

Medium-Term Planning Format		
Cohort	Year 5	
Enquiry Question (QUESTIONING)	To be or not to be? That is the question.	
Enquiry Driver	English	
Enquiry Enhancer	Art	
Main Enquiry Theme	Looking at the impact of William Shakespeare on English literacy and society as a whole. Study one of Shakespeare's plays.	
National Curriculum Objective	<p><b><u>English</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interest of the listener(s).</li> <li>• Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> </li> <li>• Plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul> <p><b><u>Art and Design</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul>	

<p><b>Key Knowledge and Skills (driver)</b></p>	<ul style="list-style-type: none"> <li>• Can I speak audibly and fluently with an increasing command of Standard English?</li> <li>• Can I participate in discussions, presentations, performances, role play, improvisations and debates?</li> <li>• Can I gain, maintain and monitor the interest of the listener(s)?</li> <li>• Can I maintain a positive attitude to reading and understanding of what I have read by reading and discussing plays?</li> <li>• Can I prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience?</li> <li>• Can I discuss and evaluate how authors use language, including figurative language, considering the impact on the reader?</li> <li>• Can I identify the audience and purpose, selecting the appropriate form, in my planning and writing?</li> </ul>	
<p><b>Key Knowledge and Skills (enhancer)</b></p>	<ul style="list-style-type: none"> <li>• Can I experiment with shading to create mood and feeling?</li> <li>• Can I experiment with media to create emotion in art?</li> <li>• Can I explore different styles of drawing such as realistic or impressionistic?</li> </ul> <p><i>(Children will produce portraits of William Shakespeare)</i></p>	
<p><b>Main Text</b></p>	<ul style="list-style-type: none"> <li>• Romeo and Juliet (A Shakespeare Story) by Andrew Matthews (Author), William Shakespeare (Author), Tony Ross (Illustrator)</li> <li>• Romeo and Juliet retold by Helen Street</li> <li>• DK Eyewitness Shakespeare by Peter Chrisp</li> </ul>	
<p><b>Main Writing Genre</b></p>	<p>Playscript</p> <p>Letters</p>	<p>Children will learn the features of playscripts and write their own based on scenes from a chosen Shakespeare classic text.</p> <p>Linked to their Shakespeare study, children will write letters in character role or as objects e.g. the bottle of poison or a dagger.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="694 1451 901 1736" style="border: 1px solid black; padding: 5px;"> <p><b>KS2- PLAYSRIPT</b></p> <p>Good Title</p> <p>Cast-characters</p> <p>Scene-setting</p> <p>Plot/narrator</p> <p>Character spoken language (STARE DIRECTION) How something is said Action- What the character is doing</p> <p>NEW SPEAKER -NEW LINE</p> </div> <div data-bbox="1061 1451 1268 1736" style="border: 1px solid black; padding: 5px;"> <p><b>KS2- LETTER</b></p> <p>Your Address</p> <p>Date</p> <p>Dear Mr Smith, Sir, Jane</p> <p>Opening paragraph 1</p> <p>Paragraph 2</p> <p>Paragraph 3</p> <p>Closing statement</p> <p>Sign off</p> <p>PS</p> </div> </div>
<p><b>Enquiry Hook (Questioning) [Experiences/experts]</b></p>	<p>Freshwater Theatre Company Shakespeare Workshop.</p>	

<b>Subsidiary Enquiries</b>	<b>LC1</b>	Who was William Shakespeare and why is he so famous?
	<b>LC2</b>	What was the purpose of Shakespeare's plays?
	<b>LC3</b>	What is Shakespeare's most famous play?
	<b>LC4</b>	Where is the Globe Theatre and what is so special about it?
	<b>LC5</b>	Did Shakespeare really invent words?
	<b>LC6</b>	How is Shakespeare still celebrated today?

**Reflection of Learning (SHARING)**

Children will perform a chosen Shakespeare classic. They will produce invitations to send home to their parents, who will be invited to attend.

- Potential Sticky Knowledge**
- William Shakespeare (26 April 1564 (baptised) – 23 April 1616) was an English poet, playwright, and actor, widely regarded as the greatest writer in the English language.
  - His works consist of approximately 38 plays, 154 sonnets, two long narrative poems, and a few other verses.
  - His plays have been translated into every major living language and are performed more often than those of any other playwright.
  - Shakespeare is credited for introducing 3000 new words to the English language.
  - Shakespeare never published his plays. His friends and fellow actors published 36 of his plays after he died.
  - William Shakespeare wrote plays that can be divided into: tragedies, comedies, history plays and problem plays.
  - The Globe Theatre was a theatre in London built in 1599 by Shakespeare's playing company. It was destroyed by fire in 1613, rebuilt in 1614 and closed in 1642.

**Knowledge Organiser**

The knowledge organiser includes sections for:

- Subject Specific Vocabulary:** Antagonist, Globe Theatre, Metaphor, Monologue, Playwright, Prologue, Poem, Protagonist, Simile, Soliloquy, Sonnet, Tragedy.
- Classic by Shakespeare:** Includes images of plays and a list of works.
- Sticky Knowledge about William Shakespeare:** Biographical details and his impact on the English language.
- Learning Challenges:** LC1-LC6 questions related to Shakespeare's works and the Globe Theatre.
- Exciting Books:** Recommendations for books related to Shakespeare.

**Other curriculum areas which are to be taught discretely:**

- Religious Education**
- Why is Prophet Muhammad important to Muslims?**
- Can I find out more about who Muhammad is and what happened in his life?
  - Can I explore some Hadith sayings and discuss what we can learn about Islam from them?
  - Can I describe some of the moral beliefs of Muslims?
  - Can I discuss why Muslims call him the messenger from God and his impact on world history?
  - Can I explain why Muhammad is a role model for Muslims?
  - Can I describe some of the moral beliefs of Muslims?
  - Can I give examples of how Muhammad affects a Muslim's daily life?
  - Can I compare Hadith sayings with ones from other religions?
  - Can I compose an influential saying from my own thoughts, beliefs and morals?
  - Can I relate my own experience of role models' and influences/inspirations in my own life?

PSHCE	<p><b><u>Looking after me</u></b></p> <ul style="list-style-type: none"> <li>• What is debt?</li> <li>• Who pays tax and what does it do?</li> <li>• Who chooses who runs our country?</li> <li>• Can I save money and the environment?</li> </ul> <p><i>(see Talking Points curriculum for the full programme breakdown)</i></p>
Music	<p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Unit 6 - Reflect, Rewind and Replay</b></p>
Physical Education	<p><b><u>Athletic activities (Run, jump and throwing events)</u></b></p> <ul style="list-style-type: none"> <li>• Can I accurately replicate techniques for running, jumping and throwing activities?</li> <li>• Can I identify some of the basic principles of technique?</li> <li>• Can I have reasonable success across all athletics and begin to achieve goals for future events?</li> <li>• Can I recognise the factors which make an effective performance?</li> </ul>
Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Y5 Unit 30 – Programming, Information Technology and E-Safety</b></p>
MFL	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><b>Unit 6 – Going to the Seaside</b></p>
Science	<p><b><u>Forces</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <i>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i></li> <li>• <i>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</i></li> <li>• <i>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</i></li> </ul> <ul style="list-style-type: none"> <li>• Can they explain what gravity is and its impact on our lives?</li> <li>• Can they explain why a wheeled object that is initially pushed will slow down and stop?</li> <li>• Can they explain the impact of friction on a moving object?</li> <li>• Can they explain the effect of drag force on moving objects?</li> <li>• Can they explain how force and motion can be transferred through gears, pulleys, levers and springs?</li> </ul>

<b>Additional Links</b>	<b>British Values</b>	<b>Outdoor Learning</b>	<b>Community</b>
	Rights of individuals.		To look at discrimination in the community. Ensuring all members of the community get along.
	<b>Citizenship (Beaver Pledge)</b>	<b>Global Neighbours</b>	<b>Home Learning</b>
Be a performer- children will stage a performance of a Shakespeare classic.	Know where Verona in Italy is.	Create a 5 to 10 question quiz based on events and characters from the play.	