

	Autumn 1	Autumn 2	Spring 1 to Easter	Summer 1	Summer 2
Knowledge & Skills	<ul style="list-style-type: none">•Bridging The Gap•Communication•Freeze Frames•Storytelling from stimulus	<ul style="list-style-type: none">•Twisted Fairytales•Working from stimulus using Roald Dahl’s Revolting Rhymes	<ul style="list-style-type: none">•Romeo and Juliet•Context of The Globe Theatre•Superstition•Stage combat•Language, form and structure	<ul style="list-style-type: none">•Refugee Boy•Context of civil war between Ethiopia and Eritrea•Playwright and author study	<ul style="list-style-type: none">•Shrek The Musical•Using Shrek to look at the roles and responsibilities within the theatre (Link to GCSE).•Technical theatre
Links to prior learning	<ul style="list-style-type: none">•Year 6 performance•Team building skills	<ul style="list-style-type: none">•Building on Bridging The Gap•Working in a group	<ul style="list-style-type: none">•Works in line with the English curriculum at this point•Language, form and structure•Working in groups	<ul style="list-style-type: none">•Language, form and structure•Working in groups•Research tasks to understand context	<ul style="list-style-type: none">•Language, form and structure•Working in groups
Assessment	<ul style="list-style-type: none">•Formative lesson by lesson assessments on individual tasks•Summative practical assessment	<ul style="list-style-type: none">•Summative practical assessment	<ul style="list-style-type: none">•Practical assessment on scene devised from stimulus	<ul style="list-style-type: none">•Practical assessment of scene selection from the play	<ul style="list-style-type: none">•Practical assessment on scene from the play or technical assessment of set design. Making a setting in a shoe box, with power point presentation of how the design was realised
Home learning	<ul style="list-style-type: none">•Self assessment•Peer assessment	<ul style="list-style-type: none">•Line Learning•Rehearsing	<ul style="list-style-type: none">•Line learning•Historical context-study of The Globe.•Self assessment	<ul style="list-style-type: none">•Context of civil war between Ethiopia and Eritrea•Playwright and author study•Key words•Line learning	<ul style="list-style-type: none">•Guided reading about the West End as a business•Roles and responsibilities in the theatre•Line learning•Set design tasks
Cultural Capital and extra-curricular opportunities	<ul style="list-style-type: none">•Drama Club•Open Evenings	<ul style="list-style-type: none">•Drama Club•Bi-annual Whole school production begins.•Remembrance•Carol Concert•Theatre trips	<ul style="list-style-type: none">•Drama Club•Bi-annual Whole school production begins•Theatre trips	<ul style="list-style-type: none">•Drama Club•Bi-annual Whole school production•Theatre trips	<ul style="list-style-type: none">•Drama Club•Bi-annual Whole school production•Theatre trips
Literacy	<ul style="list-style-type: none">•Oracy opportunities throughout•Working as a group to devise original theatre•Writing scripts•Creating characters•Builds confidence in oracy-fosters collaborative oracy	<ul style="list-style-type: none">•Oracy opportunities throughout•Working with text•Script writing•Working as a group to devise original theatre•Creating characters•Builds confidence in oracy-fosters collaborative oracy	<ul style="list-style-type: none">•Oracy opportunities throughout•Working with Shakespeare text•Script writing•Working as a group to devise original theatre•Writing scripts• Creating characters•Builds confidence in oracy-fosters collaborative oracy•Learners understand the cultural and social contexts of the language used	<ul style="list-style-type: none">•Oracy opportunities throughout•Working with a script•Creating characters•Builds confidence in oracy-fosters collaborative oracy•Active reading•Fluency with rehearsal•Learners understand the cultural and social contexts of the language used	<ul style="list-style-type: none">•Oracy opportunities throughout•Working with a script
Numeracy	<ul style="list-style-type: none">•Working in groups•Balancing of the stage•Stage Directions•Spatial reasoning and sequencing•Enhances spatial awareness•Re-enforces time concepts	<ul style="list-style-type: none">•Working in groups•Balancing of the stage•Stage Directions	<ul style="list-style-type: none">•Working in groups•Balancing of the stage•Stage Directions•Sequencing in choreography-stage combat.•Iambic Pentameter•Spatial reasoning and sequencing•Enhances spatial awareness• Re-enforces time concepts	<ul style="list-style-type: none">•Working in groups.•Balancing of the stage•Stage Directions	<ul style="list-style-type: none">•Numeracy tasks within the guided reading•Set design, measuring, scale•Maths in real world context
Careers Information, Education, Advice and Guidance (CEIAG)	<ul style="list-style-type: none">•Roles and responsibilities in the theatre•Theatre trip	<ul style="list-style-type: none">•Roles and responsibilities in the theatre•Theatre trip	<ul style="list-style-type: none">•Roles and responsibilities in the theatre•Theatre trip	<ul style="list-style-type: none">•Roles and responsibilities in the theatre•Theatre trip	<ul style="list-style-type: none">•Roles and responsibilities within the theatre•Costume and make-up design•Set design•Lighting, sound
Spirituality	<ul style="list-style-type: none">•Kindness•Patience•Friendship•Respect•Humility	<ul style="list-style-type: none">•Kindness•Patience•Friendship•Respect•Humility	<ul style="list-style-type: none">•Kindness•Patience•Friendship•Respect•Humility	<ul style="list-style-type: none">•Kindness•Patience•Friendship•Respect•Humility•Moral concepts•Ethical choices•Connection to others and the world•Social Empathy•Social awareness	<ul style="list-style-type: none">•Kindness•Patience•Friendship•Respect•Humility
How can parents support the curriculum?	<ul style="list-style-type: none">•Reading together•Encouraging participation•Be open minded and encourage effort•Watch streamed theatre together-we have access to The National Theatre online library	<ul style="list-style-type: none">•Reading together•Encouraging participation•Be open minded and encourage effort	<ul style="list-style-type: none">•Reading together•Encouraging participation•Provide practical help-run lines•Be open minded and encourage effort	<ul style="list-style-type: none">•Reading together•Encouraging participation•Provide practical help-run lines•Be open minded and encourage effort	<ul style="list-style-type: none">•Reading together•Encouraging participation•Be part of the audience if their child is part of the school production•Provide practical help-run lines•With the technical theatre element provide practical support with realising their child’s designs