



| Subject | Year | Term |
|---|--|--|
| Learning to Learn | 7 | 2/3 |
| Topic | | |
| Focus on group work and presenting (Unit 3) | | |
| Content (Intent) | | |
| Prior Learning (Topic) Reading, Oracy and performance. | | |
| <p>The intent of Unit 3 is to build on the skills learnt from Unit 1 and 2 , whilst also developing students’ creative thinking and group work skills. This unit enables the students to learn and research how to create an effective natural habitat for native species. Information and support from The Cheshire Wildlife Trust will be used to support the students thinking and creativity. The aim of the unit is to enable students to utilise their Reading and Oracy skills, to create a habitat design, which they will then present to their peers. The unit encourages students to read, research, work well in a team and to have the confidence to present to a class. Students will be given the opportunity to discuss their ideas, work creatively and to developing their Oracy skills learnt in Unit 1. The unit will also support students’ comprehension skills, writing skills and discussion abilities. All 3 units will develop knowledge and skills that are transferrable cross-curricular. The intent of all 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> | | |
| Future Learning (Topic) N/A | | |
| What Knowledge and Skills will be taught (Implementation) | How will your understanding be assessed & recorded (Impact) | |
| Lessons will cover: - Research and memory skills. - Group work and communication skills - Leadership - Learning the skills to communicate effectively: - Creative thinking/planning and presentation production - How to present to a group effectively. - Academic reading | Students’ response to challenges set in the lesson Q and A Work produced in the Learning to Learn booklets Verbal responses and teacher feedback The impact of these sessions is to build students confidence with key skills that will allow them to access the curriculum to their potential. The lessons should enhance students’ ability to understand how they can help themselves to become better learners. End of unit reflection task – peer and self-assessment after presentations | |
| Skills students will develop: Speaking and listening skills; Respect for others; Working collaboratively; Performance Comprehension Presenting to others Responding to others | 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. | |
| How can parents help at home? | | |
| Encourage students to read for pleasure. | | |
| Discuss the Year 7 Tier 2 Vocabulary and how to use these words in daily life. | | |
| Helpful further reading/discussion (including Reading and Vocabulary Lists) | | |
| Reading Articles on wildlife The Day News Detective article.pdf Wildlife gardening.docx theday.co.uk-Tadpole party wins top wildlife prize.pdf | Vocabulary Lists Presenting Habitat Nature Native species | Performance Design Creative thinking |