

| Subject  | Year  | Term  |
|--|---|---|
| <b>Learning to Learn</b>   | <b>7</b>  | <b>1/2</b>  |
| Topic  |   |   |
| <b>Focus on Oracy and Reading (Unit 2)</b>   |   |   |
| Content (Intent)   |   |   |
| <p><b>Prior Learning (Topic)</b> Oracy skills, listening and responding and using your voice effectively.</p> <p>The intent of Unit 2 is to build on the skills learnt from Unit 1, whilst also developing both reading and performance skills. This unit uses a play, <i>The Terrible Fate of Humpty Dumpty</i>, by David Calcutt, to develop this range of skills. The unit encourages students to read, perform, work well in a team and to explore different themes (the play explores the effect of bullying and mental health). Unit 2 encourages students to be confident to read aloud to/with their peers and how to communicate their ideas clearly and effectively. Students will be given the opportunity to vocalise their thoughts on the key themes and storyline, whilst developing their Oracy skills learnt in Unit 1. The unit will also support students' comprehension skills, writing skills and discussion abilities. Both units will develop knowledge and skills that are transferrable cross-curricular. The intent of both topics is also to make students more confident and keener to challenge their own thinking and become more self-assured to display their understanding both inside and outside the classroom and beyond secondary school.</p> |   |   |
| <p><b>Future Learning (Topic)</b> N/A</p>  |   |   |
| What Knowledge and Skills will be taught (Implementation)  | How will your understanding be assessed & recorded (Impact)   |   |
| <p>Lessons will cover:</p> <ul style="list-style-type: none"> <li>- Skimming, scanning and close reading</li> <li>- Feelings discussion around an anti- bullying theme.</li> <li>- Writing for an audience</li> <li>- Creative thinking and planning/presenting</li> </ul> <p>Development of oracy skills from Unit 1:</p> <ul style="list-style-type: none"> <li>-Performance</li> <li>- Voice</li> <li>- Confidence</li> <li>- Listening and responding</li> <li>- Small group work</li> </ul>   | <p>Students' response to challenges set in the lesson Q and A</p> <p>Work produced in the Learning to Learn booklets</p> <p>Verbal responses and teacher feedback</p> <p>The impact of these sessions is to build students confidence with key skills that will allow them to access the curriculum to their potential.</p> <p>The lessons should enhance students' ability to understand how they can help themselves to become better learners.</p> |   |
| <p>Skills students will develop:</p> <p>Speaking and listening skills;</p> <p>Respect for others;</p> <p>Working collaboratively;</p> <p>Performance</p> <p>Reading aloud</p> <p>Comprehension</p>   | <p>Across subjects there should be a positive response to students working collaboratively, demonstrating deeper thinking skills and building confidence when presenting/performing to a group.</p>   |   |
| How can parents help at home?  |   |   |
| <p>Encourage students to read for pleasure.</p> <p>Discuss the Year 7 Tier 2 Vocabulary and how to use these words in daily life.</p>  |   |   |
| Helpful further reading/discussion (including Reading and Vocabulary Lists)  |   |   |
| <p><b>Reading</b></p>  | <p><b>Vocabulary Lists</b></p> <p>Play</p> <p>Script</p> <p>Bullying</p> <p>Mental health</p>   | <p>Performance</p> <p>Voice</p> <p>Gesture</p> <p>Character</p> <p>Morals</p> |