

## GREENSIDE FILM FACTORY

Year 6 - Who am I?

Who, Where, Why?

Comedy/Tragedy

STAR Day Planning: Autumn Term 1 – 2018/2019

Y6 Class Teacher: Daniel Mahara

Class Film Text: *Remember the Titans*

Book/ Text: Ghost by Jason Reynolds

**WEEK 1 THEME/ Hook: Anne with an E**

**Thursday 6<sup>th</sup> – Friday 7<sup>th</sup> September**

Whole Greenside film immersion days. We will watch episode one of *Anne with an E* and take part in a range of learning activities based on this including:

**World Thinking: Big, Critical Curious Questions**

**Learning about & through Film: Film Analysis/ Film Making**

- Significant Images & Ideas from *Anne with an E*
- Who am I? What makes me laugh and cry?
- What are my favourite things?
- Note to Self – Write a message to yourself describing your dreams & ambitions/ targets for this year at Greenside.
- Make a class short film – students talking to camera giving ideas/ thoughts on the opening sequence – they can give an emotional response and a film response.
- Make a marketable product
- Create a board game for Anne based on the concept of place value.



**Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

## WEEK 2 THEME/ Hook: Stars of the Show

Monday 10<sup>th</sup> September – Wednesday 12<sup>th</sup> September

### Learning Experiences:

Immersion in the text/genre. We will introduce our theme and ask our big questions about Remember the Titans.

Knowledge Harvest – what do we know already?

Big questions for our display – what do we want to find out?

Before watching, we will contextualise the film: what was happening in America during this period? What led to these events? We will also discuss how films use the 'based on a true story' line to hook viewers in and whether this means it is always completely accurate. We will also make some creative items for our class display – including our very own American football helmets.

### World Thinking: Big, Critical Curious Questions

What is prejudice? What makes us different? What characteristics make you successful?

### Learning about & through Film: Film Analysis/ Film Making

#### English: (Including any experiences for inspiration)

This week, we will introduce the big question 'who am I'? We will analyse the characters in the film and look at how their lives are shaped by the unjust treatment they face. What personality traits do the successful characters have? Some of the characters deal with difficult situations in a positive way or gradually develop a positive mentality. We will look at the importance of these attitudes towards the success of the team. As the new players merged into one team, they struggled for a starting place. Students will write letters, using emotive language, to guarantee their spot. Do they have what it takes to succeed?

**GPS:** we will use the present perfect and present perfect continuous form of verbs to indicate time & cause e.g. I have played football for as long as I can remember.

**Reading Tree:** We will introduce our class book Ghost by Jason Reynolds. We will read the blurb, discuss the cover and consider the title of the book. What predictions can we make? Based on what we know, what meaning might the word 'ghost' have?

### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

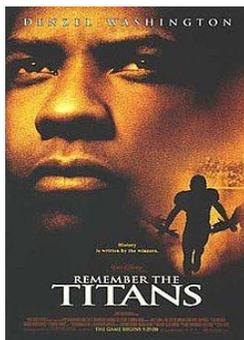
### Reading Tree Skills: (Ongoing selection through the half term)

- Continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
  - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - distinguish between statements of fact and opinion
  - retrieve, record and present information from non-fiction

**Maths in the Movies / STEM:** This week, Y6 will begin their Maths Training Camp – there will be an arithmetic focus each week. How quickly can you solve number problems? Are your methods efficient? How can we improve? This week's arithmetic focus will be on addition & subtraction methods.

Students will also develop their understanding of place value as they order & compare numbers up to 10 000 000 as well rounding numbers all using fascinating sports statistics.

Students will also plot coordinates across four quadrants. If they plot all coordinates correctly, they will join to make a mystery picture. We will then decorate these – thinking about how we can show who we are using art – and use them to make our first Maths display of the year.



- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- using the perfect form of verbs to mark relationships of time and cause
- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- describe positions on the full coordinate grid (all 4 quadrants)
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

## Friday 14<sup>th</sup> September

### Learning Experiences:

**Friday Big Write:** This week we will work on the GGL Big Write entitled Great Expectations - Who Am I? A Letter to Hugh.

**Messy Maths:** Our session this week will focus on place value, solving problems involving ordering and comparing, rounding and counting.

### PE/ Sports: (Activities, key skills / techniques)

Team building games. Skills based sessions working on throwing and catching. Focus on using wide hands and keeping their eye on the ball using different sized balls and reaction balls.

### Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

**Learning Experiences:**

During the film, the players live in a society not yet ready to accept integration between different races. Meanwhile, they struggle to complete a relentless training regime. Coach Boon's role as the head coach is to motivate and inspire his players to success. As well as preparing them physically, he also prepares his players psychologically through encouragement and rousing speeches. This week, students will consider the language involved in such a speech and the impact this can have on an audience.

**World Thinking: Big, Critical Curious Questions**

When might somebody need encouragement? How can our choice of words change how somebody feels? Have you experienced a change of mood because of what somebody has said?

**Learning about & through Film: Film Analysis/ Film Making**

**English: (Including any experiences for inspiration)**

Students will begin their learning experience by exploring some of the most inspirational speeches made by some of the most incredible orators. How do these speeches make you feel? What is the purpose of each speech? How does the speechmaker achieve this? Before beginning to write our own speeches, we will explore how art can motivate and inspire. We will create a piece of art influenced by one of the speeches we have listened to. Using this experience, we will write speeches to inspire The Titans to victory, carefully considering our language choices – thinking about figurative & emotive language and rhetorical questions.

**GPS:** use modal verbs and adverbs to indicate degrees of possibility.

**Reading Tree:** comprehension based on a section of the text with a focus on reading domain 2b – retrieving and recording information/identify key details from the text.

**Maths in the Movies / STEM:**

All athletes are required to train in order to improve. This week, students will kick off their STEM learning by developing a mechanism that could

**Skills:**



- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- using modal verbs or adverbs to indicate degrees of possibility
- use a thesaurus
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- 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
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- 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
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- calculate and interpret the mean as an average
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

be used on the training ground. They will use their engineering skills to design a 'ball launcher' – a device that will be used to propel a football to the players so they can improve their catching. How will you ensure your design finds its target accurately? Can you change your design to launch a further / shorter distance? Students will consider the forces involved when their ball is launched. They will use their understanding of angles to solve complex problems involving their ball launcher – how does adjusting its angle change the success. They will while be introduced to mode, mean, median and range. What was the mean distance the ball travelled? Why is it useful to find the mean?

This week, there will also be an arithmetic focus on problems involving multiplication and division.



### Friday 21st September GGL World Peace Day

#### Learning Experiences:

**Friday Big Write:** Our big write will be linked this week to our GGL World Peace day.

**Messy Maths:** This week we will be working on a school project linked to GGL World Peace day

#### **PE/ Sports:** (Activities, key skills / techniques)

Team building games. Skills based sessions working on throwing and catching. This week we will focus on the different techniques involved in over arm and under arm throwing. Can we challenge ourselves by catching with just one hand?

#### Skills:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

**Learning Experiences:**

As the film progresses, The Titans face increasingly challenging teams and the physicality of the matches is apparent through injuries to the players. They continue to work together and the coaches use different drills and exercises to ensure they reach their peak levels of fitness. This week, students will become sports scientists as we consider some of the science behind sport and how important our bodies are when competing.

**World Thinking: Big, Critical Curious Questions**

What is race? Has there always been racism? Will racism cease to exist?

**Learning about & through Film: Film Analysis/ Film Making**

**English:** (Including any experiences for inspiration)

Students will continue and redraft their motivational speeches. They will share ideas using figurative or emotive language and rhetorical questions. How does this phrase inspire? What could be done to improve this section of the speech? We will inspire each other to improve the writing so far. Once students have finished, they will re-watch clips of inspirational speeches, considering how the orators use their voice. They will then record their own, considering the pace, volume and intonation of their voices. How passionate will your speech be?

**GPS:** we will link ideas across paragraphs using cohesive devices.

**Reading Tree:** comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text, explain and justify evidence from the text.

**Maths in the Movies / STEM:**

This week we will explore the human body – specifically the circulatory system while also describing the functions of the heart, blood vessels and blood. What is heart rate? What happens to our heart rate when we exercise? Why? Y6 will take part in various practical activities, measuring how their heart rate changes and analysing the scientific data afterwards. Next, as the school hall is transformed into a science exhibition, the sports scientists will study information at different stations working together to record it concisely. As we recognise the importance of our bodies, we will discuss the impact of diet, exercise, drugs and lifestyles

**Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- using a wide range of devices to build cohesion within and across paragraphs
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role-play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $>1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- be able to suggest ways of improving their own work
- be able to comment on works of art
- be able to choose materials and techniques which are appropriate for their task
- be able to talk about works of art, giving reasons for their opinions
- to be able to communicate through visual and tactile forms

on the way it functions. Students will recall and use equivalences between fractions, decimals and percentages after they record the results from a game of American football. If you score 3/10 field goals, what is that as a percentage? Or a decimal? Using different results, students will add and subtract fractions with different denominators and mixed numbers.

There will be an arithmetic focus this week on fractions – simplifying, ordering and comparing.

**Friday 28<sup>th</sup> September**

**Learning Experiences:**

**Friday Big Write:** Having listened to a number of powerful speeches and writing their own, students will write from the perspective of an audience member. Listening to one of these speeches, how does it feel? What is your response?

**Messy Maths:** This week, our focus will be on fractions. We will solve complex problems using manipulatives to demonstrate understanding.

**PE/ Sports: (Activities, key skills / techniques)**

Team building games. Skills based sessions working on throwing and catching. This week, we will begin to use the throwing and catching skills to play dodgeball.

**Skills:**

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

**WEEK 5 THEME/ Hook: Clash of the Titans**

**Monday 1st October – Wednesday 3rd October**

**Learning Experiences:** It's time to get competitive... The Titans take part in a number of football games throughout the film. The competition is fierce and the matches are highly entertaining, with the writers building suspense for the audience – making them feel like they are playing alongside the team. Before we attempt to do the same with our writing, we will be taking a trip to the local park. There, we will take part in our own American Football game. The stakes will be higher than ever as Y6 play for the Greenside 2018/19 Super Bowl trophy.

**World Thinking: Big, Critical Curious Questions**

Why is competitiveness important? What is more important: winning or fair play? How can we show character during competition?

**Learning about & through Film: Film Analysis/ Film Making**

**Skills:**



- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

**English:** (Including any experiences for inspiration)

After the clash of the year, students will return to school to complete sensory based, descriptive writing. Knowing how it feels to take part in a competitive match, what would the moments before be like? We will experience different sensory stations – from the smell of freshly cut grass or a muddy football boot to the sounds of the crowd cheering. We will build our language, making it concise and meaningful. How will the suspense build as you slowly move down the tunnel towards the pitch? What would be going through your mind as you finally step on to the pitch?

**GPS:** use expanded noun phrases to convey complicated information concisely.

**Reading Tree:** comprehension based on a section of the text with a focus on reading domain 2g – identify and explain how meaning is enhanced through word choice.

**Maths in the Movies / STEM:** As we take part in the biggest sporting event of the sporting season, we will plan out an incredible after party for the players. We will use different STEM skills to create a smashing feast & celebration. Our science skills will be put to the test as we continue to develop an understanding of how our diet can impact our bodies. What kinds of food would our players need to eat to help their bodies recover? Why? We will then plan, prepare and make a nutritious recovery meal – from a super fruit smoothie to a veggie packed rice dish. Alongside this, we will solve a variety of related problems including multiplying pairs of proper fractions and using percentages.

There will be an arithmetic focus this week on the order of operations – they will use their knowledge to make calculations.

- ensuring the consistent and correct use of tense throughout a piece of writing
- using expanded noun phrases to convey complicated information concisely
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- understand and apply the principles of a healthy and varied diet
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- solve problems involving the calculation of percentages and the use of percentages for comparison
- use their knowledge of the order of operations to carry out calculations involving the 4 operations

**Friday 5<sup>th</sup> October**

**Learning Experiences:**

**Friday Big Write:** The next 3 big writes will all have a historical focus, looking at events during the civil rights movement. The first piece will be a first person account of one of the many protests.

**Skills:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed

**Messy Maths:** Our focus this week will be on solving two and three step problems, deciding which methods to use. We will develop strategies for answering these types of questions.

**PE/ Sports:** (Activities, key skills / techniques)

Team building games. Skills based sessions working on throwing and catching. We will continue with dodgeball, considering the tactics involved and our positioning on the pitch.

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

**WEEK 6 THEME/ Hook: DC1 Test Touchdown!**

**Monday 8<sup>th</sup> October – Wednesday 10<sup>th</sup> October**

**Learning Experiences:**

Students will take part in their first data capture of Y6. During their final year at Greenside, we will carefully look at the World Ready Skills required to succeed when completing tests. We will also complete several exciting scientific STEM projects.

**World Thinking: Big, Critical Curious Questions**

Is violence ever the answer? Do we live in a peaceful world? How will I contribute to making the world a better place?

**Learning about & through Film: Film Analysis/ Film Making**

**English:** (Including any experiences for inspiration)

Alongside all of our DC1 assignments, we begin to create a live news report at the Titans' final match. The reporters will need to examine how the player's attitudes have changed and how their experiences on and off the pitch have impacted them. What questions would you ask this person? How can you draw more information from them? How will you record this information? Last week's descriptive writing will also be edited & redrafted ready for our writing portfolios.

**GPS:** DC1 related work

**Reading Tree:** Domain 2c – summarising the main ideas from the text.

**Maths in the Movies / STEM:**

There will be a big focus on our work for the DC1 assessments this week but we will also be completing a number of small STEM projects related to the human body: we will make a model of a human heart to demonstrate our understanding of the circulatory system; we will make a

**Skills:**



- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proofread for spelling and punctuation errors
- describe the ways in which nutrients and water are transported within animals, including humans

working lung; lastly, we will make a life size body which we will use to explore how nutrients and water are transported within us.

**Friday 12<sup>th</sup> October**

**Learning Experiences:**

**Friday Big Write:** The next big write in our series of civil rights movement pieces will be an account of what society was like for African American people.

**Messy Maths:** This session will be used to explore some of the key concepts that are students' targets from DC1 assessments.

**PE/ Sports: (Activities, key skills / techniques)**

Team building games. Skills based sessions working on throwing and catching. How has throwing and catching helped our performance in dodgeball? How can we improve?

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

**WEEK 7 THEME/ Hook: Friday Night Lights**

**Monday 15<sup>th</sup> October – Wednesday 17<sup>th</sup> October**

**Learning Experiences:** The film shows how societies attitudes changed during the civil rights movements. The characters use sport as a way to unite and bring peace to their community. We look at how people – who might at first seem different – can come together through shared interests and passions. We will celebrate this by writing newspaper articles based on our experience creating live reports.

**World Thinking: Big, Critical Curious Questions**

Is sport a religion? What is more important sport or education? Are athletes greedy to be paid so much money?

**Learning about & through Film: Film Analysis/ Film Making**

**English: (Including any experiences for inspiration)**

In our final week of the first half term, we will continue and complete our live news reports. We will use the experience to write a newspaper report about the final game of the football season. Who is our audience? What is the purpose of the article? We will be writing to inform. Planning will be crucial and through discussion we will select a clear structure to our report with a theme for each paragraph. Students will consider the

**Skills:**



- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- select from and use a wider range of tools and equipment to perform practical tasks accurately

difference between formal and informal language, then select the appropriate style for journalistic, report writing.

**GPS:** We will review our results from DC1 and set targets for ourselves for moving forward.

**Reading Tree:** In this session we will review our results from DC1, creating perfect answers, identifying where points have been dropped and the types of questions that students are finding challenging.

**Maths in the Movies / STEM:** Injuries are common in sport and, in the film, one of the star players is seriously injured in a car accident. We will put our STEM skills into action in order to contribute to their rehabilitation. We will use just a few materials to make a model of a hospital bed. It will be powered using a hydraulic press, which will lift the bed up and down so the players are able to get down from the bed easily. As part of their plans, students will draw 2D shapes using given dimensions and angles. They will also recognise, describe and build 3D shapes, including making nets.

The focus for arithmetic this week will be multiplying numbers by powers of 10 (10, 100, 1000)

- 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
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- 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
- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000

### Friday 19<sup>th</sup> October

#### Learning Experiences:

**Friday Big Write:** The final piece in our series of civil rights movement pieces will be related to sport – it will focus on the black power salute during the 1968 Olympics.

**Messy Maths:** We will recap on all of the objectives covered this half term so far using a variety of interesting, complex problems.

#### **PE/ Sports:** (Activities, key skills / techniques)

Team building games. Skills based sessions working on throwing and catching. This week will be our final dodgeball match where we will assess our performances and how much we have improved.

**What other sports can we apply the skills of throwing and catching to?**

#### Skills:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

