

GREENSIDE FILM FACTORY
The Year of Changing Places
The Sword of Damocles - Prequels & Sequels
2019-2020

STAR Day Planning: Autumn Term 1 - 2019

Y6 Class Teacher: Daniel Mahara

Class Film Text: *Dunkirk*

Class Book/ Text: Goodnight Mr Tom by Michelle Magorian

WEEK 1 THEME/ Hook: Changing Paces A Midsummer Night's Dream

Thursday 5th – Friday 6th September

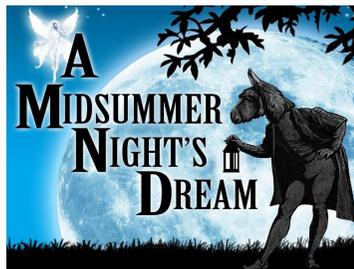
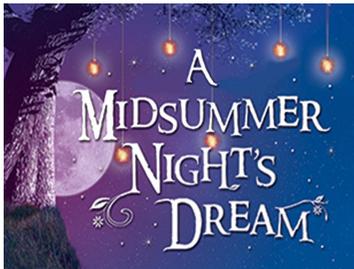
Whole Greenside film immersion days. We will watch animated tale of **A Midsummer Night's Dream** – thinking about changing place and animation. Over the two days students will take part in a range of learning activities based on this including:

- a) Watch - BBC – 3 mins 41 - <https://youtu.be/lnu2A5iHROI>
- b) Watch - 5 mins - Introducing AMND - https://youtu.be/kwPFobVRO_U
- c) Play Whoosh!
- d) A Personal Reflection
- e) Design and make a Dream Catcher
- f) A Mathematical Adventure in the Woods
- g) Changing Places in 30 Minutes - a new setting in mid winter!
- h) Changing Music into Art - use materials that work for your class. Mendelssohn Wedding March - <https://youtu.be/z0wmzoHd6yo>
- i) Short Quiz
- j) Make a trailer

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
- 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



WEEK 2 THEME/ Hook: We Will Fight Them on the Beaches

Monday 9th September – Wednesday 11th September

Learning Experiences:

Immersion into Dunkirk and the history of World War II. We will introduce our theme and ask our big questions about the film and this period of history.

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 WW2? Who was involved? What led to the events? We will discuss the Dunkirk Evacuation. This discussion will form our idea of what the prequel to Dunkirk would be like. How did the British army end up here? How does what the characters have seen before affect the film?

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. These will be a more contemporary take on the wartime persuasive posters, inspired by Andy Warhol & Roy Lichtenstein. Posters were used for different purposes - to warn of dangers, to motivate and to persuade. We will modernise these posters and consider our own persuasive slogans. Finally, we will begin to explore the idea of a prequel & sequel in film as students learn about what happened after Dunkirk.

World Thinking: Big, Critical Curious Questions

What causes war? Who is to blame for war? Would you support a war if you were told it could help?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

We will begin our analysis by focusing on how the film is broken down into three interwoven timelines: land / the mole (one week), sea (one day) and air (one hour). This helps the story to be told from different perspectives and shows us what only they would have seen and known, making us feel in the centre of it all. Finally, these events come together and specific points. This structure also helps to tell the story of the war from a more realistic point of view - it was a mixture of intense moments but often times where nothing happened, giving the soldiers time to contemplate.

English: (Including any experiences for inspiration)

Having watched Dunkirk and learning about the history of the event, students will find out what happened next. The film explores the events that take place during a relatively short period of WW2. Meanwhile what was happening in other places? Or after this event? The sequel for the film could quite easily begin with Winston Churchill's 'We Shall Fight on the Beaches' speech and the battles that consequently took place. They will begin by listening to speeches from Winston

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
- 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

Churchill which were made following Operation Dynamo. What was his purpose? How did he achieve this? Over the next two weeks, students will be writing to persuade - their audience the civilian population of Britain. What language will you need to use? We will discuss persuasive techniques, including emotive language and rhetorical questions. Their writing will form speeches that will be broadcast to the nation in order to raise moral and prepare them for the next stage of the war.

GPS: Students will consolidate their understanding of basic sentence structures: subject, object and verbs.

Reading Tree: We will introduce our class book Goodnight Mr Tom and begin to use this to explore themes of war at home. The book will be taken home to read so students are prepared for class discussions.

Maths in the Movies / STEM:

WW2 involved countries from every corner of the world and as such was huge in scale. Students will use some of the key statistics to explore its magnitude. They will read, write, order and compare numbers up to 10 000 000. We will discuss the number system we use to ensure students have a secure understanding of a number's place value. We will look at different representations of numbers to explore the value of each digit and use manipulatives to support this.

Arithmetic Focus: Students will develop their knowledge of the number system and counting. They will count in powers of 10, across multiples of 100, 1000, 10 000 and 100 000. This is a crucial skill that students will use to complete more complex areas of Maths.

- 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
- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit

Friday 13th September GGL Baseline Big Write

Learning Experiences:

Friday Big Write: Students will take part in a GGL baseline writing assessment.

Messy Maths: The Messy Maths focus for this week will be to explore a range of problem solving place value questions.

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
- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance

WEEK 3 THEME/ Hook: Submarine Warfare

Monday 16th September – Wednesday 18th September

Learning Experiences: Submarine warfare became more common during the war. Students will begin their learning this week by considering the engineering and science behind submarines while we look in more detail at their use in the war. They will design their own submarines and make them sink or rise to the surface. Meanwhile, they will complete their persuasive speeches from last week. Have they inspired the nation to win the war?

World Thinking: Big, Critical Curious Questions

What impact does war have on people? Killing somebody is a crime so why is it not a crime to kill somebody on the battlefield? Were the 'enemy' really our enemies?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

We will consider what goes into making a historically accurate war film. Are all elements of this film accurate? We will discuss how many of the civilian boats were actually manned by members of the navy. Why do you think the director chose the character of the vessel to be a civilian?

English: (Including any experiences for inspiration)

Following on from last week's learning, students will continue their focus on persuasive writing. We will consider how modal verbs are used to indicate possibility. How do words like must and will affect a sentence? Other persuasive techniques, including repetition, will be explored. How do these techniques help the writer to get their message across? Student's writing will be organised into paragraphs which will focus on specific persuasive / informative messages that civilians would have heard: warning of dangers from the enemy, encouraging patriotic behaviour and food conservation.

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:

Next, students will explore how to round any whole number. When would rounding be useful? How can we remember the strategies for rounding numbers? We will use our knowledge of counting in powers of 10 to help and number lines as a visual aid. Students will also solve negative number problems. These will be presented in context - using sea level for submarine warfare; the extreme temperatures of war across the world will be explored.

Submarine warfare took place during WW2. This week, students will develop their understanding of complex scientific and engineering concepts. Does how

Skills:



ARGUMENT FORMATION



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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
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- using modal verbs or adverbs to indicate degrees of possibility
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across 0
- 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
- understand how key events and individuals in design and technology have helped shape the world

big something is, make a difference to whether it floats or sinks? We will explore density and how submarines are designed to sink and raise back to the surface. They will use models to describe these scientific ideas. Students will use their knowledge to design small models of submarines from just a few materials. It must be able to float and sink as required.

Arithmetic Focus: Students will use their knowledge of place value to recognise the value of digits in a number e.g. $32\ 062 = 30\ 000 + \underline{\quad} + 60 + 2$

Friday 20th September GGL World Peace Day

Learning Experiences:

Friday Big Write: Each week, students will write a Letter From WW2 from the perspective of a different character. We will begin by writing from the perspective of the soldier who waits at Dunkirk for rescue. How will our character express his despair? How would they explain how tense the atmosphere is?

Messy Maths: The Messy Maths focus this week will be to deepen understanding of rounding numbers.

PE/ Sports:

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
- round any whole number to a required degree of accuracy
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance

WEEK 4 THEME/ Hook: Survival at Sea

Monday 23rd September – Wednesday 25th September

Learning Experiences:

This week is all about survival at sea. Approximately 800 boats were assembled to evacuate soldiers. They were relying on a collection of fishing boats, yachts and lifeboats. The captains of these boats would have needed enough experience to assist the effort. Our students will get a feel for survival at sea as they complete a role play, problem solving activity. Dunkirk shows civilians and soldiers working together to succeed; they must work together to choose the most useful items for survival. Only one team can survive - communication will be key. This week will also see our students create 'Survival at Sea' instructional videos to help inspire their writing.

World Thinking: Big, Critical Curious Questions

How can war affect the places we live? Are our enemies really our enemies? Why is art a good way to depict war?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

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

Students will create short films inspired by the events in the film. They will create informative videos that will help other boats to survive at sea. We will be creating a 3-shot film - 5 pieces of information, 4 people, 3 camera angles, 2 minutes and 1 prop.

English: (Including any experiences for inspiration)

Our learning will begin with the creation of short 'Survival at Sea' films. The films will focus on selecting appropriate camera angles and ensuring it is rich in subject specific vocabulary. We will study the organisation of Operation Dynamo and the daring nature of the event. Who led the organisation? Who was involved? Their films will offer instructional advice to help other boats should they get into trouble. We will consider the language involved and flow between statements, commands, questions and exclamations to engage our audience. Once students have familiarised themselves with this language, we will use this experience to inspire an instructional text.

GPS: Our focus this week will be on statements, commands, questions and exclamations - we will learn the word class used to begin these sentence types and punctuation used to end them.

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:

Over the next few weeks, students will spend time developing their understanding of the 4 operations. They will consolidate their understanding of mental and written methods for addition and subtraction, including when calculating with decimal numbers. Students will be introduced to more complex variations on these concepts. Learning these strategies will be crucial before they take part in next week's daring mission.

After last week's engineering experience, students will consider another integral part of the submarine's design: their periscopes which meant they could see above sea level. Students will design their own periscopes using mirrors - they will begin their science learning on light, recognising that light appears to travel in straight lines and they will use this idea to explain that objects are seen because they give out or reflect light into the eye.

Arithmetic Focus: This week in arithmetic will explore variations of addition and subtraction calculations. How would we approach missing number problems? Or questions where the answer precedes the calculation?

- atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- recognising vocabulary and structures that are appropriate for formal speech and writing
- gain, maintain and monitor the interest of the listener(s)
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- perform mental calculations, including with mixed operations and large numbers
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Friday 28th September

Learning Experiences:

Skills:

Friday Big Write: Students will add another Letter From WW2. This week, their focus will be on the helpless commander based on 'the mole'. We will focus on the responsibility that hangs over him and the lack of resources available to help.

Messy Maths: Students will focus on answer complex word problems involving addition and subtraction which may involve more than two steps.

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.

- 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
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance

WEEK 5 THEME/ Hook: Operation Dynamo

Monday 30th September – Wednesday 2nd October

Learning Experiences: Year 6 will be sent an urgent mission from headquarters this week: they will be responsible for commanding a fleet of ships to rescue the soldiers from Dunkirk - Operation Dynamo. They will be required to solve complex problems using their number knowledge. As shown in the film, 'The Mole' is destroyed by Nazi bombers. Students will also be responsible for using wood to construct the mole - a pier type structure - before the ships can arrive to rescue the stranded soldiers.

World Thinking: Big, Critical Curious Questions

What other roles do people have during war? Can you still be brave if you do not actually fight? How did society change during the first world war?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

Our film analysis this week will be on Dunkirk's setting. As students rebuild 'the mole' we will look at how the film was shot on the beach of Dunkirk itself. What did this mean for filming? And the cameras being used?

English: (Including any experiences for inspiration)

Following on from last week's film making experience, we will continue to write our instructional texts. We will discuss how writing should be organised - including with a clear introduction and conclusion. Why are clear paragraphs important for this type of writing? Only necessary information will be used to increase clarity; paragraphs will begin with adverbials. There will be a period for students to peer assess learning before they watch each other's short films.

GPS: Students will focus on the cohesion within and between paragraphs.

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
- recognising vocabulary and structures that are appropriate for formal speech and writing
- gain, maintain and monitor the interest of the listener(s)
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- using further organisational and presentational devices to structure text and to guide the reader
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- identify common factors, common multiples and prime numbers

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: Students will take part in ‘Operation Dynamo’. They will be given a mission brief requiring them to consider which ships to use based on the speed they can travel and the amount of soldiers it can hold. Students will be required to apply new skills in order to achieve the mission. Knowledge of factors and multiples will be extended this week before moving onto formal written calculations for multiplication and division. The two operations will be our focus until the end of half term to ensure there is a deep understanding. Students will use known facts to help them learn these methods.

The Mole was destroyed by German bombers but can our Year 6 students rebuild it using their STEM skills? Use of number and measure will be crucial in order to successfully create it within the design brief. If it’s unstable, it will simply fall beneath the soldiers feet.

Arithmetic Focus: Students will use their knowledge of multiplication and division facts to spot patterns in other calculations, including doubling and halving.

- 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

Friday 6th October

Learning Experiences:

Big Write: This week, students will write from the perspective of the captain of the small vessel that sails to evacuate soldiers. Why did he choose to take part in this dangerous operation? What might he lose if it fails?

Messy Maths: Students will solve complex problems involving multiplication and division.

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.

- 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
 - multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
 - use running, jumping, throwing and catching in isolation and in combination
 - develop flexibility, strength, technique, control and balance

WEEK 6 THEME/ Hook: DC1

Monday 9th October – Wednesday 11th 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 study WWII in further detail.

World Thinking: Big, Critical Curious Questions

Skills:

Why do people decide to fight for their countries? What makes a good ally? Is humanity more or less united today than they were during WW1?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will use everything they learnt so far - as well as their best research skills - to write an informative piece on the second world war. They will consider their audience and how they will need to present this factual information. How can we organise our writing to so the information is clear? Why would a formal style of writing be necessary for this piece? Students will scan and upload their writing to Google Classroom so that they can peer assess one another's pieces.

GPS: Students will develop their test ready approach for the grammar, punctuation and spelling paper.

Reading Tree: This week, our focus will be on the strategies to use when approaching the KS2 reading test. We will use a past SATs paper to discuss key question types and the most successful way to answer these.

Maths in the Movies / STEM: In their first Maths data capture of the year, students will learn how to approach a SATS paper. We will focus on making use of existing knowledge, working at pace but also meticulously.

Arithmetic Focus: Students will use their knowledge from KS2 as well as what they have learnt so far in Year 6 to take on an arithmetic SATs assessment. They will self-assess their learning in order to find out their success and where they need to 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
- select from and use a wider range of tools and equipment to perform practical tasks accurately

Friday 11th October

Learning Experiences:

Big Write: Our Big Write session will be spent editing and redrafting a piece of STAR day writing from this half term. We will ensure that we spend time reflecting on what was successful in the writing before highlighting any improvements to be made.

Messy Maths: .This week's Messy Maths session will be a chance to review some of the key objectives highlighted in the DC1 gaps analysis.

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

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
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- use running, jumping, throwing and catching in isolation and in combination

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?

- develop flexibility, strength, technique, control and balance

WEEK 7 THEME/ Hook: From the Air

Monday 14th October – Wednesday 16th October

Learning Experiences: In our final week of the half term, students will focus on the section of the film seen from the RAF pilot's perspective. Students will also look at, compared to many films they may have seen, how little dialogue there is. Our learning will begin by exploring the music from the scene and consider the effect it may have if it was changed to an alternative score. We will also be visiting the Imperial War Museum to explore some of the incredible WWII exhibitions.

World Thinking: Big, Critical Curious Questions

Can war ever be justified? Would it be a good thing to win a war if it causes so much suffering? Will war ever be completely eradicated?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

Dunkirk has so few words that it is almost a silent film. We will explore why the writer chose to create a film like this. Students will consider how the musical score links with the tension and changes with the film as it moves forward. There is an almost constant, ominous ticking of a watch which only adds to the tension.

English: (Including any experiences for inspiration)

We will use the second dogfight scene involving the RAF plane to inspire our writing this week. We will be inspired by the music from the film and consider how it is used to build suspense. How can we convey this feeling in our writing? How is suspense developed in a written piece. We will explore some of the key techniques that can be used before students go on to write their own first person narrative of the dogfights that took place above Dunkirk. During writing, we will look back at the scene from the film to see if our writing build suspense in a similar way.

GPS: Students will learn about expanded noun phrases and consider how they can be used to convey complicated information concisely.

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: In our final week, students will take on their most challenging task yet: WWII code breaking. During the war, the Germans used codes when transmitting radio messages - little did they know that codebreakers

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
- recognising vocabulary and structures that are appropriate for formal speech and writing
- gain, maintain and monitor the interest of the listener(s)
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- using further organisational and presentational devices to structure text and to guide the reader
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- identify common factors, common multiples and prime numbers
- 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

at Bletchley Park were deciphering these. Students will use their mathematical skills to break a number of codes: addition, subtraction, multiplication and division will all play a crucial part in their success. Who will be the first to crack the code?

Students will complete their recreations of The Mole and reflect upon the success of their first STEM project. What world ready skills did you apply in order to succeed?

Arithmetic Focus: We will continue to develop knowledge of the 4 operations with a focus this week on differentiating between mental and written strategies.

Friday 19th October

Learning Experiences:

Big Write: Our final Big Write from the half term will write a military report about the dogfight that took place above Dunkirk. How would this style of writing differ from the first person narrative written during the week?

Messy Maths: In our final Messy Math's session of the half term, students will continue to work complex multiplication and division reasoning and problem solving questions.

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
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance