

# All the world's a stage



## English

### Reading and Writing and Performing

We will be learning about William Shakespeare and his influence on literature. Our main focus will be on his tragedy '**Macbeth**' as well as familiarisation with other notable works by the playwright.

- To compare Macbeth to other works by Shakespeare.
- To perform specific, famous scenes from Macbeth.
- To read, analyse and write own version of the famous 'Witches' Spell' from Macbeth.
- To work with my peers to develop a performance.
- To understand Shakespearean language and how this could be interpreted today.
- To understand how this play would be performed in Shakespeare's time.
- Identify similarities and differences between texts, or different versions of Shakespeare's works, with some explanation.
- To understand the features of Shakespeare's comedies, tragedies and histories.

## History

We will be **learning** about:

- the importance of the Tudor monarchs to British history.
- a significant figure in British History after 1066 (William Shakespeare)
- how Shakespeare has influenced our culture today.
- the history of the theatre (Shakespearean through to the modern day).

## Reading

### Learning

We will be reading '**The Final Year**' by Matt Goodfellow

### Outcomes

To respond to a book in a personal way

To examine a character's feelings



### Key Vocabulary:

Infer, predict, explain, retrieve, summarise

## French

### Learning: Moi dans le Monde (Me in the World)

We will learn about the different celebrations throughout the Francophone world and learning more about two different religious celebrations celebrated. We will improve our cultural awareness of Paris in France and Port-au-Prince in Haiti, and we will learn how to be more responsible global citizens by doing more to protect the planet.

### Outcomes

To be aware of the many countries in the Francophone world. To know about different festivals (religious and non-religious) around the world. To know that we are different and yet all the same. To know that we can all help to protect our planet. To know how to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).

### Key Vocabulary

Je m'appelle, J'habite, Je parle, le français, l'anglais, Ma fête préférée est Pâques. Ma fête préférée est l'Aïd, parce que, Il y a des feux d'artifice, Il y a des plats spéciaux, Je vais utiliser moins de plastique, Je vais utiliser moins d'eau.

**West Park C of E Primary School**  
**Year 6 Summer 2<sup>nd</sup> Half Term Plan 2024-25**

### Computing

#### Learning

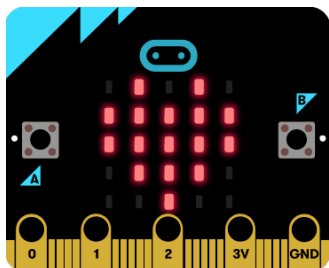
Programming – sensing movement  
To create a program to run on a controllable device:  
To use a conditional statement to compare a variable to a value  
To design a project that uses inputs and outputs on a controllable device  
To use the microbit to collect data over time.

#### Outcome

To develop a program to use inputs and outputs on a controllable device.  
To evaluate their own and a partner's different design.

#### Key Vocabulary

Micro: bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug.



### PSHE

#### Pupils can:

- recognise that families are important for children growing up because they can give love, security and stability
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

#### Key Vocabulary

Respect, compromise, relationships, friendships, generosity conflict, resolution, healthy/unhealthy relationships, security, love, beliefs.

### Science

#### Learning

##### Animals including humans.

- Identify and name the main parts of the circulatory system.
- Learn the function of blood and explain how the circulatory system works.
- Investigate the impact exercise has on the heart.
- Explore the influence of a healthy lifestyle on the heart.
- Explore the negative impacts of drugs on the heart.

##### Experimental skills and investigations

- ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.
- make predictions using scientific knowledge and understanding.
- select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables.
- use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety.
- make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements.

#### Key vocabulary:

Veins, Arteries, Oxygenated, Deoxygenated Valve, Exercise, Respiration, oesophagus, stomach

### RE

#### Learning

What does the Bible say about moving on?

To explore the Bible story of Abraham

To explore and draw inspiration from the book of Joshua

To explore the Bible story of Jeremiah

To explore the Bible story of Jonah and the Whale

To consider which Bible character I most identify with

#### Outcomes

To create a “change management strategy” leaflet with key action points, linking to what we’ve read in the Bible, to help someone cope with the transition to a new school

To write a prayer about transition

#### Key Vocabulary

Transition, change, adapt grow, reflect, promises, beliefs

**West Park C of E Primary School**  
**Year 6 Summer 2<sup>nd</sup> Half Term Plan 2024-25**

**Maths**

**Learning**

Consolidate prior learning based on their emerging needs derived from the curriculum coverage this academic year.

We will also be carrying out a number of maths investigations using and applying our knowledge and skills within a range of areas including time, money, properties of numbers and data handling. We will be focussing on working systematically and presenting solutions in a clear and organised way.

**P.E – OAA Team Building**

**Learning**

- To use clear communication, strength and flexibility to complete a variety of team tasks.
- To explore maps with others.
- To start to draw and edit maps to show key landmarks and features.
- To complete a variety of team tasks without various senses.
- To safely take part in trust based activities.
- To start explore the school grounds to identify key features and markings.

**Outcome**

Pupils will be able take part in a variety of team-based games, with certain rules and senses applied/removed. They will also be able to read a variety of detailed maps and understand key features on a map.

**Key Vocabulary**

OS, Mapping, Grids, Roman Numerals, Shapes, Coordinates, Quadrants, Markings, Key Features, Trust, Communication, Senses, Dates.

**Games: Rounders**

**Learning:**

- To be able to pitch the ball at the appropriate height and weight.
- To be aware of the 'backwards rule' and play an active role as 'backstop'.
- To be able to talk and communicate effectively as a team in both an attacking and fielding sense.
- To be conscious and aware of when and when not to run.
- To be able to umpire and score without any bias.
- To be able to field and catch in open space and move in the direction of the batter.
- To be aware and understand the scoring system in traditional rounder's.

**Outcome:**

Pupils will know how to pitch a ball correctly with weight and power in mind. They will be able to know when and when not to run and what this means to their team sores. Also, will know where to stand when observing the batters hitting trajectory.

**Key Vocabulary:**

Pitching, throwing, height, weight, type of ball, first base, second base, third base, fourth base, backstop, left and right handed hits, half and full runs, obstructions, foul balls, backwards rule, out of bounds.

**DT**

**Learning:**

Children will learn about the different styles and uses of bridges and how they are used in the world. We will investigate arch, beam, cantilever and hanging. We will all attempt to create a spaghetti bridge to learn about structures and strength.

**Outcome:**

Children, in groups, will design and create their own bridge using lolly sticks and straws considering stress, tension and safety. They will use their knowledge gained in class to create a weight-bearing structure.

**Key Vocabulary**

Bridge, stress, tension, arch, beam, cantilever, hanging, rigid, stiff, load, weight-bearing investigate.

