

Weekly English Plan Year 6**Text: Macbeth****Term: Autumn Week: 6**

Learning Objectives <ul style="list-style-type: none"> • Identify and discuss themes in a wide range of writing. • Ask questions to improve their understanding • Draw inferences such as inferring characters' thoughts, feelings and motives • Discuss and evaluate how authors use language, including figurative language considering impact on reader • Participate in discussions about books • Provide reasoned justifications for their views • Identify audience for/purpose of writing, select appropriate form • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Assess effectiveness of own and others' writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 		Text/ Genre: play adaptation
		Cross curricular links: PSHE P4C History
Introduction	Guided/ Independent Tasks.	Plenary

<p>Day 1</p>	<p>Read the Graphic Shakespeare(p.10- 19.) Lady Macbeth reads letter from husband. Give children a copy of the letter. Discuss meaning. What do you think Lady Macbeth is thinking? Look closely does the letter mention murder? Introduce term Soliloquy. Read the animated tales p.14-15/Graphic Shakespeare p.18 Give parts to the children to read. Stop at difficult words & phrases/read round them and discuss meaning. Show clip of Lady Macbeth (6 mins Judi Dench) http://www.youtube.com/watch?v=2xHIngY6Bgktp://www.youtube.com/watch?v=2xHIngY6Bgk What is your impression of her? How does she whip herself up into frenzy? What doubts does she have about her husband's character? Read the animated tales p. 15-18.</p> <p>Give parts to the children to read. Stop at difficult words and phrases. Read round them and discuss meaning. What do you associate with croaking raven at the start of the speech? (Ravens – dark) Look at use of hard “c” in final speech.</p> <p>Show clip of lady Macbeth</p> <p>What is the theatrical advantage of Lady M receiving the news by letter? What is your impression of her? How does she whip herself up into frenzy? What doubts does she have about her husband's character?</p> <p>Oral work:Use a still frame of Lady M and directed to it, ask pupils to verbalise a reason why Macbeth should kill the King. Use OPEN questions to ask Lady Macbeth at this point in the play..</p>	<p>LO: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions Using the picture of Lady Macbeth and the spirits on page 19 Graphic Shakespeare, brainstorm a thought bubble and a speech bubble of what she must be thinking one about her husband. (Is he brave enough to do the deed? Can he be trusted?) One about what she might say to the spirits. (Make me wicked enough and strong enough to see this deed through to the end) Then using a thesaurus write around the picture as many words as you can to describe her.</p> <p>Must - Think about Lady Macbeth and her character. Record three open questions to Lady M at this point in the play, correctly punctuated, in books.</p> <p>Should - Write at least 3 high level open questions.</p> <p>Could - Focus closely on her thoughts and feelings (remember she hasn't spoken to Macbeth about this yet).</p> <p>SEN - T support G&T - After writing the three questions, attempt to answer them in role as Lady Macbeth.</p>	<p>Chn to feedback qs and discuss as a group.</p>
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<p>Day 2</p>	<p>Read the Animated tales pages 18 19. Give parts to the children to read. This scene is often acted with many silences & pauses. Does this add to the atmosphere? How? Read the Animated tales pages 19 20. Give parts to the children to read. Stop at difficult words & phrases/read round them and discuss meaning</p>	<p>Complete the chart on page 15 teachers' book of graphic Shakespeare. Make two lists one written by Lady Macbeth giving as many reasons as possible FOR killing Duncan. Then repeat by writing one by Macbeth giving reasons AGAINST.</p> <p>In 2's are there any other reasons for or against? Add them to your chart</p>	<p>Whose arguments are more convincing? Why? Give reasons with allusion to play. Who is more evil at this point in the play? Would Macbeth commit murder without her? Discuss.</p>
<p>Day 3/4</p>	<p>Review previous discussion about Lady M. Recap on yesterday's work her reasons/Macbeth's counterarguments for Duncan's murder. Explain that the chn will write empathetically as though they are Lady Macbeth trying to persuade her husband to commit regicide.</p> <p>Show an example of an abstract noun for impact and a phrase in apposition for Duncan. Children to give one or two suggestions.</p> <p>What must Lady M address in her persuasion e.g. softness of heart, loyalty to the King, being caught, ideal opportunity, now or never.</p>	<p>LO: To identify the audience and purpose for writing and select an appropriate form using other similar writing as models</p> <p>Must – Write in role as Lady M a piece of persuasive writing asking Macbeth to murder Duncan; use flattery/at least one rhetorical q Should – different ways of opening sentences/complex sentences/4 separate reasons to kill Duncan Could/G & T – Phrase in apposition/archaic language/L M dismissing arguments against killing D All use:Regicide, treason, ambition, senile, assassination, opportunity SEN - a copy of arguments for murdering Duncan to refer to</p> <p>Day 4: Edit and proof read.</p>	