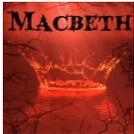


Inspiration/Theme: Are the works of Shakespeare still relevant today?		Curriculum Driver: English	Outcome of learning: To perform Macbeth.	
Core texts/artefact/film		Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>Macbeth by William Shakespeare</p>  <p>Reading skills</p> <ul style="list-style-type: none"> Summarise key events Be able to infer by using clues in the text Retrieve and record information Find and explain the meaning of words in context. 		<p><u>Hook/Stunning Start</u> Children will design and make an electrical toy for Apprentice.</p> <p><u>Trips/Visitors/Marvellous Middle</u> Children will enjoy a variety of activities at Kilve Court.</p> <p><u>Celebration/Fabulous Finish</u> Children will perform Macbeth.</p>	<p>Children will design a poster/leaflet and present their electrical toy for 'The Apprentice'.</p> <p>Children will design a package for their toy.</p> <p>Electirical Toys: design and final product.</p>	<p><u>Language of description</u> It looks / tastes / feels / sounds / smells like... It appears to be ... because ... It seems to be like ... because ... I think it looks like ...because ... It reminds me of ... because ... Due to the fact that ... I believe ... Why? How? What? Tell me about ... In comparison to ... Futhermore ... Subsequently ...</p>
Topic Table		Book Area	Maths Challenge Table	Home Learning
<p><u>Key questions</u> Who was William Shakespeare? What did he do? Is the work of Shakespeare still relevant today?</p> <p><u>Key images/artefacts</u> Portrait of William Shakespeare. Plays written by Shakespeare.</p> <p><u>Key vocabulary</u> Sonnet, stanza, relevant, irrelevant.</p>		<p><u>Key questions</u> What are the similarities and differences between the characters, settings and themes of this term's book and the previous six term's books?</p> <p><u>Key images/artefacts</u> A range of biographies and autobiographies. Various Shakespeare texts.</p> <p><u>Key vocabulary</u> Early child hood, teens, adulthood, later life, fascinating facts, sonnet.</p>	<p><u>Key questions</u> What different net shapes are there? What capacity can different nets hold?</p> <p><u>Key images/artefacts</u> A variety of different measuring equipment. 3D shapes and nets.</p> <p><u>Key vocabulary</u> Measure: volume, litres, millilitres, litres cubed, centimetres, millimetres.</p>	<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 20 minutes every day. Don't forget to record your reading in your Reading Record.</p> <p>P.E Kit: Please keep your child's PE kit in school all week. It is essential that they have outdoor shoes to take part in outdoor PE learning activities. They may also wish to have jogging bottoms.</p> <p>Please ensure your child has a sun hat and sun screen in school for them to use this term.</p>

The Mead Academy Trust Curriculum Information Bechsteins Term 6



English	Maths	Geography	D.T.
<p><u>Outcome of learning:</u> The children will write a short piece which demonstrates ability to create effective atmosphere and settings for audience. The children will write a persuasive advert for a new product and a persuasive letter about the closure of Oxenwood.</p> <p><u>Key Descriptive Writing Skills:</u></p> <ul style="list-style-type: none"> Structure our writing. Select vocabulary which is appropriate to the text type. Develop a range of ways to create cohesion. Develop drafting skills. Edit and proof read for the audience. <p><u>Key Persuasive Writing skills:</u></p> <ul style="list-style-type: none"> Use evidence to support view point. Consider opposing views. Use rhetorical questions and emotive language. Present a strong conclusion. Write for a real purpose. 	<p><u>Outcome of learning:</u> The children will revisit key maths concepts to be ready for secondary school.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use commutative and distributive properties to simplify calculations. Solve multi-step problems using formal methods. Secure understanding of the relationship and equivalence between fractions, decimals and percentages. Solve algebraic equations. Calculating measurements and using mathematical reasoning to find missing angles. <p><u>Cross curricular:</u> This term we will be using and applying our maths skills to make the packaging for our electric toy.</p> <ul style="list-style-type: none"> Creating nets. Capacity measures. 	<p><u>Outcome of learning:</u> Children will look at geographical similarities and difference between locations.</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> Identify key topographical features and land-use patterns. Understand how some of these aspects have changed over time. Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<p><u>Outcome of learning:</u> Children will design and create packaging and content of an electrical toy product.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Research existing designs. Design and develop model. Build a prototype. Test and evaluate finished product.
			Drama
			<p><u>Outcome of learning:</u> The children will perform an abridged version of Macbeth.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Memorise words and directions. Develop technical vocabulary. Develop knowledge of stage direction. Develop characters in role.
P.S.H.E.	Science	R.E.	I.C.T.
<p><u>Outcome of learning:</u> Children will be considering puberty, reproduction, physical and emotional behaviour in relationships; understanding appropriate touch; understand where to get support if an online relationship goes wrong.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Describe how and why the body changes. Know basic facts about conception and pregnancy. Explore positive and negative ways of communicating in relationships. Describe the decisions that have to be made before having a baby. 	<p><u>Outcome of learning:</u> The children will make a periscope using knowledge that light travels in straight lines.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Understand and explain how we see things when light travels from light sources. Explain why shadows have the same shape as the object. Explore different ways that light behaves; reflection, refraction and light sources. Work scientifically to explore the relationship between light and mirrors in real life. 	<p><u>Outcome of learning:</u> The children will identify and describe what they know already about the work of development charities. The children will describe the work of two religious charities involved in global poverty issues. The children will understand the role religious charities have in working with migrants.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Identify similarities and differences. Identify strengths and challenges. Understand different view points. 	<p><u>Outcome of learning:</u> Children will write a blog for residential; create a class email to message between sites; compare search engines-top 10 results/tree octopus; Lego Wedo/Scratch.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use different services provided by the internet for communication and collaboration. Explore how an email works. Appreciate how results are selected and ranked, be discerning in evaluating digital content. Use feedback from sensors to control outcomes and increase efficiency.
History	P.E.	Art	M.F.L.
<p><u>Outcome of learning:</u> Children will describe a key event from Britain's past using a range of evidence from different sources.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Develop appropriate use of the historical terms. Devise historically valid questions. Apply chronological order to events of the era. 	<p><u>Outcome of learning:</u> Children will take part in outdoor adventurous activities. Children will partake in healthy competition using athletic skills culminating at Sports Day.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> To challenge both individual and team physical skills. To develop competitive spirit and sportsmanship. 	<p><u>Outcome of learning:</u> Design imagery for packaging to effectively represent product.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Select from a range of materials and components according to their functional and aesthetic qualities. Reflect and carry out adaptations suggested by others. 	<p><u>Outcome of learning:</u> Children will use the topics of sports and activities to engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Chanting and singing to aid memory. Listen and respond to native French speakers. Read and write key words and phrases. To learn about French customs.