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| **ROMEO AND JULIET WEEK 1. ACT 1** | | | | | | |
| **Resource Title** | **Area of Learning** | **Useful websites for support** | **Y3 Objectives** | **Y4 Objectives** | **Y5 Objectives** | **Y6 Objectives** |
| Knowing the Names  Week 1, Day 1 – Act 1 | Place Value | <https://www.bbc.co.uk/bitesize/topics/zsjqtfr>  <https://www.theschoolrun.com/what-place-value> | 1a. recognise the place value of each digit in a three-digit number | 1b. recognise the place value of each digit in a four-digit number. | 1c. read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit | 1d. read, write, order and compare numbers up to 10 000 000 and determine the value of each digit |
| Romeo and Juliet Facts  Week 1, Day 2 – Act 1 | **Y3/Y4**  Place Value  **Y5/Y6** Rounding Numbers & Roman Numerals | <https://www.bbc.co.uk/bitesize/topics/zsjqtfr>  <https://www.theschoolrun.com/what-place-value>  <https://www.bbc.co.uk/bitesize/topics/zh8dmp3>  <https://www.bbc.co.uk/teach/supermovers/ks2-maths-rounding-numbers-with-laura-bubble/zhmrhbk>  <https://www.theschoolrun.com/what-is-rounding-numbers>  <https://www.theschoolrun.com/what-are-roman-numerals>  <https://www.bbc.co.uk/bitesize/topics/zpdwxnb/articles/zcbvhcw> | 2a. identify, represent and estimate numbers using different representations | 2b. identify, represent and estimate numbers using different representations | 2c. round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000  -read Roman numerals to 1000 (M) and recognise years written in Roman numerals. | 2c. round any whole number to a required degree of accuracy |
| Bragging – Sampson & Abram  Week 1, Day 3 – Act 1 | **Y3/Y4** Comparing Numbers  **Y5/Y6** Rounding Numbers | <https://www.bbc.co.uk/bitesize/articles/zhpq7nb>  <https://www.bbc.co.uk/bitesize/articles/z3tkg7h>  <https://www.bbc.co.uk/bitesize/topics/zh8dmp3>  <https://www.bbc.co.uk/teach/supermovers/ks2-maths-rounding-numbers-with-laura-bubble/zhmrhbk>  <https://www.theschoolrun.com/what-is-rounding-numbers> | 3a. compare numbers up to 1000 | 3b. compare numbers beyond 1000 | 3c. round any number up to 1 000 000 to the nearest 10, 100, 1000 | * 3c. round any whole number to a required degree of accuracy |
| Main Scene Events  Week 1, Day 4 – Act 1 | Ordering Numbers | <https://www.bbc.co.uk/bitesize/articles/zb86t39> | 4a. order numbers up to 1000 | 4b. order numbers beyond 1000 | 4c. order numbers to at least 1,000,000 | 4d. order numbers up to 10,000,000 |
| Capulet Party Problems  Week 1, Day 5 – Act 1 | Word Problems | <https://www.bbc.co.uk/bitesize/topics/z69k7ty/articles/zpwwy4j> | 5a. solve number problems | 5b. solve number problems | 5c. read Roman Numerals to 100 | 5d. read Roman Numerals to 1000 |

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| **ROMEO AND JULIET WEEK 2. ACT 2** | | | | | | |
| **Resource Title** | **Area of Learning** | **Useful websites for support** | **Y3 Objectives** | **Y4 Objectives** | **Y5 Objectives** | **Y6 Objectives** |
| Capulet Property  Week 2 – Day 1 – Act 2 | Area & Perimeter | PERIMETER  <https://www.bbc.co.uk/teach/skillswise/perimeter/zkpxkmn>  <https://www.theschoolrun.com/what-is-the-perimeter>  AREA  <https://www.bbc.co.uk/bitesize/topics/zqr4jxs/articles/zmynnrd>  <https://www.theschoolrun.com/what-is-area> | 6a. measure the perimeter of simple 2-D shapes | 6b. measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres | 6c. measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres  -calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2 ) and square metres (m2 ) and estimate the area of irregular shapes | 6d. recognise that shapes with the same areas can have different perimeters and vice versa |
| Verona Weather  Week 2, Day 2 – Act 2 | Statistics | <https://www.theschoolrun.com/data-handling>  <https://www.bbc.co.uk/bitesize/topics/z7rcwmn/articles/z8dp8mn>  <https://www.bbc.co.uk/bitesize/clips/zb7xn39> | 7a. interpret tables  solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in and tables | 7b. solve comparison, sum and difference problems using information tables | 7c. solve comparison, sum and difference problems using information presented in a line graph | 7d. interpret and construct pie charts and line graphs and use these to solve problems  calculate and interpret the mean as an average |
| Bird Tangram  Week 2, Day 3 – Act 2 | Problem solving | <https://www.parentingscience.com/tangrams-for-kids.html> | 8a. practical problems | 8a. practical problems | 8a. practical problems | 8a. practical problems |
| Flower Fractions  Week 2, Day 4 – Act 2 | Fractions | <https://www.theschoolrun.com/what-are-equivalent-fractions-and-simplifying-fractions>  <https://www.bbc.co.uk/bitesize/topics/zsxhfg8/> | 9a. recognise and show, using diagrams, equivalent fractions with small denominators | 9a. recognise and show, using diagrams, families of common equivalent fractions | 9b. identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths | 9c.add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions |
| Property Extension  Week 2, Day 5 – Act 2 | Division | <https://www.theschoolrun.com/teachers-tricks-division>  <https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zgxdfcw>  <https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/z2fkwxs> | 10a. write and calculate mathematical statements for multiplication and division using the multiplication tables that they know | 10b. find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths | 10c. divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context | 10d. divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places |

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| **ROMEO AND JULIET WEEK 3 ACT 3** | | | | | | |
| **Resource Title** | **Area of Learning** | **Useful websites for support** | **Y3 Objectives** | **Y4 Objectives** | **Y5 Objectives** | **Y6 Objectives** |
| Fighting Props  Week 3 – Day 1 – Act 3 | Geometry – lines and symmetry | <https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zp327hv>  <https://www.theschoolrun.com/what-is-symmetry>  <https://www.theschoolrun.com/what-are-line-symmetry-reflective-symmetry-and-rotational-symmetry>  <https://www.theschoolrun.com/what-is-translation-of-shapes> | 11a. identify horizontal and vertical lines and pairs of perpendicular and parallel lines | 11b. identify lines of symmetry in 2-D shapes presented in different orientations | 11c. identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed | 11c. draw and translate simple shapes on the coordinate plane, and reflect them in the axes |
| Insult Fines  Week 3, Day 2, Act 3 | Addition and  Subtraction | <https://www.theschoolrun.com/what-is-the-column-method>  <https://www.bbc.co.uk/bitesize/topics/zy2mn39> | 12a. add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction | 12b. add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | 12c. add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) | 12c. solve problems involving addition, subtraction, multiplication and division |
| Time for a Performance  Week 3, Day 3, Act 3 | Time | <https://www.bbc.co.uk/bitesize/clips/z3rkq6>f  <https://www.theschoolrun.com/what-are-time-intervals>  <https://www.bbc.co.uk/bitesize/topics/zkfycdm/articles/zcrmqty> | 13a. compare durations of events [for example, to calculate the time taken by particular events or tasks] | 13b. read, write and convert time between analogue and digital 12- and 24-hour clocks  solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days | 13c. solve problems involving converting between units of time | 13c. use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit |
| Banished from Verona  Week 3, Day 4, Act 3 | Problem Solving | <https://www.bbc.co.uk/bitesize/topics/z69k7ty> | 14a. practical problems | 14a. practical problems | 14b. practical problems | 14b. practical problems |
| Love Triangle  Week 3, Day 5, Act 3 | Problem Solving | <https://www.bbc.co.uk/bitesize/articles/zwy3trd>  <https://www.theschoolrun.com/what-are-right-acute-obtuse-and-reflex-angles>  <https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h>  <https://www.bbc.co.uk/bitesize/guides/zrck7ty/revision/1> | 15a. identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle | 15b. identify acute and obtuse angles and compare and order angles up to 2 right angles by size | 15c. know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles | 15d. calculate the area of parallelograms and triangles |

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| **ROMEO AND JULIET WEEK 4 ACT 4** | | | | | | |
| **Resource Title** | **Area of Learning** | **Useful websites for support** | **Y3 Objectives** | **Y4 Objectives** | **Y5 Objectives** | **Y6 Objectives** |
| Potion Ingredients  Week 4, Day 1, Act 4 | Multiplication | <https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-8-times-table-with-filbert-fox/z4mrhbk>  <https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-3-times-table/z6sw382> | 16a. recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | 16b. recall multiplication and division facts for multiplication tables up to 12 × 12 | 16c. multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers | 16c. multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication |
| Wedding Feast Ingredients  Week 4, Day 2 – Act 4 | Multiplication | <https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zwghk2p>  <https://www.theschoolrun.com/what-is-long-multiplication> | 17a. write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods | 17b. multiply two-digit and three-digit numbers by a one-digit number using formal written layout | 17c. multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers | 17c. multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication |
| Juliet’s Bedroom  Week 4, Day 3 – Act 4 | Read and write numbers | <https://www.mathswithmum.com/writing-numbers-to-100-in-words/>  <https://www.bbc.co.uk/bitesize/topics/zsjqtfr/articles/z9w3g82>  <https://mathsbot.com/tools/placeValue> | 18a. read and write numbers up to 1,000 in numerals and in words | 18b. read and write numbers beyond 1,000 | 18c. read and write numbers to at least 1,000,000 and determine the value of each digit | 18d. read and write numbers up to 10,000,000 and determine the value of each digit |
| Juliet’s relationships  Week 4, Day 4 – Act 4 | Addition and Subtraction Word Problems | <https://www.bbc.co.uk/bitesize/topics/zghp34j/articles/z2p6tyc>  <https://www.theschoolrun.com/inverse-operation>  <https://www.bbc.co.uk/bitesize/clips/zc26sbk>  <https://www.bbc.co.uk/bitesize/clips/zdsvcdm> | 19a. solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | 19a. estimate and use inverse operations to check answers to a calculation | 19b. solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign | 19c. solve problems involving addition, subtraction, multiplication and division |
| Sleep  Week 4, Day 5 – Act 4 | Statistics – tables | <https://www.bbc.co.uk/bitesize/topics/zm49q6f/articles/z99jpbk>  <https://www.theschoolrun.com/what-are-mode-mean-median-and-range> | 20a. interpret and present data using bar charts, pictograms and tables  solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. | 20a. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | 20b. complete, read and interpret information in tables, including timetables. | 20c. calculate and interpret the mean as an average. |

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| **ROMEO AND JULIET WEEK 4 ACT 4** | | | | | | |
| **Resource Title** | **Area of Learning** | **Useful websites for support** | **Y3 Objectives** | **Y4 Objectives** | **Y5 Objectives** | **Y6 Objectives** |
| Mantua to Verona  Week 5, Day 1 – Act 5 | Map Work | <https://www.theschoolrun.com/what-are-coordinates>  <https://www.bbc.co.uk/bitesize/topics/zgthvcw> | 21a. Practical problems | 21a. Practical problems | 21a. Practical problems | 21a. Practical problems |
| Infectious Diseases  Week 5, Day 2 – Act 5 | Comparing/Ordering  Rounding | <https://www.bbc.co.uk/bitesize/articles/zhpq7nb>  <https://www.bbc.co.uk/bitesize/articles/z3tkg7h>  <https://www.bbc.co.uk/bitesize/topics/zh8dmp3>  <https://www.bbc.co.uk/teach/supermovers/ks2-maths-rounding-numbers-with-laura-bubble/zhmrhbk>  <https://www.theschoolrun.com/what-is-rounding-numbers> | 22a. compare and order numbers up to 1000  read and write numbers up to 1000 in numerals and in words | 22b. round any number to the nearest 10, 100 or 1,000 | 22c. round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000  round decimals with 2 decimal places to the nearest whole number and to 1 decimal place | 22c. round any whole number to a required degree of accuracy |
| Props for Act 5, Scene 3  Week 5, Day 3 – Act 5 | Problem solving | <https://www.bbc.co.uk/bitesize/topics/z69k7ty> | 23a. solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. | 23b. solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. | 23c. solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign | 23d. solve problems involving addition, subtraction, multiplication and division |
| Statues  Week 5, Day 4 – Act 5 | Converting Measurements | <https://www.bbc.co.uk/bitesize/topics/z4nsgk7/articles/zqf4cwx>  <https://www.theschoolrun.com/convert-into-the-same-units> | 24a. measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g);  volume/capacity (l/ml) | 24a. Convert between different units of measure  estimate, compare and calculate different measures, including money in pounds and  pence | 24a. convert between different units of metric measure (for example, kilometre and metre;  centimetre and metre; centimetre and millimetre; gram and kilogram; litre and  millilitre) | 24b. solve problems involving the calculation and conversion of units of measure, using  decimal notation up to three decimal places where appropriate |
| Design a Statue  Week 5, Day 5, Act 5 | problem solving |  | 25a. Practical Problems | 25a. Practical Problems | 25b. Practical Problems | 25b. Practical Problems |