

Autumn Term 1

TOPIC	Macbeth	Driver subject(s)	Art & Geography		
Values (s)	Ambition				
Learning Links	Past – Was Macbeth representative of Kings in that time? Present – Do tragedies, such as in the story of Macbeth, happen in the modern day? Future – Will there be future events that have similarities to the tragedies in Macbeth?	Global Themes	Equality, diversity and Inclusion (EDI)		
		Aspiration	RE and RSE		
Opening Wow /Immersive classroom	Watch child-friendly version of Macbeth and Rap – make a jingle Visit times of Macbeth in the immersive classroom.	End of topic showcase (Sharing with parents)			
Trips/Visitors					
What do the children want to learn?	Who was Macbeth – was he a real person? What happens in the story? Was he good or bad? Is it fact or fiction? Did he have any accomplices? Where is the story based? How many plays did Shakespeare write?				
English Text Inc. Genre/Text Type	Humanities (Geography & History)	Creative (Art/DT/Music/Computing)	Science	RE/PSHE/RSE	French
Narrative - Macbeth - Tragedy Characterisation: (empathy and emotions) Short burst: Monologue Speech Subordination Fronted adverbials NF: Non-Chronological report – Animals in the war	<u>Geography NONE THIS TERM</u> History NONE THIS TERM	<u>Art: Scene setting (Painting) - Picasso</u> Knowledge: I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. I understand why it's important to carry out preliminary studies, test media and materials and mix appropriate colours before beginning a final piece. I can demonstrate an awareness of how paintings are created (composition). I know how to express emotion in my art. I can explain why I have chosen specific techniques to create my art. Skills: I can create different effects by using a variety of tools and techniques, such as dots, scratches and splashes, and applying paint in layers. I can apply colour to express mood or emotion in my painting. I can use paint, e.g. acrylic, oils, water colours, to create visually interesting pieces. I can choose appropriate paint, paper and tools to adapt and extend my work. I can explore the roles and purposes of artists / craftspeople / designers working in different times and cultures. I can research the work of Pablo Picasso and replicate his style. I can select and record from first hand observation, experience and imagination, and begin to explore ideas for different purposes. I can independently compare ideas, methods and approaches in my own and others' work and say what I think and feel about them. I can annotate work in my sketchbook, giving detailed reasons for my choices and notes about the methods used. I can adapt my work according to my views and describe how I might develop it further.	<u>Mixtures and Reactions</u> Knowledge: Extend their knowledge of properties to include more abstract properties such as hardness, thermal and electrical conductivity, magnetic attraction Know that metals have similar, specific properties Know that some materials dissolve in water and others do not and give examples of both Know that a substance is still present in the solution when it has dissolved Describe ways in which dissolved substances can be recovered from solution Understand that melting and dissolving are different processes Know that burning results in the formation of new materials including gases that we cannot see Know that chemical changes are usually not reversible	<u>RE SACRE – Sikhism</u> Knowledge: Know some of the ways Sikhs put their religion into practice. Skills: Evaluate and make comparisons between the different ways Sikhs put their religion into practise. Reflect and respectfully question some of the ways Sikhs show commitment and their chosen behaviours. Express opinions based on Sikhs differing levels of commitment. Reflect on some of the beliefs that are important to us individually and what difference they make in our lives. <u>PSHCE</u> None this term <u>RSE</u> <u>Myself and My Relationships Beginning and Belonging</u>	<u>On Holiday</u> Countries (gender), types of accommodation, at the zoo, beach, theme park. <u>Listening:</u> I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. I can understand the main points from a spoken story or poem, which contains some unfamiliar language. I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. I can recognise and understand the difference between 'mon'/'ma'/'mes'. <u>Reading:</u> I can read and pronounce unfamiliar written words

		<p>I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>DT: NONE THIS TERM</p> <p>Music: CHARANGA Living on a Prayer - Rock</p> <p>Computing Purple Mash – 5.1 - Coding Knowledge: Make more complex real-life problems into algorithms for a program. (5.1) Test and debug my programs as I work. (5.1, 5.5) Convert (translate) algorithms that contain sequence, selection and repetition into code that works. (5.1) Use sequence, selection, repetition, and some other coding structures in my code. (5.1) Organise my code carefully and know this will help me debug more efficiently. (5.1) Use logical methods to identify the cause of any bug with support to identify the specific line of code. (5.1) Skills: Use logical methods to identify the cause of any bug with support to identify the specific line of code. (5.1)</p> <p>PE - Netball Knowledge I know and apply the rules consistently in game situations I can explain the technique for different passes Skills Use a variety of passes in a game at appropriate times Try different dodging techniques Use pivoting to pass in a game Attempt two-hand shooting Effectively find space in a game to receive the ball Use appropriate language to explain their attacking and defensive play Use verbal and non-verbal communication to show teammates where you want the ball</p>	<p>Identify hazards associated with burning materials Recognise that chemical reactions form new substances and that this kind of change is not usually reversible Know how post-its and/or wrinkle-free cotton were developed</p> <p>Skills: Match material properties to their use Separate solute from a solution by crystallisation Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering and sieving Plan an investigation to determine ways in which solids can be removed from liquids Report the findings from their investigation into treating sewage including conclusions and explanations of their findings Identify some changes as irreversible and explain reasons for doing so Identify substances through their chemical and physical changes</p>	<p>Knowledge: What are my responsibilities for helping others in school feel happy and safe? RR How can I take responsibility for building relationships in my school and how does this benefit us all? CF How might different people feel when starting something new and how can I help? MW How do we help people feel welcome and valued in and out of school? CF What helps me to be resilient in a range of new situations? MW Are there more ways I can get help now and how do I seek support? BS Skills: ☑ Be able to collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn ☑ Know the names of everyone in their class and be able to build new relationships ☑ Know how it may feel to be in a new situation in different contexts, and have strategies for managing those emotions ☑ Be able to identify a range of people in their Network of Support, and know how to access help and support ☑ Have ideas for helping new people feel welcome, and be able to offer support to others who need help.</p>	<p>accurately, using my knowledge of French phonics. I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me. I can understand the main points from a short written text, which contains some unfamiliar language. I can read aloud a short story containing familiar language, clearly and with expression. I can understand the difference between 'le'/'la' and 'un'/'une'. I can recognise the meaning of 'mon'/'ma'/'mes'. I can recognise that some nouns have irregular plurals. I can recognise that adjectives' endings often change to match the noun they're describing. Writing I can express my opinions using complex sentences. I can write several sentences from memory. I can adapt familiar written sentences by changing a few words. I can write several sentences from memory to describe what other people do, or like doing. I can write several sentences from memory to describe a place, person or thing. I can use the correct article to match the gender of a noun. I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'. I can use some simple sentence structures that differ from English in my writing.</p>
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