Join up my writing correctly using the correct spacing, size, position of letters.

chronological order. To use my research and notes to develop new texts. To

Convey 6 pieces of information. To write in chronological order. To use notes to

develop new texts. To summarise key information within my writing. To write in

Produce accurate and consistent joined up handwriting in all my learning

Convey 4 pieces of information. To use rhetorical questions. To write in

summarise key information within my writing. To write in the past tense

consistently. To use a timeline to develop biographies.

the past tense. To use a timeline to develop biographies.

Biography on significant figure of the 1960s.

Exploring key historical speeches "I Have a Dream" and events.

P7s: House Captain Speech Writing, application form and interview.

TERM 1: Aug - Oct 21

Contexts: 1960s Teacher: Mr Sumpster Class: P6/7S

Reading:

Writing:

Group 1:

Group 2:

Group 1:

Tools for Writing:

Creating Texts:

Biography Writing

Building Stamina when we are reading.

Exploring reading books for effective examples of description.

Skim Reading and reading for information to create notes (1960s).

Make simple notes under my own headings.

Building fluency and expression when reading.

Talking & Listening:

House Captain Speeches

Sharing Writing with peers during writing lessons

Make simple notes under my own headings. Use my notes to understand key information. Use my notes to create new texts.

Science:

To explore climate change as a topical issue. What is COPC 26? Take part in Climate Action Week.

To explore the development of the Space Race (60s).

Social Studies:

Technologies:

designs of 60s.

French:

live.

RME:

Malcom X.

19609

Use primary and secondary sources to research events in the past.

Research and create timelines of key dates and events of the 1960s.

To explore the inventions and product

Classroom routines and where they

To explore other world religions

To investigate significant figures from

Black Civil Rights Movement in 60s:

Martin Luther Kina Jr. Rosa Parks.

including Islam and Sikhism.

To use ICT to enhance learning

experiences through the use of

GLOW, Seesaw and iPads.

To use ICT for research.

Mathematics/Numeracy:

Number and Number Processes

Group 1:

To read, write and verbalise 3 and 4-digit numbers

To order 3 and 4-digit numbers

Understand the link between place and value

Give numbers before and after

Position numbers on a number line

Know and use < and >

To round numbers to the nearest 10, 100

Group 2:

To read, write and verbalise 5 and 6-digit numbers

To order 5 and 6-digit numbers

Understand the link between place and value

To +/- 1/10/100 from numbers

Position numbers on a number line

Know and use < and >

Know the purpose of a decimal point

To round numbers to the nearest 10, 100, 1000, 10000 and decimal fractions

Group 3:

To read, write and verbalise 6 and 7-digit numbers and decimal fractions

To order 6 and 7-digit numbers and decimal fractions

Understand the link between place and value To +/- 1/10/100 from numbers

Position numbers on a number line

Know and use < and >

Know the purpose of a decimal point

To round numbers to the nearest 10, 100, 1000, 10000 and decimal fractions

Addition and Subtraction

Group 1:

To partition whole numbers.

To explore a variety of addition and subtraction strategies

To use and understand a variety of language for addition and subtraction

To add/subtract multiples of 10, 100

To add/subtract on 9, 11, 90

Group 2:

To partition whole numbers and decimal fractions up to 3 decimal places.

To explore a variety of addition and subtraction strategies

To use and understand a variety of language for addition and subtraction

To add/subtract multiples of 10, 100, 1000, 0.1, 0.01

To add/subtract on 99, 101, 900

Expressive Arts:

Report on the Space Race.

Music:

To explore Musicians from the 1960s, including Beatles and Elvis Pressley – comparing to modern music and exploring their impact.

Art & Design:

To explore the work of 1960s artist Roy Lichtenstein and to use his style to create artwork. To take part in the "Reflect and Connect" Art Project to create artwork that represents what has been learned through previous lockdowns.

Dance:

To explore dances of the 1960s including: twist, swim, mashed potato. To replicate and create dances using the dances of the 1960s as a stimulus.

Health and Wellbeing:

P.E -

To take part and develop skills through participation in playground games and to identify benefits of having rules.

Health -

Explore the importance of daily exercise. Participate in the Daily Mile. Investigate and compare a diet in the 1960s to our diet today. Develop personal strategies to encourage positivity and wellbeing.