
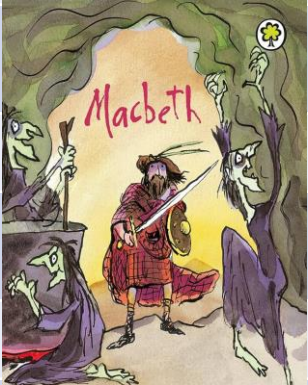


# Year 4 – Spring 1 - Macbeth

| English and drama  | Maths   | Music  |
|--|---|--|
| To read and perform the playscript using intonation, volume and action to make the story come alive.   | I can multiply a 3 digit number by a 1 digit number using an efficient method.      | To listen to music pieces and understand there meanings.   |
| Read and discuss Macbeth commenting on characters and plot.  | Use factor pairs and inverses when solving multiplication and division problems.    | French   |
| Show understanding through intonation, tone and volume so that the meaning is clear to an audience.  | I can solve problems related to length and area.                                    | Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender). |
| Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. |  | PE   |
| To describing settings, characters and atmosphere when writing a myth.   |   | To use awareness of space/others to make good decisions.   |
| Identify and discuss themes within the play.   |   | PSHE   |
|    | Art   | I can tell you about some of my hopes and dreams   |
|  | To create a magazine collage.   | RE   |
|  | To combine visual and tactile qualities.  | What or who is God?  |
|  |   | Computing  |
|  |   | To control a simple circuit connect to a computer  |

## Science: Rocks

### Main scientific skill taught in this topic.

Asking relevant questions and using different types of scientific enquiries to answer them

### Objectives

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Describe in simple terms how fossils are formed when things that have lived are trapped within rock

### Our scientific questions are:

Which rock is the hardest, most durable, most waterproof and doesn't react to acid?

What is soil and what is it made from?



## History/Geography

Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.

Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.

Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.

Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.

Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.