

## Year 5/6 Unit of Learning – Summer 2

<b>Key Question</b> What makes a phenomenal theatre production?		<b>Central Idea</b> <b>All the World's a Stage</b> The theatre is a platform for expressing ideas and addressing social issues	<b>Guiding Questions</b> Who was William Shakespeare? What are the key components of a theatre production? What is the role of a director?	
<b>NC Computing</b> I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns and content and contact. I can design, write and debug programmes that accomplish specific goals. I can use sequence selection and repetition in programmes. I can work with variables and various forms of input and output. I can use logical reasoning to explain how simple algorithms work and to detect and correct others. I can understand computer networks including the internet; how they can provide multiple services. I can use the world wide web and the opportunities they offer. I can be discerning in evaluating digital content. I can select using a combining variety of software. <b>Specific foci for anti- coding</b> I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns and content and contact. I can design, write and debug programmes that accomplish specific goals. I can use sequence selection and repetition in programmes.		<b>Values</b> Resilience, responsibility, trust, courage, respect, determination, freedom, equality, honesty, confidence, kindness, excellence.	<b>Religious Education</b> <b>End of Life</b> What do different religions believe happen after death? How do the different religions celebrate and remember those who have passed away? How can you remember those who have passed away?	<b>PHSE</b> <b>Link to Values</b> <b>SEAL Themes – Changes</b> Understanding more about alcohol and exploring its use. Reinforcing knowledge on illegal drugs and exploring attitudes around drugs and drug taking. Exploring changes, especially the change from primary to secondary school – sharing feelings about coping with specific issues; making new friends. <b>Link to science</b> - Draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experience in puberty. -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
<b>PE NC Knowledge and Skills</b> I can play competitive games and attack and defend. I can take part in outdoor activities which challenges me both individually and as a team.	<b>PE Evaluation, Fitness and Health</b> I can compare my performances with previous ones. I can evaluate my own and others work in order to improve it. I can understand why exercise is good for my fitness. I know why warming up and cooling down are important. Indoor P.E –Dance Outdoor P.E - Cricket	<b>Core Texts /Visits</b> Theatre trip – Matilda Year 6 trip to Sutton Life Centre - PSHE Midsummer Nights' Dream – William Shakespeare The Lady of Shallot Clockwork by Phillip Pullman	<b>Writing Genres</b> <b>Coverage across the year:</b> <b>Fiction</b> Playscripts Descriptive writing Narrative poem Suspense writing Poetry and performance  <b>Non-fiction</b> Biographies Theatre and film reviews	
			<b>Singing</b> <b>Music NC</b> I can play and perform in solo and essemble contexts, using my voice with creasing accuracy, control and expression. I can vocally perform parts from memory and notations am aware of my contributions such as leading others or taking solo parts.	

<p><b>Science NC Skills</b> <b>Working Scientifically</b></p> <p>I can plan different types of scientific enquiry to answer questions. I can take measurements using a range of specific equipment. I can record data and results using scientific diagrams and labels, classification keys, tables and bar or line graphs. I can report and present findings and enquiries. I can use test results to make predictions to set up fair tests. I can report and present findings.</p>	<p><b>Science NC Knowledge and Skills</b> <b>SC6 &amp; 5 2.2 – Animals including humans</b></p> <p>Pupils will; Describe the changes as humans develop to old age. -Draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experience in puberty. -Pupils work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. -describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>History NC Knowledge and Skills</b></p> <p>I can study an aspect or theme in British history that extends my chronological knowledge. Tudor London. Children will study the role of the Tudors in London and focus on our local area – Greenwich, where Henry VIII was born. Children will; -Plot chronologically where the Tudors were placed in history. -What was the battle of the Roses? -Who was Henry VIII and why was he important? -What role did Shakespeare play in Tudor London? -What affect was the theatre on local people? How was it different to how we experience the theatre?</p>	<p><b>Art &amp; Design Technology NC</b></p> <p>I can create sketch books to record my observation and use them to review and revisit ideas. I can improve my mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay) I know about great artists and architects and designers in history. <b>Key Skills</b> <b>Drawing: Lines and Marks, Shape, Tone, Texture</b> I can use my sketch book as a starting point for my art work. I can add tone and texture <b>Specific Media Focus Key Stage Coverage- Arts week –</b> London-Arts festival Design and building stages Prop making and creating your own Shakespearean masks.</p>
<p><b>Key Outcome</b> Summer production – Matilda Theatre trip to see Matilda</p>			