

Year Six Term 4 Macbeth

English	<p>Poetry – Song of the Witches (from Macbeth)</p> <p>Narrative – Macbeth Anthony Glenn Workshop 23rd Feb</p> <p>Newspaper Report: linked to Macbeth</p>	<p>Reading for Enjoyment</p> <p>Hacker! – Malorie Blackman</p> <hr/> <p>Writing pieces for moderation</p> <p>Macbeth (narrative) Newspaper report Final assessment SATs paper 2010 Tongo Lizard Simply the Best (persuasion) Spider Supporter (persuasion)</p>
Mathematics	<ul style="list-style-type: none"> • Mental and written addition and subtraction • Measurement, ratio and proportion • 2D and 3D shape • Area, perimeter and volume of shapes • Statistics – line graphs and pie charts • Assessment week 	
<p>Science</p> <p>Revision Animals inc. humans Yr4 Living things in their habitats Yr5</p>	<p>Classification</p> <ul style="list-style-type: none"> • Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail • 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"> • They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. • 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). • They should discuss reasons why living things are placed in one group and not another. • Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. • Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. <p>They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p> <ul style="list-style-type: none"> • 	
History	No history	
Geography	No geography	
Computing	<p>Databases</p> <p>Spread sheets – Excel ITASS plans</p> <ul style="list-style-type: none"> • <i>NC: use search technologies effectively appreciate how results are selected and ranked and be discerning in evaluating digital content.</i> 	
Religious Education	<p>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>Games -Rounders</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? 	

	<ul style="list-style-type: none"> • Can they lead others in a game situation? <p>Coach – Tag Rugby</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 and Design	<p>Painting – still life Cezanne linked to science/DT</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
Design and technology	No design and technology
Music	<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>Listening and responding</p> <ul style="list-style-type: none"> • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? <p>Speaking</p> <ul style="list-style-type: none"> • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p>Reading and responding</p> <ul style="list-style-type: none"> • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? <p>Writing</p> <ul style="list-style-type: none"> • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt?
PSHE	<p>e-safety lesson</p> <p>Healthy Me</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