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| **Term** | Summer 1 (5 weeks) | **Curriculum Strands** | Monarchy & Rulers and Society & Culture |
| **Classroom Environment** | Topic board to celebrate children’s learning from school and home  Age-appropriate historical vocabulary (Shakespeare and Elizabethan era)  Range of topic books including different genres and text types | **Super Starter (Hook)**  **&**  **Education Visit/Visitor** | Residential to Marchant’s Hill  Summer Production |
| **Key Texts** | **Wonder - R. J. Palacio**  A Shakespeare Story (Romeo and Juliet and Macbeth) by Andrew Matthews and Tony Ross  Chasing the Stars by Malorie Blackman  What's So Special About Shakespeare? By Michael Rosen  Shakespeare's Globe (I Was There) by Valerie Wilding | **End Product** | Summer Production  Year 6 Leavers’ Assembly to parents |
| **English** | Romeo and Juliet inspired newspaper reports and blogs – writing to inform – 3 weeks  Balanced argument – Macbeth – write to discuss – 2 weeks | | |
| **Science** | Evolution and Inheritance  **N.C. Obj.** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  N.C. Obj. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  N.C. Obj. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution  Animals including Humans  N.C. Obj. To identify and name the main parts of the human circulatory system  **N.C. Obj.** To describe the functions of the heart, lungs, blood and blood vessels  **N.C. Obj.** To describe the ways in which nutrients are transported within animals including humans  **N.C. Obj.** To explain how the digestive system breaks down nutrients  **N.C. Obj.** To explain the roles of the different parts of the circulatory system in transporting nutrients and water in the body  **N.C. Obj.** To recognise the impact of diet and exercise on the ways that our bodies function  **N.C. Obj.** To describe the effects of a healthy lifestyle and explain the impact that diet and exercise have on the human body  Working Scientifically  **N.C. Obj.** Identifying scientific evidence that has been used to support or refute ideas or arguments  **N.C. Obj.** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | | |
| **P.E.** | Swimming  **N.C. Obj.** Swim competently, confidently and proficiently over a distance of at least 25 metres  **N.C. Obj.** Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  **N.C. Obj.** Perform safe self-rescue in different water-based situations  Residential  **N.C. Obj.** Take part in outdoor and adventurous activity challenges both individually and within a team | | |
| **History** | **Shakespeare** (history of language), **Elizabethan** era and significant British monarchs  **N.C. Obj.** Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | | |
| **Art** | Cityscapes paintings  **Romero Britto** self-portraits (cubism, pop art and graffiti painting)  **N.C. Obj.** To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)  **N.C Obj**. To learn about great artists, architects and designers in history | | |
| **Music** | Production  **N.C Obj**. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  **N.C Obj**. Listen with attention to detail and recall sounds with increasing aural memory | | |