

**Formal letters:** Macbeth and Hamlet  
**Narrative action:** Hamlet  
**Non-chronological report:** Midsummer Night's Dream creature  
**Quest story:** to defeat mythical creature  
**Grammar:** Recap of grammar taught throughout the year

**Heart and Lungs:**  
 Recognise the impact of diet, exercise, drugs and lifestyle.  
 To investigate the heart rate and exercise  
**Light:**  
 Understand that light appears to travel in straight lines.  
 Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.  
**Relationships and sex education:**  
 Be aware of their own bodies and understand and be prepared for the physical and emotional changes that happen to them as they grow up, including puberty.  
 Understand how babies are conceived and develop.  
 Have knowledge of the diversity of relationships

**Revision of key objectives**  
 Selected from across the year 6 curriculum.  
**Multiplication, Division, Addition and Subtraction**  
 Multiply 4 digit numbers by 2 digit numbers using formal methods.  
 Divide numbers up to 4 digits using formal methods (including decimals), interpreting remainders to suit different contexts.  
 Solve multi-step problems using addition, subtraction, multiplication and division, choosing the correct operation and using estimation to determine accuracy within the context of the problem.  
**Ratio and Proportion** Solve problems involving the relative size of two quantities.  
 Solve problems finding percentages.  
 Enlarge and decrease shapes with a given scale factor.  
**Fractions:** Simplify, compare and order fractions.  
 Add and subtract fractions.  
 Multiply fractions.  
 Divide fractions by whole numbers.  
 Divide numbers with answers up to 2 decimal places and round.

RE:  
 -Expressing joy.  
 -Appreciating beauty.  
 -Being self-critical and reflective  
 - Being curious and valuing knowledge

RE UNICEF links: Article 14: Freedom of religion. Article 30 Right to learn the religion of their family. Article 13: freedom of expression. Article 14 Freedom of religion. Article 17: access to reliable information. PSHE/P4C:

UNICEF: Article 30 You have the right to practice your own culture, language and religion Article 19 Staying Safe You have the right to be protected from being hurt and mistreated, in body or mind.

**English**

**Science**

**Mathematics**

**UNICEF RE  
 PSHE  
 Philosophy  
 for Children**

**Year 6 Summer 2017-2018**

**Title: Sir William Shakespeare**  
 Question: Does Shakespeare deserve to be known as Britain's greatest playwright?




*Achieving Excellence  
 Inspiring Dreams*

**Music**

**Modern Foreign Languages**

To take part in the Year 6 performance with confidence, expression and control  
 To further develop excellent singing technique: good posture and breathing, clear diction, tuning, expressive dynamics and an awareness of other performers.

**French:** Notre Monde: understand and name continents; make statements about rivers and their geographical features; make a weather forecast; future tense; superlatives; make statements and asking questions about Le passé et le présent: places in town; give a description of a town; definite and indefinite article; imperfect tense, using two adjectives to describe a noun.

**Physical Education**

**Computing**

**History & Geography**

**Rounders:** Apply consistently rounders rules in games. Play small sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in role of bowler, batter and fielder.  
**Cricket:** Apply with consistency standard cricket rules in a variety of different styles of games. Attempt a small range of recognised shots in isolation and in competitive scenarios. Use a range of tactics for attacking and defending in role of bowler, batter and fielder.  
**Athletics :** Apply strength and flexibility to a broad range of throwing, running and jumping activities. Work in collaboration and demonstrate improvement when working with self and others. Accurately and confidently judge across a range of activities.

Create websites using 'j2webby' on laptops. Children to create a website about Shakespeare and his plays.

Stop motion animation using 'StopMotion' on ipads. Create short scenes from Shakespeare's plays using lego.

E-safety –  
 Privacy rules and secure websites  
 Cyberbullying  
**UNICEF Articles 8/16**

Place the Tudors on a timeline  
 Research the landmarks of Stratford.  
**Entry point: Visit to Stratford- drama workshop and landmark points**  
 Locate Stratford on a map and use town maps to navigate to landmarks during visit  
 Investigate entertainment during the Tudors.  
 Compare Greek theatre to Tudor theatre and modern theatre.  
 How did the plague impact on Shakespeare's life?  
 Investigate Shakespeare's life and produce biography  
 Explore Morpurgo's achievements- Does Shakespeare deserves to be known as Britain's greatest playwright?

Final Product: Year 6 End of Year production

**Art & DT**

Print using layers with linoleum and roll-on ink to create detailed images with multiple colours.  
 Sketch portraits of Shakespeare and of ourselves.  
 Investigate cubism and produce a picture of Shakespeare in the style of cubism .