

Literacy

Reading:

Read the play script and narrative versions of Macbeth

Discuss the elements of LANGUAGE, PERFORMANCE, CHARACTER and MOTIVATION and THEMES AND ISSUES of the play.

Reading for pleasure
Poetry reading and learning together SONNETS

Writing:

Understanding the work, styles and requirements of a playwright and script writing

Letter writing and other conventions of formal and informal written work.

Biographical research and writing

Speaking and listening:

Dramatising scenes from Macbeth

Learning key speeches for recital/performance

Celebrating National Shakespeare Week

Science

Plants

Lifecycles of plants

Food chains and food webs

Micro organisms

Understanding the Five Kingdoms *links to 'spell-making'*

Numeracy

Place Value

Multiplication and Division Tables

Halving, Doubling

Mental Maths speed and recall

Problem Solving – Maths in real-life contexts and applications

Key Aspects:

PACE

CHECKING and CORRECTING

METHODS

CONFIDENCE & INDEPENDENCE

National Shakespeare Week

Visit to Weald and Downland Open Air Museum (tbc)

Spring Term 2019 Year 6

SHAKESPEARE



History

Shakespeare's work in historical context

Who was the King in Shakespeare's day?

What were the political and social expectations of the times?

Biographical research and writing about William Shakespeare

What was happening elsewhere in the world at the same time?

Geography

Mapping the British Isles

Understanding Human Geography
Eg population growth, social trends.

Art and Design

Design and Illustration for Macbeth theatre posters and programmes

Modern Foreign Languages

- Engage in conversations; ask and answer questions.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Music

Macbeth composition and performance

PE

Dance with themes

Eg The HAKA as inspiration for battle scenes from Macbeth

ICT

'Scratch' computer programming to re-tell scenes from Macbeth through animation

Spellings

Each child has a Word List for Years 3,4,5 and 6

We look for these in written work, and test for them on Fridays (see below).

Notes for Parents

In order to start to prepare children for the levels of homework they will encounter at Secondary School, children in Year 6 are expected to spend approximately 30 minutes each day on any given task (including reading). It is therefore important that they develop regular home working habits and organisational skills. Please encourage children to be responsible for handing in their homework on time.

Be positive! Praise is much more effective as a stimulus to hard work and good learning than criticism.

Allowing your children to 'be-the-teacher' and to explain an activity or process to you is one of the best ways of helping them. Even more can be gained from homework activities if the concepts or skills are transferred to real-life contexts rather than remaining as *pencil and paper* activities. Think about asking your children to find change, read timetables, follow recipes or estimate weights in real-life.

Please participate in their homework by following this simple advice:

- Do pick a good time to do the homework - preferably not in a rush, and NOT when their favourite tv programme is on.

Switch off mobile devices for the duration of the homework (within the set time-limit - suggested 30 minutes).

- Allow the child to take the lead, only assisting if they are unsure or need something reading or explaining. Find a balance between encouraging independence and offering help.

Keep to a sensible time-limit - with a balance of independent effort followed by help or review

- Contact me if you feel that your child is in need of more help

. Consideration of Revision Timetables (and Revision Books) plus more information about SATS will be discussed a little later this term.

Final word about Writing, Spellings, Vocabulary and English Grammar

By the end of Year Six, the children should be able to read, spell, and use the words from the Key Stage 2 National Curriculum wordlists and other words of similar complexity in their writing. They should also be able to identify word classes (noun, verb, adjective, pronoun etc) and make correct use of tense eg "I did it", (rather than "I done it"). Children need to be able to recognise and change a word from one tense to another eg the verb 'to go' becomes 'went' in the past tense. In vocabulary, where a good word could be changed (not rubbed out, but edited) for a better word, we always look for that. For instance, happy/sad can be replaced with more descriptive or appropriate words – check the Word Lists and see what alternatives can be found. Encourage your children to make improvements.

Whilst spellings are important in tests, **they are most important in context** – this is when the ability to communicate for different purposes becomes an acknowledged skill for life (e.g. being able to write a formal or informal letter). When your child has completed a written task **of any kind**, please challenge them to find and correct any errors, or improve some of their word choices. Use the Word Lists to help.

ALL writing, across the curriculum, is relevant to the final assessment at the end of Year Six.

The ability to find errors and correct them independently, is very important. The children do not have to have perfect work – they have to be able to find and correct their errors. We want to encourage ambitious writing and to nurture valuable communication skills. Therefore, we aim high and then work hard on self-assessment. If your child has written something amazing at home, please send a copy in to school so that they can share it and then we can add it to their portfolio. Thank you for your encouragement and support in this area of our learning journey. From Mrs Fairlie.