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| **Linked Art**: Peter Saville/ Mark Farrow - Record sleeve designers |
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| **Linked Text**: Matilda |
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Skills

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| --- | --- |
| Communicate clearly | X |
| Collaborate with others | X |
| Apply knowledge to new situations | X |
| Make judgements and decisions | X |
| Ask questions | X |
| Solve problems | X |
| Metacognition | X |
| Reflect | X |
| Adapt to change |  |
| Manage goals and time | x |
| Take risks |  |
| Self-direct learning |  |
| Persist despite setbacks | x |
| Be curious | x |
| Manage projects |  |
| Guide and lead others |  |
| Access and evaluate information |  |
| Analyse media | x |
| Create media products | x |
| Apply technology effectively | x |
| Perform in front of a group | x |
| Select and use appropriate writing genres |  |
| Use tier 2 and tier 3 vocabulary | x |

**Tier 2 Vocabulary**

aid announce assess consists data debate declare decrease empathise factual gesture heighten impact implement involve justify version perspective recommend report sensation sympathise vehicle witness impact translate summary states significant notable quantity

**Curriculum Learners**

* **As historians**, we will produce a local history study (we will look at changes, which happened over the 80’s and how it affected Yorkshire - Margaret Thatcher in power, miners’ strike, Humber Bridge opening – how did this impact on us locally?)
* **As geographers**, we will use maps, atlases, globes and digital/computer mapping to locate countries (locate the areas in the UK affected by the miners’ strike/ Falkland war)
* **As designers and artists,** we will learn about great artists, architects and designers in history. (look at various artists/fashion designers/designers and architects from the 80s)

We will design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] evaluate their ideas and products against design criteria (design an outfit fit for the 80s/vinyl sleeve for a record)

* **As musicians**, we will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

We will develop an understanding of the history of music (look at the changes of music from the decade before to the decade after)

* **British Values - What are they? How did they link to the main events in the 80s?**
* **In RE** we will study Unit 3.2 – Faith Founders
* **As mathematicians,** we will complete a maths investigation
* **In computing**, we will use Purple Mash to learn how to type (3.4), use email (3.5) and to create branching databases (3.6)

Showcase

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| --- | --- |
| Role Play |  |
| IT Presentation | x |
| Poster | x |
| Design Creation | x |
| Digital Media | x |
| Art Work |  |
| Dance | x |
| Production |  |
| Writing Genre - Narrative |  |
| Writing Genre - Non Fiction | x |

**Enrichment**

Weekly ukulele/glockenspiel lessons

**Hook Event**

Children spend a day in the 80s – dress up in 80s clothes and have a disco.