problems</p> <p>Know the value of different coins</p> <p>Double numbers to 20</p> <p>Make totals using different coins</p> <p>Add amounts to give a total</p> | <p>Tell and write the time to the quarter hour</p> <p>Draw hands on a clock to the quarter hour</p> <p>Solve simple problems involving time</p> <p>Estimate how long a familiar task will take</p> <p>Time an activity and record results</p> <p>Order different sized objects by size</p> <p>Identify the shortest and longest from a group of objects</p> <p>Estimate length using standard and non-standard units</p> <p>Measure length using standard and non-standard units</p> |
| | | | vocabulary |
| | | | <p>numbers, count, add, subtract, plus , minus, total, altogether, sum,</p> <p>Time, o'clock, half past, quarter past, quarter to, seconds, minutes, hours, clock, size, long, short, longest, shortest, longer, shorter, measure, centimeter, meter</p> |
| | Choices | Science | Design & Technology |
| |  | Explore and examine changes to materials that create new materials that are usually not reversible – textiles and patterns | Understand and use winding mechanisms |
| | | | Computing |
| | | | Digital art and photography |

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| | | <p>Separate different materials using sieves Describes something they observed in simple terms Talks about their findings States what they found out through experiment Make a prediction about what might happen and understand what is needed for a fair test Observes and describes the changes different processes create, e.g. heating and cooling Talks about some changes as being irreversible / reversible Recognise that some substances can exist in different states eg solid ,liquid, gases</p> | <p>Label some parts of a winding mechanism such as handle and axle Use tools accurately and safely Select and name appropriate tools and materials Make a simple winding mechanism with support.</p> | <p>Take, store and retrieve photos with support Edit photos with support Create Computer generated art Take a photo using an iPad with minimal prompts. Enhance the features of a photo with minimal prompts. Change the colour of a photo with minimal prompts. Use effect e.g. distortion to change a photo with minimal prompts.</p> |
| | <p>Community</p>  | <p>RE What special stories do we know? Stories linked to world faiths Identify stories that are special to them Listen and respond to a range of faith stories Retell elements of simple religious stories Say how a story makes them feel Identify the moral or lesson from a story Name some important religious people from the stories they have listened to</p> | <p>Geography Explore the world's countries with a focus on Europe and North America- A tour with the Beatles History – significant individuals from the 1960s link to Literacy Sequencing timeline of events in the 1960s Recognise significant individuals from the 1960s through photographs . Sequence a timeline of events from 1960- 1969 Retell a significant event with the support of photographs.</p> | <p>PSHE, Citizenship & RSE Team work – challenges Decision Making Building Resilience – Resilience alphabet To take on different roles within an activity and give clear instruction to others . Take part in resilience activities that focus on how we can be resilient To contribute to and complete a class challenge with an end goal To carry out a class job ,following visual instructions to complete it independently.</p> |
| | | <p>Art & Design</p> | <p>PE</p> | <p>Music</p> |

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| | <p>Wellbeing</p>  | <p>Digital media & artists in the sixties. Study of Andy Warhol and pop art pop art. Screen printing</p> <p>To take a photo using an iPad with minimal prompts.</p> <p>To enhance the features of the photo using an iPad with minimal prompts.</p> <p>To change the colour of the photo with minimal prompts.</p> <p>To use different effects to change a photo with minimal prompts.</p> <p>To choose an object to use in pop art</p> <p>To choose an image of a famous person to use in a pop art</p> <p>To arrange images of the same picture in a pop art style</p> <p>Use the technique of screen printing to create a pop art picture.</p> <p>Evaluate their work saying what they like and what they would change.</p> | <p>Cycling and Athletics</p> <p>Work through the pedal award criteria</p> <p>Take part in a range of Athletics activities such as Sprinting, long jump and javelin.</p> <p>Measure some field and track events and work to improve the distance/time</p> <p>State what they did well and what they found difficult</p> <p>Run at speed to the appropriate distance</p> | <p>To recognise popular songs from the sixties</p> <p>To sing and sign a Beatles song eg Love Me Do</p> <p>To tap a body percussion beat in time to music.</p> |
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