

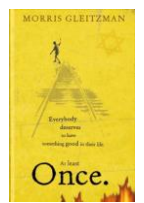
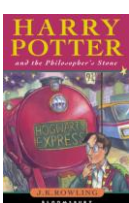
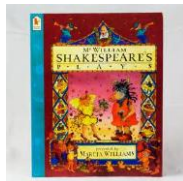
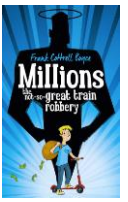
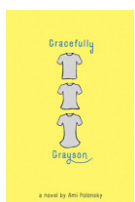
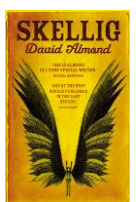



Year Six Term 4 Macbeth

		Writing Map	Reading Spine			
English	Theme	Macbeth				
	Main Text	Macbeth  Looking for different version				
	Text Type	Tragedy Focus: Dialogue				
	Poetry Unit	Song of the witches				
	Narrative Unit	Extended narrative - modernised				
	Non Fiction Unit	Persuasive letter				
Mathematics	<ul style="list-style-type: none"> Algebra Area and Perimeter Volume Geometry 					
Science	<p><u>Working Scientifically</u></p> <p>Links to the statutory programme of study:</p> <ul style="list-style-type: none"> Can they plan different types of scientific enquiries to answer questions? Can they record data and results with increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs? Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? Can they identify scientific evidence that has been used to support or refute ideas or arguments? <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> Can they raise and answer questions about living things in the local environment and how they are grouped / connected? Can they group and classify a wide range of living things? Can they use guides and keys to identify living things in the local environment? Can they make guides & keys to identify living things in the local environment? Can they research unfamiliar plants & animals and work out where they belong in the classification system? Can they design 'a new species' and identify where it should belong in the classification system (and why)? <p><u>Classification</u></p> <p>Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. <p>Ideas</p> <ul style="list-style-type: none"> <i>They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.</i> <i>Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).</i> <i>They should discuss reasons why living things are placed in one group and not another.</i> <i>Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</i> <i>Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment.</i> <i>They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</i> 					
History	No history					
Geography	No geography					

Revision
Animals inc.
humans Yr4
Living things in
their habitats Yr5

e-safety	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online? •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? •Do they understand that some messages may be malicious and know how to deal with this? •Do they understand that online environments have security settings, which can be altered, to protect the user? •Do they understand the benefits of developing a ‘nickname’ for online use? •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? •Do they know that it is unsafe to arrange to meet unknown people online? •Do they know how to report any suspicions? •Do they understand they should not publish other people’s pictures or tag them on the internet without permission? •Do they know that content put online is extremely difficult to remove? •Do they know what to do if they discover something malicious or inappropriate <p>Skills</p> <ul style="list-style-type: none"> •Do they follow the school’s safer internet rules? •Can they make safe choices about use of technology? •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? •Can they create strong passwords and manage them so that they remain strong? •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? •Can they competently use the internet as a search tool? •Can they reference information sources? •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information
Computing	<p><u>Computer Science</u> Kodu</p>
Religious Education	<p>What are the sources of the story about what happened on the first Easter Sunday?</p> <ul style="list-style-type: none"> • What do people know about the Easter story and where do their ideas come from? • How do artists show the themes of Jesus’ death and resurrection from the gospels? • What other stories explore Easter themes? • What symbol can we create together which use the themes and symbols of Easter? • Is Easter the end of the story? • What difference does the Easter story make?
Physical Education	<p><u>Games -Rounders</u></p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? <p>Evaluating and improving</p> <ul style="list-style-type: none"> • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? <p>Health and fitness</p> <ul style="list-style-type: none"> • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? <p><u>Coach – Tag Rugby</u></p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency?

	<p>Evaluating and improving</p> <ul style="list-style-type: none"> • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? <p>Health and fitness</p> <ul style="list-style-type: none"> • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise?
Art	<p><u>Painting</u></p> <p><u>Still life Cezanne linked to science/DT</u></p> <ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific drawing techniques? <p>Sketch books</p> <ul style="list-style-type: none"> • Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? <p>Knowledge</p> <ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by?
Design and technology	No design and technology
Music	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Can they use a variety of different musical devices in their composition? (including melody, rhythms and chords) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? • <i>Can they show how a small change of tempo can make a piece of music more effective?</i> • <i>Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</i>
French	<p><u>Listening and responding</u></p> <ul style="list-style-type: none"> •Do they listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words? •Do they read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling? <p><u>Speaking</u></p> <ul style="list-style-type: none"> •Do they engage in a short conversation using familiar questions and express opinions? •Do they manipulate language to create and say sentences of their own choice using familiar language? •Do they manipulate language using a language scaffold to present their own ideas /information in more complex sentences? <p><u>Reading and responding</u></p> <ul style="list-style-type: none"> •Do they follow a familiar more complex text and read aloud? •Do they understand the gist of an unfamiliar text using familiar language? •Do they pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules? •Do they read and show understanding of a series of complex sentences using familiar language? •Do they use a bi-lingual dictionary to find the meaning of words in a text and understand their meaning in its context? <p><u>Writing</u></p> <ul style="list-style-type: none"> •Do they write and say a complex sentence manipulating familiar language, using a dictionary for new language? •Do they write complex sentences from memory manipulating familiar vocabulary with understandable accuracy? <p><u>Grammar</u></p> <ul style="list-style-type: none"> •Do they demonstrate understanding of knowledge adjectival agreement; 3rd person sing/pl. of regular/high frequency verbs; definite article; elision WITH a relative clause in construction of complex sentences?
PSHE	<p>e-safety lesson</p> <p><u>Healthy Me</u></p> <p>Food Can they make a healthy choice?</p> <p>Drugs Have they eaten a healthy, balanced diet?</p> <p>Alcohol Have they been physically active?</p> <p>Emergency aid Do they try to keep themselves and others safe?</p> <p>Emotional and mental health Do they know how to be a good friend and enjoy healthy relationships?</p> <p>Managing stress Do they know how to keep calm and deal with difficult situations?</p>

Enrichment	<ul style="list-style-type: none">• Book Week – author in school• Christian visitor to talk about Easter• Drug education• Visitor with dogs/Dog Trust• Football tournament
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