



GREENSIDE FILM FACTORY

Year 6 - Who am I?

Who, Where, Why?

Comedy/Tragedy

STAR Day Planning: Autumn Term 2 2018/2019

Y6 Class Teacher: Daniel Mahara

Class Film Text: *The Truman Show*

Class Book/ Text: *1984*, George Orwell

WEEK 1 THEME/ Hook: The Greenside Show

Monday 29th October – Wednesday 31st October

Learning Experiences:

Immersion in the text/genre. We will introduce our theme and ask our big questions about *The Truman Show*.

Knowledge Harvest – what do we know already?

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

We will watch the film and pick out the main themes and ideas that we notice.

We will make creative items for our class display based on the film during the afternoon.

On Wednesday we will be going on a trip to see how CCTV is used in our local area. How does it feel to know you could be watched in everyday situations? While exploring we will capture CCTV style photos using appropriate camera angles. Students will use the images to create David Hockney inspired photographic art.

World Thinking: Big, Critical Curious Questions

How would you feel to be watched every moment of your life? Is it an intrusion of our private lives? Why do we need CCTV?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will begin their learning by imagining what they would see through the lens of their own camera. Using these ideas, they will write poems. We will focus on what magical things their cameras could see and hear - things that a normal camera might not be able capture. Where would you place your camera? What do you imagine it would see? Hear?

GPS: This week we will consolidate our understanding of pronouns - my camera, your camera, her camera.

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

Reading Tree: This half term, we will be using extracts from George Orwell's 1984. We will link in the key themes and ideas from the novel to those of The Truman Show. We will look at the front cover, the blurb and read the opening lines of the book. What predictions can we make about the text?

Maths in the Movies / STEM: Over the next few weeks, Year 6 will begin to create short films inspired by The Truman Show. The films will be shot CCTV style, attempting to capture different daily scenarios. Students will consider camera positioning and the angles they use. How will you capture the details of these situations? These films will be presented alongside the half term's STEM project.

Students will focus on plotting coordinates across all four quadrants as they plot an image of a camera face. They will solve a series of problems when plotting coordinates. Next, students will recap on key place value ideas - specifically ordering decimals up to three decimal places.

The arithmetic focus this week will be adding and subtracting fractions with different denominators.

- 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
- 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
- suggest ways of improving own work
- comment on works of art
- choose materials and techniques which are appropriate for their task
- talk about works of art, giving reasons for their opinions
- communicate through visual and tactile forms
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three decimal places
- describe positions on the full coordinate grid (all 4 quadrants)

Friday 2nd November

Learning Experiences:

Friday Big Write: CCTV Tracking - this week we will use clips and images from actual CCTV cameras. These will inspire our writing as we begin to consider who is being watched & why.

Messy Maths: Our Messy Maths focus this week will be on plotting coordinates across all 4 quadrants.

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

As the Dodgeball tournament approaches, we will recap on the key skills developed over the last half term while also considering the key tactics we need to ensure success.

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 2 THEME/ Hook: The Creator

Monday 5th November – Wednesday 7th November (Tuesday Great Expectations rehearsal)

Learning Experiences: For the next next three weeks, students will write from different perspectives offering different accounts from a 'Big Brother' world: the creator of the world, the public who constantly tune in and watch and those who are actually being watched. Students will continue to create short CCTV / Big Brother style films. This week, students will begin by focusing on The Creator of this Big Brother style world. Why did The Creator design a world like Truman's?

World Thinking: Big, Critical Curious Questions

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Do you think CCTV surveillance benefits outweigh the drawbacks? How else are our daily lives tracked? Who is watching us?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week will focus on the perspective of The Creator, who has made this artificial world we live in and ensures we are being watched at all times. Why does The Creator want to constantly watch us? What do they gain from this? How do they feel about watching people's personal encounters? We will use role play to gain an insight into the thinking of The Creator and add this to our Big Brother style films. They will also use a mood board to consider what it might feel like to be somebody in this position. Students will write a first person account from the perspective of The Creator. We will use the previous week's learning experiences to inspire our writing, thinking about the amount of CCTV in our local area and the consequences of people being watched 24/7.

GPS: Our focus this week we will be on managing shifts in formality. The Creator's account will focus on the technicalities of the surveillance world while recounting some of the everyday occurrences they have witnessed.

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: We will begin our Maths learning this week with a focus on the fascinating concept of parabolas. How do parabolas work? We will plot and create parabolic curve art with an eye at its centre. Who is your eye watching? Next, we will continue with our learning on coordinates. Students will now be focusing on the theme of translation. They - The Creator - are tasked with tracking an individual - they will need to translate their camera positions to follow them. Once they have been tracked, we will move onto a new mathematical concept: reflection. Students will reflect an image from one quadrant to another. Just as cameras act like mirrors, we will show this mathematically.

Students will begin a STEM project this week. The aim of the project will be for them to design and make a TV set using a selection of materials. They must plan carefully and leave space for a very important feature: working lights & buzzers. During Week 7, students will present these projects alongside their Big Brother films. Their audience will be The Creator himself who has requested a new studio now Truman has escaped.

This week our arithmetic focus will be on multiplying fractions.

- 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

- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- 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

Friday 9th November

Learning Experiences:

Friday Big Write: Big Brother Creator - we will look at images of the Big Brother house. Why was this show created? We will write as a Broadcaster explaining why they have created this show.

Messy Maths: This week we will be working on translation and reflection problems.

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

Our focus for the remainder of the half term will be hockey. We will begin by using the correct grip and running while dribbling

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 3 THEME/ Hook: In the Public Eye

Monday 12th November – Wednesday 14th November

Learning Experiences: This week we will take on the perspective of the public who watch reality television shows and those who observe other people under surveillance. Why do people watch the lives of other people? What can we gain from this? Students will begin by creating a piece of art using four stills from a CCTV monitor. What is your character doing at these four points? We will sketch these ideas thinking about shadows and perspective.

World Thinking: Big, Critical Curious Questions

Would you watch a show that watches other people live their lives? Are reality TV shows really reality?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

We will watch a selection of modern, 'real' reality TV show clips. Then, after creating our artistic representations of what the public see when they observe others in everyday life, we will look at how some viewers have different opinions about the morality of this. Why is there a difference in opinions? We will explore these views and write as a member of the public who watches a Truman Show style programme. What are your favourite things you see? Least favourite? Do you ever feel guilty?

GPS: we will begin our work on tenses this week, including past / present progressive and past / present perfect.

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.

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 the perfect form of verbs to mark relationships of time and cause
- differentiate between types of tense including past / present progressive and past / present perfect.
- solve problems involving converting between units of time
- complete, read and interpret information in tables, including timetables
- 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, and vice versa, using decimal notation to up to 3 decimal places
- dividing proper fractions by whole numbers
- 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

Maths in the Movies / STEM: As a huge fan of watching other people on a reality TV show, you begin to keep track of when things happen - this is easy for Truman as his life follows the same schedule each day. You follow a timetable to see exactly when the character completes different activities. Students will read a variety of different timetables related to the character they observe? What information can we interpret from timetables? When else do we use timetables? As addicted fans, they will also use what they know to solve other time related problems.

Students will continue to add to their STEM projects after reflecting on their progress so far. What features will you need to add to your set? Do you need any other materials? As we move forward, we will begin to consider the aesthetics of the design and the finer details.

This week, our arithmetic focus will be dividing proper fractions by whole numbers.

- 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

Friday 16th November

Learning Experiences:

Friday Big Write: Big Brother Viewer - we will write with a sense of humour as we observe the mundane occurrences of a Big Brother episode.

Messy Maths: Our focus this week will be on solving complex time problems.

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

This week's focus will be on learning how to push pass accurately. What key skills are involved in this movement? Where should we be looking when we make the pass?

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 4 THEME/ Hook: I Think I'm Being Watched

Monday 19th November – Wednesday 21st November

Learning Experiences: In our final week of writing from different perspectives, students will be writing as the star of the reality show. We will look back to our trip during week 1 and think about the ways our daily lives are tracked. How would it feel to be constantly watched? Our final account will tell the adventure of our character's journey upon realising their life is all a show. How will our writing create atmosphere?

World Thinking: Big, Critical Curious Questions

How would it feel to be constantly watched? Do you think it's just that lots of actions are tracked? Would you take part in a reality TV show?

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

English: (Including any experiences for inspiration)

This week, we are the star of the show. We will begin our writing slowly with our character unaware they are in fact part of a reality TV show. What do they start to notice? How do they feel when they realise their world is a stage? What would you do? We will use role play to get inside the head of a reality TV star. What would you be thinking to know that your every move is being watched? What would you do? We will use cohesive devices to link our different ideas together and move our narrative forward. We will continue to develop characters and setting as we write.

GPS: This week we will use adverbials of time and place as cohesive devices in our writing. How can we use adverbials to link our writing as well as move it on?

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:

In the show, Truman is made to follow a routine and an order designed by The Creator. We will use our mathematics skills to follow the order of operations. We will solve a variety of difficult problems requiring us to consider which operation to solve first. What happens when we don't follow the rules? As part of his job, Truman works as an insurance salesman - he's not making as many sales as he should. We will use algebra to help him keep track of sales and potential future sales he makes. Students will therefore learn how to use algebra in context.

This week our arithmetic focus will be on making efficient calculations. For example, what efficient strategies do we have for solving $90\,000 - 1000$?

- 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
- 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
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- use simple formulae
- express missing number problems algebraically
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- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- perform mental calculations, including with mixed operations and large numbers
- solve problems involving addition, subtraction, multiplication and division

Friday 23rd November

Learning Experiences:

Big Write: Big Brother Contestant - we will use appropriate clips from Big Brother reality TV shows. We will write as a contestant live from the house.

Messy Maths: This week our Messy Math's focus will be on algebra and the order of operations.

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

Student will pass and move with the ball, demonstrating accuracy and power.

- 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: Extraordinary Electricity

Monday 26th November – Wednesday 28th November

Learning Experiences: This week, our learning focus will be on extraordinary electricity. Truman's life takes place on what we find out is actually a very large TV set. Now the students have constructed their own TV sets, they are ready to use their science skills to begin work on the electrical circuits involved. Students will write an informative piece about their findings on electricity to present alongside their STEM project.

World Thinking: Big, Critical Curious Questions

What is the most important discovery? Why is electricity useful? Where can we find electricity?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will begin their learning on electricity by creating a piece of art based on the question: what does electricity look like? Following this activity and their STEM learning, students will begin to write a scientific piece on electricity. They will use the learning that has taken place as well as research from other sources. How will you present this information? What structural features can you use to make your writing clear? What type of language and vocabulary will you select? Students will write an information text alongside clearly labelled scientific diagrams. They will include information including sources of electricity, how we use it etc.

GPS: Students will use colons to introduce a list; they will learn to punctuate bullet points consistently.

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

Maths in the Movies / STEM: We will begin STEM learning this week with students exploring electrical circuits. How do they work? What will you do if it isn't working? They will draw accurate circuit diagrams as a 'blueprint' for their designs. Their main challenge will be to create lights, dimmer switches and buzzers for their TV sets.

Students will continue their learning on algebra. Where else is algebra used in Maths? The electrical sparks have created missing number problems which need to be expressed algebraically and finding pairs of numbers that satisfy an equation with two unknowns. In order to fix the electrical mechanisms, students will need to consider the ratio of their power source to the amount of electricity they require - they will use multiplication and division facts to solve problems involving the relative sizes of two quantities where missing values can be found. Can they solve these problems before the electricity creates more chaos?

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 the perfect form of verbs to mark relationships of time and cause
- using a colon to introduce a list
- punctuating bullet points consistently
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- using further organisational and presentational devices to structure text and to guide the reader
- using a wide range of devices to build cohesion within and across paragraphs
- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- solve problems involving the calculation of percentages and the use of percentages for comparison
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of 2 variables
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- using simple models to describe scientific ideas

Finally, they will help to solve number problems calculating the costs of electricity by reading meters and calculating the cost of VAT.

Our arithmetic focus this week will be calculating with percentages.

- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations

Friday 30th November

Learning Experiences:

Big Write: Electricity Discovery - you live London, before electricity had been discovered and had an impact, you have just discovered how incredible it is. Tell the world...

Messy Maths: Students will solve algebraic problems as well calculating with percentages

PE/ Sports: (Activities, key skills / techniques)
This week our key focus will be on learning the rules & tactics involved in hockey. We will also be practising how to tackle safely.

- 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 6 THEME/ Hook: A Perfect World?

Monday 3rd December – Wednesday 5th December

Learning Experiences: The Creator of Truman's show believes he has created the perfect world for Truman to live in - a utopia. He doesn't see any reason for Truman to leave. Really, it is a manufactured world where life is lived out in a mundane routine. It's Truman's dystopia. However, as students create their own TV set they must consider what their own utopia would be. What world would they want people to live in? Why? How is this different from Seahaven?

World Thinking: Big, Critical Curious Questions
What is your version of a utopia? Are we 'forced' into the choices we make? Are we becoming less unique?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)
As students come to the end of their STEM projects - finalising their TV set as well as their Big Brother style videos. They will consider the world that they are creating for their 'characters'. We will use Seahaven - sold as a utopia for Truman to live in - as our starting point. Why does The Creator believe it is such a perfect world? We will look at commercialism and how Truman is forced to live a certain way. Do we want people to live like that in our world? Students will write an imaginative information report on the main aspects of their world. They will consider the key areas they need to cover. What do people consider before they move to an area? How will you sell your world as being better than others?

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 the perfect form of verbs to mark relationships of time and cause
- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing and choose the appropriate register

GPS: This week students will consider their writing purpose & audience in order to develop appropriate vocabulary and structure in their writing.

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

Maths in the Movies / STEM: During the Truman show, we see a number of important investors who make it clear they need the show to be a success - otherwise they might not make as much money. Before students present their TV sets & their Big Brother Worlds, they must make sure that it is going to be cost effective. They will solve a number of different problems using a financial context. Firstly, they will learn the tricky skill of long division. When should we use long division? Is it always the most efficient strategy? Next they will multiply decimal numbers by whole numbers. How is this type of multiplication different? What do we need to be careful on when carrying it out? Students will build a budget proposal to put forward alongside their STEM projects. Is it a profitable opportunity for investors?

- 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
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- multiply one-digit numbers with up to 2 decimal places by whole numbers

Friday 7th December

Learning Experiences:

Big Write: Dystopia - in contrast to our beautiful utopias, students must create the most unpleasant world they can imagine.

Messy Maths: We will solve multiplication problems (involving decimals) & division problems where we will need to use the long division method.

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

Students will learn how to shoot. When would you choose to shoot? We will practice different scenarios. This week, students will also aim to create their own tactic when shooting.

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 7 THEME/ Hook: DC2 Under the Microscope

Monday 10th December – Wednesday 12th December

Learning Experiences: During Week 7, students will take part in their final data capture of the Autumn Term. What were your key targets this half term? What areas do you think you have most improved on? What test ready skills can we use this week?

World Thinking: Big, Critical Curious Questions

If we're constantly being watched, are we prisoners? What is the future of surveillance? Would you rather CCTV or no CCTV at all?

Learning about & through Film: Film Analysis/ Film Making

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY

LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

English: (Including any experiences for inspiration)

Alongside all of our DC2 assignments, we will be preparing our writing from the half term. Students will ensure they have published their best pieces ready for their portfolios. What do we need to look out for in order to improve? What common mistakes are we making in our writing? How can we avoid these in future?

GPS: Students will take part in a GPS data capture.

Reading Tree: We will put all of our reading skills to the test as we take on our next reading paper of the academic year. What key reading comprehension skills will be useful? How can we scan & skim for information?

Maths in the Movies / STEM: Our key focus this week will be developing our test ready skills as we take on a number of Maths DC papers. What targets did we have from last DC? How do we need to develop our approach to tests?

Meanwhile, students will finalise their TV sets. They must be ready to market them to The Creator who requires a working lights & buzzers alongside a carefully crafted set where the students have considered the aesthetics of its finish.

- 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

- 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

Friday 14th December

Learning Experiences:

Big Write: 1984 - this week we will use a selection of images related to Orwell's novel to inspire our writing. What kind of world has Orwell created?

Messy Maths: We will pick up on key concepts from DC that need the most practice, discussing useful strategies to solve these problems.

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

We will play a hockey tournament using all of the half term's learning.

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 8 THEME/ Hook: Looking to the Future

Monday 17th December – Thursday 20th December

Learning Experiences: This week we will celebrate the season with our spectacular Christmas in Crews performance along with the EYFS traditional nativity. Meanwhile, we will be considering the future of our world. Will it become more like Truman's? Or will people be able to express themselves uniquely? How does constant surveillance threaten the idea of individualism?

Skills:

World Thinking: Big, Critical Curious Questions

How does constant surveillance threaten the idea of individualism? How do you express yourself as an individual?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will use this week's English sessions to write detailed reflections on their Truman Show learning. They will use the session to assess their targets for the following term. What areas do you need to focus on in January? Do you have any misconceptions? What areas do you feel most confident in?

GPS: We will review our results from DC2 and set targets for ourselves for moving forward.

Reading Tree: In this session we will review our results from DC2, creating perfect answers, identifying where points have been dropped and the types of questions that students are finding challenging.

Maths in the Movies / STEM: We will begin by creating a detailed reflection about the half term's STEM project. What was our aim? To what extent did you succeed? Why? What world ready skills were used? We will use these reflections to plan for our next project.

Students will complete a number of Christmas themed Truman Show problems which consolidate our learning from the half term. It will include work on algebra, percentages, order of operations and ratio.



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 the perfect form of verbs to mark relationships of time and cause

- 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

- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of 2 variables
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts