

Lights, camera, action!

Year 4,5,6 Year A
Autumn 2

By the end of this unit children will have learnt...

About life at the time of Shakespeare and why his work is still significant today. The children will have studied one of the following plays: Macbeth, Romeo and Juliette, A Midsummer Night's Dream, using the resources from the RSC primary toolkit. In addition to being guided through the plays the children will also be expected to make their own interpretations of the things that they read, broadening their understanding and use of language. The topic will include opportunities for drama and role play in a range of different situations and in a range of different styles and techniques.

DT and IT also feature in this topic with the children designing, making and evaluating stages, including the use of pulleys and moving parts to lift curtains/move scenery. They will make and edit videos, adding opening and closing credits, transition slides and sound effects where required. As part of this work they will have the opportunity to visit a working theatre and have a backstage tour. They can apply their growing knowledge of science (light, sound, electricity) to the design of their theatre where they will have the opportunity to work within mastery, using and applying their science skills.

They will explore, through the curriculum drivers, the role that storytelling and theatres have in a range of other cultures across the world.

<https://www.shakespeareweek.org.uk/> is a website that can help with resources and planning along with the RSC education pages www.rsc.org.uk

	Year 4	Year 5	Year 6
DT	<p>National curriculum</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 		
	<i>collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams, and</i>	<i>use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross sectional diagrams and modelling,</i>	<i>share ideas through cross sectional and exploded diagrams, prototypes and pattern pieces</i>

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	<i>models, keeping in mind fitness for purpose and the end user use pulleys, levers and linkages in their products</i>	<i>recognizing that ideas have to meet a range of needs use cams or gears in their products</i>	<i>select the most appropriate mechanical system for a particular purpose</i>
Science	<p>National curriculum</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. <p>Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</p> <p><i>Cornerstones:</i></p> <p><i>Listen to and be able to identify a variety of familiar sounds and what is vibrating in each case</i></p> <p><i>Describe how sound travels through a medium to the outer ear and how sound is transferred to the inner ear</i></p> <p><i>Describe and demonstrate how the volume or pitch of a sound can be altered</i></p> <p><i>Investigate and classify materials for their ability to insulate against sound</i></p> <p><i>Measure and compare the volume of a sound at different distances from its source, using appropriate equipment</i></p>		
	<p>National curriculum</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>National curriculum</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram. <p>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>	

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	<p>Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p> <p><i>Cornerstones:</i></p> <p><i>Year 4</i></p> <p><i>Identify and name a range of familiar devices and equipment that need electricity for power</i></p> <p><i>Predict if a circuit will work based on whether it is a complete loop and draw simple circuits using their own or conventional circuit symbols</i></p> <p><i>Recognize that a cell is a power source, generating and pushing current through a circuit and by adding cells the power source increases</i></p> <p><i>Sort and classify materials into those that are conductors and those that are insulators, identifying similarities within the groups</i></p>		
		<p><i>Cornerstones:</i></p> <p><i>Year 6</i></p> <p><i>Identify and name components of a circuit and define terms such as voltage and current in relation to series circuits</i></p> <p><i>Work scientifically to construct a series circuit for a specific device or outcome and explain how it works</i></p> <p><i>Draw a series circuit, using the conventional circuit symbols</i></p> <p><i>Describe the relationship between the number or voltage of a cell or cells and the effect it has on a bulb or buzzer for example</i></p> <p><i>Predict materials that could be good conductors of electricity and conduct a fair test to show this</i></p> <p><i>Demonstrate how to work safely with electrical circuits</i></p>	
	<p>National curriculum</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p> <p><i>Cornerstones:</i></p> <p><i>Identify parts of the eye and draw a diagram to show how light enters our eye in order to see, using the correct scientific vocabulary</i></p> <p><i>Describe how white light can be split using prisms and droplets of water and what colours white light is made from</i></p> <p><i>Explain how light behaves and travels in straight lines</i></p> <p><i>Demonstrate, using a model or a diagram, how this explain how we can see objects and how shadows are formed</i></p> <p><i>Classify a range of objects or surfaces for their reflective qualities using scientific testing</i></p> <p><i>Compare how a beam of light changes direction (refraction) when passing through different mediums such as water and air</i></p> <p><i>Recognize the dangers of using lasers and how they can be used safely</i></p>		

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Drama	<p>National curriculum</p> <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<p>National curriculum</p> <ul style="list-style-type: none"> 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 	