

Repton Manor Primary School Topic Planning – Topic Coverage

Year Group: 5/6	Big Questions	Learning Opportunities	Subject Coverage	Objectives Covered
Term(s): 5&6 Topic: Lights, Camera, Action! SS: Watch a theatre production MM: Carousel of activities FF: Production Trips / Visitors: Nikki to do a Move and Groove to song from 'Jungle Book' Learning Environment:	What roles are involved in the theatre industry?	<p>Children to watch a theatre production either at school or at a local theatre.</p> <p>Have a visitor from the company to come into school and talk through the different roles required in a theatre company.</p> <p>Review the theatre show.</p>	Music	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
	How has theatre evolved?	Year 5: To research the history of the theatre industry – where did it start? How is the theatre different in other countries? How is it celebrated?	History	<ul style="list-style-type: none"> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
	Is there a difference between a book and live action interpretation?	<p>Watch the live action of (TBC) look at how the theatre production is different from the book.</p> <p>Create a story board.</p> <p>Year 5: Refer back to performance of Pinocchio</p>	<p>Reading</p> <p>Art and Design</p>	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
	How could you bring the story to life?	Animate the story of (TBC) by creating the characters and using the main events of the story. Then record some of the songs to add to animation.	<p>ICT</p> <p>Music</p>	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
	What props are needed for the story?	Children to work in groups to make props for the story.	Art and Design	<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through

				<p>discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <ul style="list-style-type: none"> • 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 • apply their understanding of how to strengthen, stiffen and reinforce more complex structures
	Can you master performance skills?	<p>Carousel of activities to create different items for the production:</p> <ol style="list-style-type: none"> 1. Voice projection 2. Take on a different persona 3. Acting without props 4. Singing 5. Dance 	Dance Music	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • perform dances using a range of movement patterns
	How confident are you in front of an audience?	PRODUCTION to parents		
		Discovery RE –Teacher to choose big question to suit individual class	RE	<p>AT1 B Practices and ways of life AT2 F Values and commitments AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p>