



Key Questions: How did the 1960's shape our country today?

Curriculum enhancements: Castle museum workshop and 1960's disco

English Links: e.g. Class Novel / Cross-curricular Writing: A book study of a book written in the 1960's: The Iron Man

Science (Populate from Kent Scheme of Work)

Content: States of Matter

Skills: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.

Assessment Notes:

Computing

Content: Producing an e-safety blog to educate others on advice on how to navigate the internet safely.

Skills:

Spring 1- E-safety

- Use age appropriate search engines.
- Protect personal data when doing things online.
- Respect the ideas and communications of others encountered online.
- Understand the need to keep information private.
- Know how to respond to unpleasant communications.
- Report any concerns to an adult.

Spring 2-Visual media

- Choose and use suitable software packages to create, develop, edit and present my ideas for a specific audience.
- Combine a mixture of tasks, and graphics and sound to share my ideas and learning.
- Understand the importance of peer evaluation and use peer and self-evaluation.
- Use video editing software to make simple edits to capture/store video.

Assessment Notes:

Art

Content: Sketches of the Iron Man and scenes in the text.

Skills:

Exploring and developing ideas including (sketchbooks) – ongoing

- to select and record from first hand observations, experience and imagination and explore ideas for different purposes.
- to question and make thoughtful observations about starting points and select ideas to use in their work.
- to learn about great artists, architects and designers in history

Evaluating and developing work (sketchbooks) – ongoing

- Compare methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbooks

Drawing – ongoing

to improve their mastery of art and design techniques in drawing with a range of materials

Painting – ongoing

to improve their mastery of art and design techniques in painting with a range of materials

Know about great artists, architects and designers in history – (Jackson Pollock, Warhol)

Discuss and evaluate their own and others' work

Respond to the work of other artists

Focus – Textiles & Printing

- Use a variety of techniques, weaving and stitching – Tie Dye,
- Print with two colour overlay
- Create a repeating pattern

Assessment Notes:

DT

Content: Creating a sculpture of the Iron Man.

Skills:

- Recognise their designs have to meet intended audience needs
- Communicate ideas in different ways – discussion/labelled sketches/lists/ICT
- Plan a simple sequence of actions
- Shape, assemble and rearrange a range of materials and components to model ideas.

Consider purpose, appearance and conservation

Focus – Textiles & Printing

Use a variety of techniques, weaving and stitching – Tie Dye,

Print with two colour overlay

Create a repeating pattern

Assessment Notes:

<p>History Content: Exploring a significant historical event from each year in the 1960's. Skills: -gain and deploy a historically grounded understanding of abstract terms such as 'empire'(British) -know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world -gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Assessment Notes:</p>	<p>Geography Content: Identifying the key geographical developments in the 1960's. Skills:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Assessment Notes:</p>	<p>RE/PSHE RE- What does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. Describe some ways in which Christian express their faith through hymns and modern worship songs. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. <p>PSHCE- Relationships</p> <ul style="list-style-type: none"> Recognise what makes a positive relationship, develop the skills to form and maintain them. Recognise ways that a relationship can be unhealthy and where find support if needed. Know that civil partnerships and marriage are public examples of commitment between 2 people that love each other. Learn that 2 people who love and care for each other can be in a committed relationship without being married/civil partners. To understanding nature and consequences of bullying or teasing. Know how to judge if physical contact is un/acceptable and how to respond. Work collaboratively towards a shared goal. Understand that differences and similarities come from different factors and begin to discuss these. <p>Assessment Notes:</p>
<p>PE Content: Learning the key skills involved in Basketball and Tri-golf and participate in competitive situations. Skills: Spring 1 – Basketball Bounce a ball on the spot with consistency. Spring 2 – Tri-golf Compete in a range of increasingly challenging situations. Assessment Notes:</p>	<p>Music Content: 1960's inspired music. Skills: <u>Musical repertoire, playing and performing (with composition)</u></p> <ul style="list-style-type: none"> Pachelbel's Canon_become familiar with through Dalcroze activities Explore the use of ostinato in composition through own compositions using the pentatonic scale. Learn chords CF & poss G on Ukelele. Achieve purple (Y4) and yellow (Y3) recorder Karate. Perform on both instruments and singing at Spring Concert. Assessment Notes 	<p>French Spring 1 Clothes Weather / Winter / Seasons France culture / Paris / Cities / Fashion / Fashion show French Artists / J'aime parce que Je n'aime pas parce que</p> <p>Spring 2 Pets / Spring Farm Animals / 3 Pigs Story / Wild Animals / Petit Elephant Story / il y a / Voici / voila Easter</p> <p>Assessment Notes</p>