

## Shakespeare

### Medium Term Topic Plan – Year 6

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