

As writers can we...? * Focus on stories set in Imaginary Worlds. Kenneth Grahame in his novel *The Wind in the Willows* (1908). Roald Dahl in *Charlie & The Chocolate Factory* & Ian Fleming's *Chitty Chitty Bang Bang* both published in the 1960's.

* Poetry/Songwriting in 1960's style. *Write persuasive text/brochure to visit the River & Rowing Museum or Living Rainforest

Year 3/4 Summer 2017: Were the Sixties Really Swinging?

As language speakers can we...? *Learn some French phrases commonly used when travelling. * Learn some 1960's French inspired Songs 'Michelle'

RE: *Compare religious practice in Britain now and in the 1960's

*Research about Buddhists and reflect on why many people in the late 1960's became so spiritual.

As computer users can we...? *Revise about E-safety and remind ourselves about what cyber bullying is?

*Data Handling (Rivers)

* Portraits/digital imagery/Album covers based on Hockney & Lichtenstein. (Powerpoint Presentations)

As mathematicians can we...?

*Measuring accurately for D&T projects.

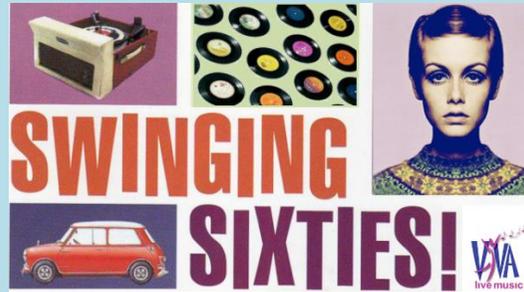
*Produce a variety statistics based on our study of Rivers.

*Shape, Measurement, Statistics & Consolidation (full National Curriculum areas also covered)

As musicians can we...?

*Listen to early and late 60's Music and note the differences.

*Study major 60's songwriters: Lennon/McCartney, Simon/Garfunkel, Bob Dylan & Joni Mitchell. * Compose a piece of 1960's inspired music.



As artists can we...? *analyse the different techniques used by Artists like Roy Lichtenstein, Hockney & Warhol. *Look at how fashion designers began to design furnishings: Dior, Quant and Biba.

*Print materials, gift cards and wrapping paper in 1960's style.

As designers can we...? *study Fashion Designers like Pierre Cardin, Mary Quant & Zandra Rhodes *Create a 1960's inspired t-shirt/garment

*Design an album cover

*Look at interior design: Heals & Conran.

Hooks for Learning:

*Visit The River & Rowing Museum at Henley on Thames (Geography: Locality)

*Visit The Living Rain Forest (Science: Plants)

As historians can we...?

*use time vocabulary and terms effectively?

*use real-life evidence to investigate what life was like in the 1960's? What key historical events shaped the 1960's? *Use films, literature, art, fashion and music to understand what Britain was like in the 1960's. *Question family and friends who lived through the 1960's about what life was really like.

PHSE: *Links to the Community/Being a good citizen.

*Changes/Moving on (SEALS)

*Personal hygiene and keeping healthy in warmer weather.

Modern Britain:

*Research how Modern Day Britain was shaped by the 1960's. *Study how rivers shape a town like Henley, flooding, festivals, sports & leisure. *Weekly News Desk' Local, National & International Issues discussed.

As geographers can we...?

*Locate England on a world map and look at the path of the River Thames.

*Compare and contrast The River Thames to last term's study on the River Nile. Also locate the local River Cherwell running through Banbury.

*Identify the changes in Henley in the last 50/100 years by focusing on buildings, transport and the river.

*Apply map reading skills using maps of different scales to find features and compare places.

As scientists can we...?

*Explain about Living things and their habitats use classification keys to group living things.

*Recognise that environments can change and this can pose dangers.

*Identify the functions of parts of plants.

*Understand what plants need to grow.

*Investigating transportation of water within plants.

*Exploring the life cycle of plants.

(Trip to the Living Rainforest)