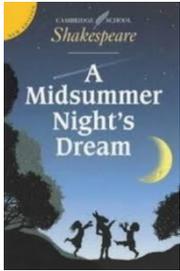


Inspiration/Theme: Are the works of Shakespeare still relevant today?		Curriculum Driver: English/Drama		Outcome of learning: To perform A Midsummer Night's Dream	
Core texts/artefact/film		Provocation, Inspire, Immerse		Display outcomes	
<p>A Mid-Summer Nights Dream – Shakespeare</p>  <p>Autobiography of Roald Dahl The Hobbit – JR Tolkein (class read)</p>		<p><u>Hook/Stunning start</u> Watch The Tempest (2016 Year 6 production)</p> <p><u>Trips/Visitors/Marvellous Middle</u> Residential to Plas Pencelli</p> <p><u>Celebration/Fabulous Finish</u> Performance of A Midsummer Night's Dream at The Arc Theatre Trowbridge</p>		<p>Reading area – pictures of Roald Dahl and facts about his life A range of other biographies and autobiographies</p> <p>DT – children's pizza boxes</p>	
Topic Table		Reading area		Maths Challenge table	
<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> 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>Cross curricular maths opportunities</p> <p><u>Key questions</u> How much liquid will you get from one apple/ piece of fruit? What will the ratio of fruit A be to fruit B? How will you make the net of your container? Which measurements will you use?</p> <p><u>Key images/artefacts</u> A variety of different measuring equipment A range of smoothie and fruit juice packages 3D shapes and nets</p> <p><u>Key vocabulary</u> Measure volume, litres, millilitres, litres cubed centimetres, millimetres</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..... <i>Why? How? What? Tell Me About....</i> In comparison to..... Biography In early childhood we know that .....</p>	
				<p>Home-learning</p> <p>This term we will be continuing to work through the Y6 spellings which can be found in the reading diary and the front of the home learning books. There will be 5 each week to learn. Any words that children find tricky from Y3 and 4 should also be practised. Please continue to use the reading diary to record when you have listened to your child read. They should also be recording when they are reading to themselves. We are continuing to use Mathletics as well as Maths in a Flash for home-learning in maths. Please also see our website for more ideas. <a href="http://www.rivermead.wilts.sch.uk/">http://www.rivermead.wilts.sch.uk/</a> <a href="http://www.compare4kids.co.uk/">http://www.compare4kids.co.uk/</a></p>	

English	Maths (Year 6)	Science	PE
<p><b>Outcome of learning:</b> Children will learn to write a persuasive advert for a new product. Children will learn to write a biography for William Shakespeare.</p> <p><b>Key biography Writing Skills:</b></p> <ul style="list-style-type: none"> <li>Identify and explain the features of a biography.</li> <li>Identify and use appropriate formal language.</li> <li>Structure our writing.</li> <li>Develop a range of ways to create cohesion.</li> <li>Develop drafting skills.</li> <li>Edit and proof read for the audience.</li> </ul> <p><b>Key Persuasive Writing skills:</b></p> <ul style="list-style-type: none"> <li>Use evidence to support view point.</li> <li>Consider opposing views.</li> <li>Present a strong conclusion.</li> <li>Write for a real purpose.</li> </ul> <p>We will be revising the spelling rules we have covered this year.</p>	<p><b>Outcome of learning:</b> Children will revisit key maths concepts to be ready for secondary school.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Use commutative and distributive properties to simplify calculations.</li> <li>Solve multi-step problems using formal methods.</li> <li>Secure understanding of the relationship and equivalence between fractions, decimals and percentages.</li> <li>Solve algebraic equations.</li> <li>Calculating measurements and using mathematical reasoning to find missing angles.</li> </ul> <p><b>Cross Curricular Maths:</b> This term we will be using and applying our maths skills to make the packaging for our smoothie and decide the ratio of different to create award winning healthy smoothies.</p> <ul style="list-style-type: none"> <li>Creating nets.</li> <li>Ratio of ingredients.</li> <li>Capacity measures.</li> </ul>	<p><b>Outcome of learning:</b> Children will make a periscope – understanding that light travels in straight lines.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand and explain how we see things when light travels from light sources.</li> <li>Explain why shadows have the same shape as the object.</li> <li>Explore ways light behaves; reflection, refraction, light sources.</li> <li>Work scientifically to explore the relationship between light and mirrors in real life.</li> </ul>	<p><b>Outcome of learning:</b> Children will take part in outdoor adventurous activities. Children will learn a new competitive sport – Ultimate Frisbee. Children will perform dance sequences as part of the end of year performance of A Midsummer Night’s Dream</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To perform and develop an appreciation of movement.</li> <li>To challenge both individual and team physical skills.</li> </ul>
Art	RE	Music	History
<p><b>Outcome of learning:</b> Children will design the set and props design for A Midsummer Night’s Dream</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Select from a range of materials and components according to their functional and aesthetic qualities.</li> <li>Reflect and carry out adaptations suggested by others.</li> </ul>	<p><b>Outcome of learning:</b> Children will identify and describe what they know already about the work of development charities. Children will describe the work of two religious To understand the role religious charities have in working with migrants.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences.</li> <li>Identify strengths and challenges.</li> <li>Understand different viewpoints.</li> </ul>	<p><b>Outcome of learning:</b> Children will rehearse song and music to perform as part of A Midsummer Night’s Dream.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Develop singing style.</li> <li>Improve clear diction, phrasing and quality of tone.</li> <li>Discuss the skills needed to put on a successful show.</li> <li>Work as a team.</li> </ul>	<p><b>Outcome of learning:</b> Children will describe a key event from Britain’s past using a range of evidence from different sources.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Develop appropriate use of the historical terms.</li> <li>Devise historically valid questions.</li> <li>Apply chronological order to events of the era.</li> </ul>
Design & Technology			
<p><b>Outcome of learning:</b> Children will design and create the packaging and content of a food product.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Research existing designs.</li> <li>Design and develop model.</li> </ul>			

<ul style="list-style-type: none"> <li>• Build a prototype.</li> <li>• Test and evaluate finished product.</li> </ul>			
Computing	PSHE Learn for Life	Geography	MFL
<p><b>Outcome of learning:</b> Children will write a blog for residential; create a class email to message between sites; compare search engines-top 10 results/tree octopus.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Use different services provided by the internet for communication and collaboration.</li> <li>• Explore how an email works.</li> <li>• Appreciate how results are selected and ranked, be discerning in evaluating digital content.</li> <li>• Use feedback from sensors to control outcomes and increase efficiency.</li> </ul>	<p><b>Outcome of learning:</b> Children will be learn about puberty, reproduction, physical and emotional behaviour in relationships; understanding appropriate touch and where to get support if an online relationship goes wrong.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Describe how and why the body changes.</li> <li>• Know basic facts about conception and pregnancy.</li> <li>• Explore process of conception and planning.</li> <li>• Explore positive and negative ways of communicating in relationships.</li> <li>• Describe the decisions that have to be made before having a baby.</li> </ul>	<p><b>Outcome of learning:</b> Children will look at geographical similarities and difference between locations</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify key topographical features and land-use patterns.</li> <li>• Understand how some of these aspects have changed over time.</li> <li>• 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.)</li> <li>• 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.</li> </ul>	<p><b>Outcome of learning:</b> 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><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Chanting and singing to aid memory.</li> <li>• Listen and respond to native French speakers.</li> <li>• Read and write key words and phrases.</li> <li>• To learn about French customs.</li> </ul>
Maths (Year 5)			
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>• Children will be learning about position and movement, measurements, area and perimeter, volume and Roman numerals</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Name and plot points</li> <li>• Describe translations and movements</li> <li>• Describe reflections]</li> <li>• Convert units of length, mass, volume and time</li> <li>• Find perimeter of shapes</li> <li>• Measure area</li> <li>• Find capacity</li> <li>• Write and recognise Roman numerals</li> </ul>			