

Contexts: 1960s

Teacher: Mrs Hepburn

Class: P6/7

<p>Reading: Group 1 Make my own simple notes under given headings. Use these to help me understand key information. Use my own notes to discuss issues/problems. Use my own notes to create new texts Group 2 Make simple notes under my own headings. Use my notes to understand key information. Use my notes to explore issues/problems</p> <p style="text-align: center;">LITERACY</p>	<p>Talking & Listening: as I listen and watch Group 1 Make my own simple notes under given headings. Use these to help me understand key information. Use my own notes to discuss issues/problems. Begin to use my own notes to create new texts Group 2 Make simple notes under my own headings. Use my notes to understand key information. Use my notes to explore issues/problems. Use my notes to create new texts</p>	<p>Health and Wellbeing P.E Take part and develop our ball and team skills, identifying the benefits of having rules.</p> <p>Health Explore the importance of daily exercise in keeping our whole selves fit and well, <i>Participate in Daily mile</i> To travel safely Participate in Bikeability, Levels One & Two Investigate and compare a diet in the 1960s to our diet today, prepare simple foods using what was available in the 1960s <i>Investigate, make and compare foods from the 1960s to that of today.</i> Develop personal strategies to encourage positivity and well being</p> <p>Skills: <i>Recognise position as a role model within the school; take on responsibilities of being a P7</i> <i>Get involved and contribute to planning and setting class and personal targets</i> "Have a go" at new challenges Demonstrate active listening; sitting quietly, looking at the speaker, waiting for them to finish before asking a question</p> <p>Science/Technologies: Investigate development of "Space Race": key events & developments in the 1960s e.g., first animal/man in space, moon landing Explore climate change as a topical issue: What is COP 26? Take part in Climate Action Week</p>	<p>Mathematics/Numeracy: <u>Number and number process</u> Group 1 Read, write and verbalise 5 and 6 digit numbers Understand the link between place and value Give numbers before and after Position numbers on a number line Know purpose of decimal point Know and use < and > Group 2 Read, write and verbalise 6 digit numbers including decimals to two places (link to money) Understand the link between place and value Give numbers +/- 1, +/- 10, +/- 100 -position on a number line Know purpose of decimal point Group 3 Read, write and verbalise 7 digit numbers Understand the link between place and value Include decimals, link to money Give numbers +/- 1, +/- 10, +/- 100 Position numbers on a number line Know purpose of decimal point Addition Group 1 Add vertically and horizontally Know all language of addition Explore different ways to add Add on 9, 11, 90 Add multiples of 10 Groups 2 Add vertically and horizontally up to 2 decimal place (link to money) Know all language of addition Explore different ways to add Add on 99, 101, 900 etc Add multiples of 10, 100 Group 3 Add vertically and horizontally up to 3 decimal place (link to measure) Know all language of addition Explore different ways to add Add on 99, 101, 900 etc Add multiples of 10, 100. 1000, 0.1, 0.2</p>
<p>Writing: Tools for writing Group 1: Join up my writing correctly using the correct spacing, size and position of letters Use images and ICT to make my work look better Group 2: Produce accurate and consistent joined up handwriting in all of my work Explore a variety of ICT tools and images to make my work look better</p> <p>Creating texts</p> <p>Group 1: Convey more than four pieces of information, Describe and sequence events and processes. Share my opinions and persuade my reader in different ways; listing my ideas</p> <p>Group 2: Convey more than six pieces of information. Describe sequence and evaluate events and processes. Share my opinions and persuade my reader in different ways; listing and explaining my ideas. Use my notes to create new texts</p> <p><i>Discursive personal essay, "I Have a Dream", Non-chronological report on the Space Race, biography on a significant figure in the 1960s Black civil rights movement, P7s:House Captain application form and interview, application form to set up a lunch time activity club</i></p>			
<p>Expressive Arts Drama: Express and communicate ideas, thoughts and feelings <i>Produce, role play & film a short ad for a 1960s toy, incorporating the language and style of the 1960s.</i> Art & Design Look at the work of the 1960s pop artist Roy Lichtenstein, use his style of work to create images Music: Listen and respond to music from the 1960s: Beatles, Rolling Stones Dance Explore dances from the 1960s: Locomotion, Twist</p>	<p>Social Studies: Use primary and secondary sources selectively to research events in the past Research and create a timeline of key dates and events of the 1960s</p>	<p>RME: Investigate significant figures from the Black Civil Rights movement in the 1960s: Martin Luther King, Rosa Parks, Malcom X</p>	<p>FRENCH: Classroom routines, where they live, their family</p> <p>Technologies: Design and trial a simple "alka seltzer rocket" Log on and use online learning platforms: Glow, Seesaw</p>

