

	WEEK 1 7.1.19	WEEK 2 14.1.19	WEEK 3 21.1.19	WEEK 4 28.1.19	WEEK 5 4.2.19	WEEK 6 11.2.19
<b>Literacy Year 6 Cogheart Shakespeare and Macbeth</b>	<b>LO: Infer meaning drawing upon evidence from across the text</b> . Create <b>Inference Sums</b> from the information given about the characters: Lily, Madame Verdigris, Professor Silverfish	<b>LO: To be able to consider the different viewpoints of authors and of fictional characters</b> Read chapters 1-12 discuss first impressions of the book, people, places and events. What are your impressions of the main characters: Lilly, Robert, Mrs Rust, Professor Silverfish, Madame Verdigris, Mr Hartman	<b>LO: Make simple links between audience, time, people and cultures</b> The story is in a time when social class and issues of etiquette were more important than they are now. Record and discuss comments or thoughts which indicate how these impact on the story.	<b>LO: Writer's choice of audience and purpose</b> Write as a Victorian newspaper reporter reporting on the events of Cogheart. Using: <b>HEADLINE:</b> do you have an eye-catching headline that sums up the story? <b>BYLINE:</b> The writer's name and their speciality, e.g. Anna Quinn, crime reporter. <b>PLACELINE:</b> Where the story begins. <b>LEAD:</b> the opening section, that gives the <b>MOST</b> important information of the story. <b>BODY:</b> the rest of the story, told succinctly, with the most important details coming first. Told using simple true statements. <b>QUOTATIONS:</b> an eye witness can add an authentic 'at the scene' feel to your information.	<b>LO: plan and organise ideas.</b> In Cogheart and Moonlocket there are mechanical robot characters who are servants to the humans. Those mechanicals are treated like second class citizens by various characters in the book, despite the fact that they may have thoughts and feelings of their own. Lily and Robert treat the mechanicals in the story as friends, and believe that all mechanicals should be treated as equals to human beings. Do you think this should be the case? Imagine you're living in Robert and Lily's world in 1896 where these robots exist. Write a letter to the prime minister to ask that robots be given rights. Include key points from the story: <b>SOA</b>	<b>LO To be able to infer meaning using evidence from the text and a wider meaning.</b> Design your own clockwork mechanical robot, or mechanimal. Write a short description of your robot to explain its purpose, functions, and special features. <b>SOA</b>
<b>Drama</b>	Use range of oral techniques to present engaging performances.	Recognise impact of theatrical effects.	To gain and maintain the interest and response of different audiences.	To use dramatic techniques to explore characters and their issues. Use role play to help write a simple comic strip conversation of Macbeth and Lady Macbeth.	Work collaboratively and supportively with others to produce an improvised scene to help me understand a simplified story of Macbeth.	Evaluate and suggest ways in which their performance could be performed.
<b>Maths Year 6</b>	<b>Geometry -</b> Draw and translate simple shapes using a	<b>Geometry -</b> Reflect shapes across the y and x axis.	<b>Place Value / Sense of Number -</b> Use partitioning to make sense of very large	<b>Statistics -</b> Interpret and create pie charts. Use data from pie charts and other	<b>Fractions -</b> Divide and multiply using fractions and whole numbers.	<b>Algebra -</b> Find pairs of numbers that satisfy number sentences involving two unknown

	coordinate grid and quadrant.  <u>Paper 1 practice - arithmetic</u>	<u>Calculation</u> - Use knowledge of the order of operations to carry out calculations involving all four. <u>Paper 1 practice - arithmetic</u>	numbers. Rounding and accuracy.  <u>Measure</u> - Calculate the area of triangles and parallelograms.  <u>Paper 1 practice - arithmetic</u>	charts to answer problems.  <u>Paper 1 practice - arithmetic</u>	<u>Paper 1 practice - arithmetic</u>	values.  <u>Paper 1 practice - arithmetic</u>
<b>SPAG</b>	Indefinite pronouns: <i>somebody, something, someone, nobody, one, everything, and</i>	<b>LO: Direct and reported speech and reinforcement of relative clause use</b> with a quote from one of the characters about their views of their experiences. Model taking the quote and turning it into reported speech. Discuss how we could use a relative clause to add detail to the subject of the quote. Use quotes from characters (refer to session 2) to turn into reported speech, including relative clauses.	<b>LO: To develop figurative language use:</b> similes, metaphors, alliteration, onomatopoeia for effect on the reader (descriptions of the airship, mechanical robot or mechanical and newspaper report).	<b>LO: To be able to recognising vocabulary and structures that are appropriate for formal speech and writing.</b> Including: subjunctive forms, using passive verbs to affect the presentation of information (newspaper report) in a sentence	<b>LO: To create cohesion between paragraphs,</b> e.g. inclusion of different people's reactions and some comments from the reporter on the preparations for war repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next.	Editing sentences by either expanding or reducing for meaning and effect
<b>Science-</b>	<ul style="list-style-type: none"> <li>Light - recognise that light travels in straight lines</li> <li>Use the fact that light travels in straight links to explain how we see objects</li> </ul>	<ul style="list-style-type: none"> <li>Use the fact to describe why shadows have the same shape as the objects that cast them.</li> <li>Associate the brightness of a lamp or the</li> </ul>	<ul style="list-style-type: none"> <li>Draw a simple circuit diagram to show the locations</li> <li>Sound - recognise that sound travels in a medium</li> </ul>	<ul style="list-style-type: none"> <li>Materials - properties and changes of materials</li> <li>Compare everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons, based on evidence, for particular uses of everyday materials including metals and plastics (natural and man-made)</li> </ul>	<b>Make a stage, sound stage for a presentation of music or stage production. Stage in a box.</b>

		sound of a buzzer to describe the amount of voltage in a circuit				
<b>Computing</b>	Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, valuating and presenting data and information.					
<b>RE Year 6</b>	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice?	Imagining life as a slave in ancient Egypt. Look at Exodus 1:8–14 and Exodus 1:22 and find as much evidence as possible about what life must have been like for a Hebrew slave in Egypt. Hot-seat pupils in the role of slaves to find out a) what they have to do as slaves; b) what they would like to do but can't due to their status.	Help pupils to learn the first four of eight events from Moses' life	Continue learning the eight events in Moses' life	Give pupils tasks to consolidate their knowledge of the story; for example, 'quick draw': spending 30 seconds drawing each of the eight events (four minutes in total) or verbally summarising each event in ten seconds. Remind pupils that God rescues his people in the story of Moses by delivering them from Egypt and then making the covenant with them	Help pupils to identify some main themes in the story of Moses' life; for example, freedom, God, suffering, leadership, vulnerability, obedience, evil. Ask groups to make two tableaux representing a theme — one showing it within the story, the other within the world today. Which theme do pupils think is most central to the life of Moses and why?
<b>PSHE for Year 6 -</b>	<p>1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p><i>Speaking and Listening-</i> T2 63. To consider examples of conflict and resolution, exploring the language used</p>					
<b>History</b>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Changes within living memory - Theatres and technological advancements in stage design, sound and lighting. Link to the science topics to focus on stage set up and the history of performances.</li> <li>• A study of a theme - Elizabethan era - development and modernisation of a city (or variety of theatres throughout he ages)</li> </ul>					
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Looking at and comparing a variety of theatres from around the world and their locations reflecting in their design. Using maps and atlases to locate and describe cities and locations around the world.</li> </ul>					

<b>Art and Design</b>	<b>1. Automaton and technical working mechanisms</b> Design, plan and construct a working model or puppet. single aspect of design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.		<b>2. Automaton and technical working mechanisms –</b> Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages. • Research to develop a design criteria to inform a design of innovative, functional products that are fit for purpose. Combine colours, tones and tints to enhance the mood of a piece of work.  <b>RE Link Many Christians see the story of the Exodus as looking forward to salvation, being freed from slavery to sin through Jesus. Make use of the Frieze artwork to show making the connection between the liberation of the People of God from slavery, and the Christian belief that Jesus brings salvation from sin (see Units 2b.6 and 2b.7). Talk</b>			
<b>Music</b>	Music is taught by Miss Brown for 1 hour on a Friday-SEE Music Plan					
<b>Spanish</b>	Spanish is taught by Senorita Wright for 1 hour on a Friday- SEE Spanish Plan					
<b>PE-</b>	<b>Invasion games</b> Basket ball - Handling skills, passing and dribbling	<b>Invasion games</b> Basket ball - tackling skills, passing and dribbling	<b>Invasion games</b> Basket ball - tackling skills, passing and dribbling	<b>Invasion games</b> Hockey - tackling skills, passing and dribbling	<b>Invasion games</b> Hockey - tackling skills, passing and dribbling	<b>Invasion games</b> Hockey - tackling skills, passing and dribbling