

Topic:	Shakespeare						
Week	Wk 1: wb 16/4 (Science Week)	Wk 2: wb 23/4	Wk 3: wb 30/4	Wk 4: wb 7/5 (4 days)	Wk 5: wb 14/5	Wk 6: 21/5	
English Macbeth http://www.bbc.co.uk/learningschoolradio/subjects/english/episodes	<p style="text-align: center;">Narrative</p> <ul style="list-style-type: none"> * To discuss and evaluate figurative language * To describe characters and settings with a range of effective vocabulary * To summarise and clarify the meaning of words in context * To draw inferences such as characters' feelings, thoughts and motives from actions * To integrate dialogue to convey a character (recap direct and reported speech) * To use adverbials to add detail to a sentence and enhance meaning * To use paragraphing accurately and link them using cohesive devices <p>Big Write: Descriptive retelling of battle, Macbeth and Banquo see witches, the witches speak to Macbeth and Banquo</p>			<p style="text-align: center;">RE</p> <p>Are creation stories true and do they have any lessons to teach us about how to live our lives today?</p>		<p style="text-align: center;">Poetry</p> <ul style="list-style-type: none"> * To learn poetry by heart * To preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience * To note and develop initial ideas, drawing on research * To propose changes to vocabulary to enhance effects and clarify meaning <p>Big Writes: Write a witch's potion poem and blank verse (ten beat lines) poem</p>	
	<p style="text-align: center;">Play script</p> <ul style="list-style-type: none"> * Making predictions and summarising * Participating in discussion about texts, building on own ideas and challenging the views of others providing reasoned justification * To use dialogue to convey character * To use dialogue to advance action * To carefully select verbs and adverbs * To use organisational and presentational devices to guide the reader (converting direct speech into a play script) * To discuss and use other similar writing as a model for own, identifying the audience for the writing * To prepare plays to read aloud and perform, showing understanding through intonation, time and volume so meaning is clear to the audience <p>Big Writes: Re-write the encounter between Macbeth and Lady Macbeth Write the terrifying banquet scene</p>			<p style="text-align: center;">Newspaper report</p> <ul style="list-style-type: none"> * To distinguish between facts and opinions * To convey feeling and emotions from the view of a character in quotes * To use relative clauses beginning with who, which, where, when, whose, that * To note and develop initial ideas * To assess the effectiveness of own or others' writing * To propose changes to vocabulary, grammar and punctuation to enhance effects <p>Big Write: Reporting on the battle of Dunsinane</p>			

Maths	<p>Geometry</p> <ul style="list-style-type: none"> * To draw given angles and measure them * To identify acute and obtuse angles * Estimate and compare acute, obtuse and reflex angles 	<p>Geometry</p> <ul style="list-style-type: none"> * To identify: <ul style="list-style-type: none"> - angles at a point and one whole turn - angle at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) - other multiples of 90° * To use the properties of rectangles to deduce related facts and find missing lengths and angles * To identify 3D shapes from 2D representations 	<p>Multiplication and division</p> <ul style="list-style-type: none"> * To multiply and divide numbers mentally drawing upon known facts * To identify prime factors of numbers * To multiply numbers up to 4 digits by 1 digit using expanded short multiplication * To divide numbers up to 4 digits by 1 digit using chunking * To interpret remainders appropriate to the context 	<p>Fractions</p> <ul style="list-style-type: none"> * To compare and order fractions whose denominators are all multiples of the same number * To add and subtract fractions with same denominator and denominators that are multiples of the same number * To recognise mixed numbers and improper fractions and convert from one form to the other 	<p>Fractions and decimals</p> <ul style="list-style-type: none"> * To multiply proper fractions and mixed numbers by whole numbers with diagrams * To read and write decimal numbers as fractions * To recognise and use thousandths and relate them to tenths, hundredths and decimals 	<p>Decimals</p> <ul style="list-style-type: none"> * To round decimals with two decimal places to the nearest whole number and to one decimal place * To read, write, order and compare numbers with up to three decimal places * To recognise the percent symbol and how it relates to 'number of parts per hundred', writing percentages as fractions with denominator of 100 and as a decimal
Science Forces & Animals including humans	<p>Digestive system</p> <p>To describe the simple functions of the basic parts of the digestive system in humans</p>	<p>Balanced/unbalanced forces</p> <p>To identify the forces acting on objects (balanced and unbalanced)</p>	<p>Mechanisms that use forces</p> <p>To design mechanisms that allow a smaller force to have a greater effect (inc. pulleys, levers and gears)</p>	<p>Humans timeline</p> <p>To describe the stages of human development</p>	<p>Growth of babies</p> <p>To present data to explain how babies grow and develop over time</p>	<p>Puberty</p> <p>To describe and explain the main changes that happen during puberty</p>
Computing Internet research and website design		<p>Searching for Images</p> <p>To evaluate digital content by searching for creative commons images and attributing them to a website</p>	<p>Linking it all together</p> <p>To add hyperlinks into a webpage</p>		<p>Publishing the Site</p> <p>To publish and share the website.</p>	
French All About Ourselves		<p>To recognise nouns about the clothing we wear</p>	<p>To use simple conjunctions to link vocabulary for clothes and accessories</p>	<p>To name specific parts of the body</p>	<p>To describe what I look like using specific vocabulary</p>	<p>To write a range of sentences to describe someone's clothes</p>
Music Macbeth	<ul style="list-style-type: none"> * To listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context * To understand and demonstrate how pulse, rhythm and pitch work together and explain how they work together to create a song * To improvise with rhythm and improvise using voice * To sing in an ensemble with clear diction and tune * To play in an ensemble with increasing accuracy 					

Art & DT	To paint a watercolour background and design a silhouette Macbeth scene	To cut out and arrange the silhouette Macbeth scene	To create a relief print to represent an idea from Macbeth	To research and develop design criteria for a functional and aesthetically appealing puppet and generate sketches and annotated designs	To select from and choose a wider range of tools, equipment, materials and components to make their puppet design	To evaluate their puppets against their success criteria and consider the views of others to improve their work
PE Rounders	To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending To use running, jumping, throwing and catching in combination To compare their performances with previous ones and demonstrate improvement to achieve their personal best					
PHSE Relationships	To find out about people who are important to me To give and receive a compliment	To think about what embarrasses me and learn about what to do that will not make things worse	To think about what embarrassed me and learn something about myself	To think about what embarrasses me and the strategies that can be used	To set myself achievable goals	
Guided reading	To read and discuss an increasing wide range of fiction, poetry, plays, non-fiction and reference books To read books structured in different ways and read for a range of purposes To make comparisons within and across books To explore the meaning of words in context To ask questions to improve understanding To draw inferences and justify with evidence To predict what might happen from details stated and implied To retrieve, record information					