



**GREENSIDE FILM FACTORY**  
*The Year of Changing Places*  
**Big Ideas**  
**2019-2020**

**STAR Day Planning:** Spring Term 1 - 2020

**Y6 Class Teacher:** Daniel Mahara

**Class Film Text:** *The Truman Show*

**Class Book/ Text:** *Holes* by Louis Sachar

**WEEK 1 THEME/ Hook:** The Creator

**Monday 6th January – Wednesday 8th January**

**Learning Experiences**

***On Monday we will gather to share Spellbound - a film immersion and spend the day on a range of linked learning experiences.***

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

Knowledge Harvest – what do we know already?

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

We will begin to explore ***The Truman Show*** and its key themes. Over the next 6 weeks, students will take on the role as The Creator. He plays a significant role in ***The Truman Show*** – he, and his vision, are highly controversial. Students will be responsible for the logistics of their show and the moral dilemmas that arise in the film. Truman’s hometown of Seahaven plays an important part in the film; as part of the year of Changing Places, we will study our local area and its importance in our lives.

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

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

**Breaking Boundaries/ Flip the Learning**

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

We will discuss the intriguing plot of the film and some of the key themes that emerge.

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

As The Creator of a new television programme, you will need to announce its premise to as many people as possible. What better way to do this than Twitter? The learning behind this short (280 character limited) piece of writing, will be to

**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

summarise the key ideas from the programme. What information will need to be included?

**GPS:** asking questions, writing statements, exclamations and commands about our first impressions of the film.

**Reading Tree:** We will introduce our class book - *Holes* by Louis Sachar.

**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. The Creator – the all-seeing eye – watches over everything that Truman does so the parabolic curve will have an eye at its centre. Who is your eye watching?

Students must ensure the practical components of the show run smoothly – one of the most important being the electricity supply. We see, during The Truman Show, how important electricity is in maintaining a fictitious world for the protagonist. To begin, students will recap on prior knowledge related to circuits and electricity; key vocabulary will be introduced before they explore the differences between a series and parallel circuit.

**Arithmetic Focus:** This week's learning will be a fractions carousel. We will consolidate and extend our learning on calculating with fractions - adding & subtracting with different denominators, multiplying and dividing. We will explore mathematical statements that deepen students understanding: When you multiply a number it always becomes bigger - True or False.  $\frac{1}{2}$  is bigger than 12 - True or False. Students must justify their answers (I know this because...)

**Display:** Since the day of his birth, Truman has been watched by millions of viewers. Thousands of cameras fill Seahaven to capture his every move. We will explore the immediate area around Greenside. How many CCTV and surveillance cameras can we find? 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.

The art will focus on Hockney's collage photography, which he called joiners. Students will layer sections of the photo on top of each other, creating different angles and effects. This art will be displayed on our large classroom back wall.

- 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
- 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
- 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
- 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
- compare and order fractions, including fractions  $>1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers

**Friday 10th January**

**Learning Experiences**

**Friday Big Write:** From Above - in the first big write of the term, students will write detailed descriptions of their cityscapes.

**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

**Messy Maths:** Students will solve complex problems related to fractions and decimals.

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

This term our focus will be on indoor athletics skills leading to an external and internal tournament. Skill of the week: running

- sprinting
- team relay
- obstacle relay
- over/under relay

- 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
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction

**WEEK 2 THEME/ Hook: City Planning**

**Monday 13th January – Wednesday 15th January**

**Learning Experiences**

**Seahaven** is a perfectly constructed seaside town. Everyone here leads perfect lives, with perfect jobs and perfect homes. Is this reality, though? Why did The Creator design Truman's world like this? We will look at the geography of our local area – the economic activity and land use. How could we try and create the perfect world for somebody? Our classroom floor will be transformed into an empty landscape, ready to be developed by students. Students will begin their learning by taking inspiration from Charles Fazzino's eye catching cityscapes. They will then produce their own for our class display.

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

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

**Breaking Boundaries/ Flip the Learning**

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

We will explore the concept behind *The Truman Show*. What is the show's purpose? The Creator uses lighting, music and a variety of camera angles to ensure the audience believe the show is completely unscripted and real. We will explore these techniques and moments in the film.

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

**Seahaven** - is it a place where you would live? This week, we will consider how a place can be promoted and advertised. We will explore the relevant language involved in this kind of text - the use of imperatives, modal verbs and the subjunctive form. Students will also consider how descriptive vocabulary can be used to sell their idea. They will write their texts in the form of a brochure so we will also think about layout and design. How will you ensure your audience is immediately drawn to your text?

**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
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- 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
- 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

**GPS:** We will explore the subjunctive form; for example *'If I were you, I would consider...'*

**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:** In preparation for their city planning, the classroom floor will be transformed into an empty landscape (covered in mathematical grid paper). They will plan out their part of the city based on specific requirements. What services and infrastructure will be required? How much space does it take up? What do we compromise as we continue to build more? They will solve problems involving area and perimeter; while also calculating conversions between measure - including converting between miles and kilometres. As you track Truman, you will need a solid understanding of coordinates. Students will learn to translate shapes on the coordinate planes.

Students will consider how much energy is required to power a city. They will investigate different ways of making bulbs shine more brightly - adding more power or reducing the number of bulbs; they will study how voltage affects the bulbs and how many batteries can be added before a bulb will blow out.

**Arithmetic Focus:** This week our focus will be on percentages and calculating percentages of numbers. We will discuss the most efficient strategies.

**Display:** Our piece of art, which will be closely linked to our focus on city planning, will be sketching and painting. Students will learn how to create perspective as they create a dramatic cityscape inspired by the artist Charles Fazzino.



Our ideas from our city planning Maths session will also be used to create a display. Ideas from the lesson as well as key vocabulary and concepts will be used.

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate
- 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
- convert between miles and kilometres
- recognise that shapes with the same area can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

## Friday 17th January

### Learning Experiences

**Friday Big Write:** Diary Entry - students will write a diary entry as Truman Burbank. At this point, he is unaware that his entire world is a stage.

**Messy Maths:** Students will be calculating with percentages.

### **PE/ Sports:**

This term our focus will be on indoor athletics skills leading to an external and internal tournament. Skill of the week: jumping

- standing long jump

### **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

<ul style="list-style-type: none"> <li>- standing triple jump</li> <li>- vertical jump</li> <li>- speed bounce</li> </ul>	<ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• solve problems involving the calculation of percentages and the use of percentages for comparison</li> </ul>
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**WEEK 3 THEME/ Hook: The Audience Reacts**  
**Monday 20th January – Wednesday 22nd January**

**Learning Experiences**  
 We will begin our learning by debating the moral dilemma presented in The Truman Show. Is the way Truman’s life has been manipulated ethical? Would this ever be okay? What makes it wrong? Are there elements of his life that we experience? As this discussion continues, students will interpret the data produced by the programme. They will then write newspaper reports to discuss the Truman Show’s ethical dilemma.

**World Thinking: Big, Critical Curious Questions**  
 How does the media influence society? Who controls the media? Why is the media so important?

**Breaking Boundaries/ Flip the Learning**

**Learning about & through Film: Film Analysis/ Film Making**  
 This week, students will explore the ‘mockumentary’ style of The Truman Show. Why is this form appropriate to explore a film about reality TV?

**English: (Including any experiences for inspiration)**  
 The Creator truly believes that his concept brings joy to people around the world despite its implications for the programme’s subject. There is a ‘Free Truman’ movement on the outside world who disagree with your vision. A newspaper is reporting on the story: a child taken from birth and made to live every moment of their life in front of millions of people. How can this story be reported neutrally? We will discuss bias and the idea of ‘fake news’. What type of language must be used to remain neutral? We will identify these language features and organisational features of a report. This week, students will plan their reports and begin to write them.

**GPS:** Semicolons will be used to mark related clauses.

**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:** Now the city has been planned, how will students enclose it in order to stop the outside world from being revealed? They will build domes above the cities which they can lift using mechanisms involving pulleys

**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
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- using semicolons, colons or dashes to mark boundaries between independent clauses
- 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
- 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
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average
- use their knowledge of the order of operations to carry out calculations involving the 4 operations

and gears. Engineering skills will be developed as they work out how these mechanisms use forces to help solve problems. They will continue their science learning by planning and carrying out an investigation. Students will try to find out how different wires can affect the brightness of a bulb in a circuit.

While managing the engineering of Truman's world, students will need to analyse the audience's reaction to the programme. They will construct and interpret line graphs and pie charts. These real life contexts will demonstrate how and why statistics are often used. There will also be a number of budgeting activities that students must complete; these will be worded problems. We will improve how we approach this type of problem - understanding the knowledge required and the strategies required to break it down.

**Arithmetic Focus:** Our Maths focus this week will be on BIDMAS - students will learn about the order of operations.

**Display:** Our learning, which will focus on newspapers, will make our English display. Our audience, purpose and key features will all be included and examples of the most impressive writing will be a part of the display. These will be published in the style of a typical newspaper... hot off the press!

#### Friday 24th January

##### Learning Experiences

**Friday Big Write:** Diary entry - now, Truman has become suspicious. What is it that first caught your attention? How do you feel as you find out the world around you is not what it seems?

**Messy Maths:** BIDMAS will be the focus of our messy Maths sessions this week. Why do we need to follow these rules?

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

This term our focus will be on indoor athletics skills leading to an external and internal tournament. Skill of the week: throwing

- chest push
- javelin
- partner throw

##### **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
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- use their knowledge of the order of operations to carry out calculations involving the 4 operations

#### WEEK 4 THEME/ Hook: Financing the Show

#### Monday 27th January – Wednesday 29th January

##### Learning Experiences

This week, The Creator will be responsible for selling the show. The investors in the film worry as Truman begins to seek his freedom and it is clear profits are very important. Another way money is made is through the product placement style of advertising. Students will create an advertisement, to be used in The Truman Show, which will advertise their electrical game - this will be a film and a

##### **Skills:**

picture for their newspapers. They will also use algebraic equations to keep track of the finances of the show.

### 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?

### Breaking Boundaries/ Flip the Learning

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

Students will use film making skills to create a short advert for their electricity based game. What language will be required to sell the product? We will consider the camera angles used and the effects that can be applied in iMovie.

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

As students continue their newspaper reports, they will need to maintain a neutral view on the topic. We will explore texts examples and non-example of neutral articles - why would a paper or somebody be bias? How successful is the media in achieving this? This week, as well as using the language features analysed last week, students will organise their writing appropriately. Most importantly, students will construct concise paragraphs which follow the structure learnt during our GPS session. They will also ensure they include quotations from relevant stakeholders.

**GPS:** Construct paragraphs with a clear theme - including a topic sentence, supporting details and a concluding sentence.

**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 use algebra to help keep track of sales and potential future sales made through product placement. Students will therefore learn how to use algebra in context. We will begin by using input → output machines. Students will then use this knowledge to form expressions. They will find pairs of values and enumerating possibilities.

In their final electricity lesson, students will be using their knowledge to design an electricity based game that will be the feature of the 'product placement' style advertisement. The game will take inspiration from games like Operation but students will only have access to a few materials - they will need to be as creative as possible.

**Arithmetic Focus:** This week students will build fluency when calculating using long multiplication and long division. Part of this challenge will be to work through word problems at an appropriate pace - students must determine the



- 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
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- using a wide range of devices to build cohesion within and across paragraphs
- 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
- 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
- use simple formulae
- 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
- 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

steps required to solve the problem and use their number knowledge as efficiently as possible.

**Friday 31st January**

**Learning Experiences**

**Big Write:** Using their learning from the last two weeks, students will write a report, which has a more obvious viewpoint. They will consider our discussion on bias. The report will be written for an online publication.

**Messy Maths:** The complex concept of algebra will be explored during messy Maths.

**PE/ Sports: (Activities, key skills / techniques)**  
This week we will combine our learning of the three skill areas to practise for the tournament. There will be a carousel of running, jumping and throwing activities where students will work to record and beat their personal bests.

**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
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- 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

**WEEK 5 THEME/ Hook: DC3 Under the Microscope**

**Monday 3rd February– Wednesday 5th February Slam Poetry Day Wednesday 5th February**

**Learning Experiences**

During Week 5, students will take part in the first data capture of the 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**  
How does constant surveillance threaten the idea of individualism? How do you express yourself as an individual? How does social media influence your life?

**Breaking Boundaries/ Flip the Learning**

**Learning about & through Film: Film Analysis/ Film Making**  
Students will edit and review their short films. How effective are they in marketing their product? What other film techniques might have improved it?

**English: (Including any experiences for inspiration)**  
This week students will be editing and improving a piece of their writing from the half term, ready for publishing. These will be included in their portfolios which are now brimming with examples of their wonderful pieces. We will have an editing carousel where students will have the opportunity to redraft certain sections of their writing as well as correcting grammatical errors. Once their pieces have been edited, they will be published.

**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
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- 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

**GPS:** We will revise key concepts before practising a GPS SATs paper.

**Reading Tree:** Students will recap on their DC2 reflections. Our main focus for this DC, is to consider the pace at which the paper is approached.

**Maths in the Movies / STEM:** After revising the key concepts covered, students will complete their arithmetic and reasoning papers. There were many successes during the DC2 assessments so students will be full of confidence this week.

**Arithmetic Focus:** We will use this session to reflect upon successes from the arithmetic paper. Were there any common misconceptions? Did students make any errors?

- 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
- 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 7th February**

**Learning Experiences**

**Big Write:** This week we will write essays based on our science learning - the focus will be use our knowledge of electricity.

**Messy Maths:** Students will spend time reflecting upon their successes and areas for improvement based on the DC assessments.

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

This week we will combine our learning of the three skill areas to practise for the tournament. There will be a carousel of running, jumping and throwing activities where students will work to record and beat their personal bests.

**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
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance

**WEEK 6 THEME/ Hook: STAR of the Show**

**Monday 10th February - Wednesday 12th February**

**Learning Experiences**

After weeks of thinking what it would be like to control somebody else's life, students will finish their learning by considering what it would be like to be the star of the show. How would it feel to be constantly watched? Students will write beautiful poems this week to end their study of *The Truman Show*.

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

Are we 'forced' into the choices we make? Are we becoming less unique? Why do we buy the things we buy?

**Breaking Boundaries/ Flip the Learning**

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

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

**Skills:**



- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing

We will be taking part in a series of poetry workshops. Students will explore different poetic techniques: figurative language, repetition and alliteration. They will analyse the structure of different types of poetry. Finally, they will use what they have learnt to write their own poems inspired by the events in The Truman Show.

**GPS:** We will pull key concepts from the GPS paper that was covered during Data Capture week.

**Reading Tree:** Comprehension based on a section of the text with a focus on reading domain 2e – predict what might happen from details stated and implied.

**Maths in the Movies / STEM:** We will analyse our successes from the DC3 Maths papers. What areas did you improve in? How do you know? Was there anything that surprised you?

Students will finish the half term by learning about ratio. They will explore the language of ratio. Then, they will make links between ratios and fractions. They will also calculate using ratio. Our learning will be in the form of two different contexts: the first will be looking at how ratio is used on maps - Truman will use this to plot his escape (every 2km = 1cm on the map); as well as making a recipe to celebrate Truman's victory (if it's a recipe for 2 people how can we scale this up so it is for 4, 5 or 24 people?).

**Arithmetic Focus:** We will use the arithmetic paper to guide our learning this week. Students will check through their paper for any errors, correcting these as they go. While misconceptions will become our focus for the session and the next half term.

- 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
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found

## Friday 14th February

### Learning Experiences

**Big Write:** Students will write from the perspective of a reality TV star. We will use clips from popular reality TV programmes to inspire the writing.

**Messy Maths:** In their final messy Maths sessions, students will explore ratio problem solving questions.

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

This week will be our tournament week. Students will take part in all of the athletics skills covered to see if they can improve on their personal bests and to discover who our champions are.

### **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
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

