



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

**STAR Day Planning:** Spring Term 2 - 2020

**Y6 Class Teacher:** Daniel Mahara

**Class Film Text:** *Queen of Katwe*

**Class Book/ Text:** *Ghost* by Jason Reynolds

**WEEK 1 THEME/ Hook:** Chess

**Monday 24th February – Wednesday 26th February**

**Learning Experiences**

We will begin to explore *Queen of Katwe* and its key themes. The film, based on a true story, follows a young girl in Uganda, Phiona Mutesi. As she is introduced to the game of chess, Phiona's world is turned upside down as she experiences things she had only ever dreamed of. Over the next 6 weeks - and as part of The Year of Changing Places - students will immerse themselves in the cultures, traditions and history of Africa.

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

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. Students will create their very own chess piece symbol for our class display - a giant chess board.

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

If you were a chess piece, which would you be?

Which parts of your personality do you like the most?

If somebody created a true story style film about you, which would be the best scene so far?

**Breaking Boundaries/ Flip the Learning**

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

Students will learn that the film, *Queen of Katwe*, is based on a book by Tim Crothers. Even though the film is based on a true story, how do you think the writer and director may have changed it to engage the audience more?

**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

**English:**

We will begin by exploring the game of chess and the significance of each piece. Each piece serves a purpose and works in a different way - how, if these pieces could actually move and perform actions, do we think they would do this? How would the Queen move compared to a knight? Students will use vocabulary to describe these movements - we will think about how to be creative with the language to be used. They will also consider how the structure of their sentences can contribute to a more creative piece of writing?

**GPS:** Students will learn to identify and use expanded noun phrases. How can they be used to convey complicated information concisely?

**Reading Tree:** We will introduce our class book *Ghost* by Jason Reynolds. The book shares a number of similarities with our class film. They both include characters who have grown up in difficult circumstances but persevere to achieve their ambitions - they are both underdog stories. We will read the blurb, discuss the cover and consider the title of the book. What predictions can we make? Based on what we know, what meaning might the word 'ghost' have?

**Maths in the Movies / STEM:** Over the next few weeks, students will take on their next STEM project: Shelter Building. Their challenge will be to build shelters for the community of Katwe - the area of Kampala, the Ugandan capital, where Phiona lives.

To begin with, students will plan their shelters. They will consolidate their understanding of area and perimeter - including when calculating with composite rectilinear shapes and estimating the area of irregular shapes. Students will also recognise that shapes with the same areas can have different perimeters and vice versa.

**Arithmetic Focus:** Students will learn the formal written method of long division. They will be encouraged to work in an organised, logical way.

**Display:** Students will contribute to our class display which will include African themed art. They will also design and create their own chess piece symbols - these will be added to our giant chess board on the back wall.

Examples of writing from the week - which will describe the movements and actions of different chess pieces - will be displayed.

- 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
- 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 expanded noun phrases to convey complicated information concisely
- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- 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
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

**Friday 28th February****Learning Experiences**

**Friday Big Write:** Students will use their learning from the week - including using expanded noun phrases - to write a character description of one of the film's stars.

**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:** Word problems - involving the four operations - will be the focus of our Messy Maths session this week.

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

This half-term we will focus on basketball. We will be able to layup, free-throw, and dunk core into the nets. First, we will need to build some foundational skills. This week we will focus on dribbling with a variety of dribbling games and drills. We will enforce dribbling rules; no double-dribbling and no travelling. We will also show proper strategy and tactics; keeping the ball to ourselves using our bodies and non-dribbling arms as cover. Our games and drills will include:

- 1) Dribbling on a straight line, turning around and coming back
- 2) Dribbling in a zig-zag path
- 3) Dribble war (all players in a circled-off zone trying to defend their balls while players try to knock each others' balls out of the circle; last player with their ball wins)

- 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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

**WEEK 2 THEME/ Hook: Slum Life**

**Monday 2nd March – Wednesday 4th March**

**Learning Experiences**

This week, students will explore what it is like in the slums of Uganda. The film's setting, Katwe, is essential to the film. Because of the conditions Phiona lives in, her rise to success is a struggle. How is Katwe different to London? Do you know what a slum is? What might life be like for young people living in such surroundings? How does the place we live affect our chances in life? In the film, we see the 'city boys' who are from the urban areas of the capital and are more wealthy. How would their lives be different to Phiona's? Are the people in London whose lives are different to yours? We begin our learning by creating a piece of art which represents the atmosphere created in the film.

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

Do you know what a slum is?  
 Why do slums exist?  
 What might life be like for someone living in a place like this?

**Breaking Boundaries/ Flip the Learning**

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

What did you think of the music in the film? What mood does it help create? Is it different to music you have heard in other Disney films? Students will be inspired by this music as they create their African art.

**English:** Think back to your answer on how you imagine life in a Ugandan slum. Did what you saw in the film support your answer? Did anything surprise you? Inspired by their own pieces of art, scenes from the film and the soundtrack from the film, students will write a description of Katwe. We will begin by 'exploding' a

**Skills:**



- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- using brackets, dashes or commas to indicate parenthesis
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units
- 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

word: we will find synonyms for adjectives. Students will recognise that some words are more appropriate in a sentence than others and it's not always the biggest or most complicated word that is most suitable. We will use elements of artwork to decorate the setting descriptions.

**GPS:** Our grammar this week will focus on using adjectives within parenthesis e.g. Katwe - vibrant and captivating - is a town full of energy.

**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:**

Students will once again undertake the engineering process. They will first **identify the problem**. In the film, Phiona's house, like many in the village, are makeshift structures, made from whatever materials can be found. In one scene, a monsoon washes many of their belongings away. Because of this, students must think about what structure they can build to improve the lives of the community. They will then **explore** the materials available to them - will the materials be stable? Durable? Water resistant? Comfortable? Their **designs** must reflect what they have found. What will the new homes need to make a difference?

In a slum, every inch of space counts and the residents of Katwe are made to build their homes in awkward positions. Students must learn how to find the area of parallelograms and triangles. How is finding the area and perimeter of shapes crucial when designing and creating homes? What would happen if the area was calculated inaccurately? Next students will recognise when it is possible to use the formulae for area and volume of shapes. Students will use manipulatives - including multilink cubes - to visualise the concept and deepen

**Arithmetic Focus:** This week, we will continue with our learning on long division. Students who have mastered this concept will be given a variety of division problems - they must decide which method of division is the most efficient: mental, short, long or factorising.

**Display:** Our finished STEM projects will be displayed alongside the plans that students created.

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- 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
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

**Friday 6th March**

## Learning Experiences

**Friday Big Write:** Phiona's performances during the chess tournaments captivates the audience and other chess players. Students will imagine they have just watched a talent show - they will be asked to write a review of one of the acts. What words and phrases are appropriate to describe the act? How did the audience react?

**Messy Maths:** Our Messy Maths learning will focus on geometry. Students will use mathematical reasoning and problem solving strategies focusing on area, perimeter and volume.

**PE/ Sports:** Continuing our focus on basketball, we will move on to passing skills and tactics. We will enforce proper chest and bounce passing and when/why each type is best used. We will pass our core and long-term memories in a series of games and drills:

- 1) Chest passing: students will have a partner and they will practice chest passing back and forth. The challenge: with each series of passes, their distance will grow apart! They will keep track of how far they can extend their chest pass.
- 2) Bounce pass: students will have a partner and they will practice bounce passing back and forth. Same challenge: with each series of passes, their distance will grow apart! They will keep track of how far they can extend their bounce pass.
- 3) Passing with dribbling: students will have to chest and bounce pass while dribbling. The challenge this time is that it will be within a given distance; whoever can dribble and pass the most wins!

## **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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units

## **WEEK 3 THEME/ Hook: Beauty & Barbarity**

**Monday 9th March – Wednesday 11th March**

## Learning Experiences

As students prepare for Simon Armitage's visit, they begin their week combining the beauty and barbarity of Queen of Katwe with a poetry workshop with Ms Bastick-Styles. The film presents the wonderful colours, sounds and personalities of the African slum of Katwe; it also highlights the hardships that many who live there must go through each day. Katwe is shown to be so dangerous at times that some characters, including children, come close to death. How does the place we live affect the person who we become?

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

Where do we see beauty in daily life?

Do we ever see barbarity?

How can we contribute to making the world a more beautiful place?

## **Breaking Boundaries/ Flip the Learning**

## **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

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

Describe the costumes. What sorts of colours did you see? What do they tell us about the characters wearing them? Think of Phiona's mother Harriet in particular.

**English:** This week, Year 6 will have a poetry workshop with Ms Bastick-Styles. Students will take part in a series of poetry activities. They 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 Queen of Katwe.

**GPS:** Our GPS this week will be all about Poetry - what prior learning can we use to make our poems even more effective?

**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:** In the Queen of Katwe, Phiona and her brother sell maize each day in the market - it is a struggle but they do it with a smile on their faces. At one point in the film, the woman who owns their home, throws them out when Phiona's mother is unable to pay the rent. We will solve word problems using the context of money. Students will also convert between miles and kilometres as they think about how far some people in Africa must travel just to get clean water.

In the final stage of their Shelter Building STEM project, students will provide the community with working electricity. They will use what they know already to create simple circuits, using switches so that electricity is only used when required, in the homes.

**Arithmetic Focus:** This week, students will be calculating with mixed numbers and improper fractions.

- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- 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
- compare and order fractions, including fractions  $>1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- 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
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- use recognised symbols when representing a simple circuit in a diagram

### Friday 13th March

#### Learning Experiences

**Friday Big Write:** Can students use their learning from the poetry workshops to create their own individual African inspired poetry? We will use scenes from the film and their new knowledge of Africa to inspire them.

**Messy Maths:** Students will solve problems involving converting between units of measure.

**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

We have now honed our dribbling and passing skills in basketball. We will now work on our shooting skills. We will reinforce proper skills for layups, free-throws, and jump shots. There will be three stations to do this:

- 1) Layups: students will take turns dribbling and layupping, while we note that a single step with the left leg is permissible without dribbling. Teachers or TAs will bounce or chest pass the ball to instigate this drill
- 2) Free-throws: students will queue at the free-throw line, taking turns free throwing the ball into the net. They will practice proper hand placement on the ball. They will also recognise that free-throws generally occur as penalty for a foul from the opposing team and that free-throws require no defense.
- 3) Jump shots: students will recognise that a proper jump shot involves jumping straight up in the air without bending the knees overtly, with a cocked elbow and shooting hand that directs the arc of their shot towards the basket.

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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

**WEEK 4 THEME/ Hook: Nelson Mandela Monday 16th March Dance To Be Heard Performance (Rehearsal day)**

**Monday 16th March – Wednesday 18th March**

**Learning Experiences**

Africa is a diverse continent with a rich and often misunderstood history. We begin our learning by addressing some of the misconceptions that students might have. What three words would you use to describe Africa? We will look at how many countries in Africa have thriving communities and successful economies. How has Africa changed over the years? Why has it changed in this way? We will look at some of the key moments and individuals in Africa's history, including Nelson Mandela.

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

What three words would you use to describe Africa?  
 What is the richest nation in the world? What is the poorest?  
 How does a place change over time?

**Breaking Boundaries/ Flip the Learning**

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

What lessons did Phiona learn during the film? How did Robert and Harriet help her, and what impact did playing chess have on her life?

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

We will research non-fiction information from reliable sources about Nelson Mandela. Students will use this knowledge to write a biography about him. Who is our intended audience? What type of language would need to be used in this type of writing? We will analyse the key features: third person, mostly past tense, key events in chronological order and cohesion across paragraphs. Students will work on creating cohesive paragraphs in their biographies. They

**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
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using semicolons, colons or dashes to mark boundaries between independent clauses
- calculate and interpret the mean as an average
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers

will do this by using a topic sentence, supporting details and a concluding sentence.

**GPS:** This week, students will separate two independent clauses with a colon. The first clause will be some kind of description while the second adds further details.

**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:** Chess is a game of strategy as coach Katende says: “Use your minds. Follow your plans and you will find safe squares”. Students will analyse the language used in the KS2 Maths Assessments. Through discussion, they will determine the appropriate operation and the most efficient strategies. Students will calculate the mean as an average as they record the number of wins for Phiona and her teammates during a tournament. What is an average? Why are they useful? When else might we use an average? As students have become fluent when calculating with fractions, they will use mathematical reasoning and solve problems related to this concept.

Students will complete a final lesson in their electricity learning as they 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.

**Arithmetic Focus:** This week, students will become teachers. They will be given a completed test. It will be their job to spot the errors in the paper and correct them. Even if a question has been answered correctly, they will need to decide whether the most efficient method has been used.

- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
- 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

### Friday 20th March

#### Learning Experiences

**Big Write:** Students will write radio style interviews with Nelson Mandela. How will this style of writing be different to your biography? The language used will become more informal and personal.

**Messy Maths:** This week will be an FDP focused week. Students will reason and problem solve using their knowledge of fractions, decimals and percentages.

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

Having learnt and practiced dribbling, passing, and shooting, we will go over the rules of basketball more thoroughly, discussing proper positioning and how many players are needed. Then, we will combine all skills into games and drills.

- 1) Dribbling to the net and shooting layups
- 2) Passing and dribbling to the net and shooting jump shots

#### **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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- multiply simple pairs of proper fractions, writing the answer in its simplest form

3) Shooting free-throws with rebounding

- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction

## WEEK 5 THEME/ Hook: Queen of Katwe (DC4)

Monday 23rd March - Wednesday 25th March

### Learning Experiences

Phiona Mutesi overcomes challenges that are difficult to even imagine. Her character - determined, focused and brave - is exactly what students will need to replicate during data capture week. We will discuss how these are skills that can be developed over time - this is perfectly summed up by Phiona: "Losing teaches me to play better." Our week will begin by looking at some of the world's most successful people and the challenges that they have had to overcome.

### World Thinking: Big, Critical Curious Questions

How can losing teach you to do something better?

What is the best way to respond to a loss in sport?

What qualities help you to succeed when you are challenged?

### Breaking Boundaries/ Flip the Learning

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

Like many films, there is a moral to the story - we will look at some of the quotes associated with this. Phiona is inspired by the idea that in chess, "The small one can become the big one". What do you think this statement means?

**English:** This week students will develop their editing & publishing skills as they analyse their biographies for improvements, ready for publishing. These will be included in their portfolios which are continuing to grow. 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.

**GPS:** Our focus this week will be on our data capture 4 GPS assessment.

**Reading Tree:** Our Reading Tree session this week will be used to complete a practice SATs paper. Students will look to improve on the questions and areas which they struggled with in the previous practice paper.

**Maths in the Movies / STEM:** We will be focusing on consolidating our math's learning from this half term while also completing our DC4 assessments. There will be a particular emphasis on test ready skills and we will match these to the character from our film and class book: determined and persistent.

**Arithmetic Focus:** Students will use the same world ready skills to tackle their fourth arithmetic paper.

### 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
- assessing the effectiveness of their own and others' writing
- proofread for spelling and punctuation errors

**Friday 27th March**

**Learning Experiences**

**Big Write:** Students will use one of their Big Writes from the half term and use their knowledge of editing to improve the piece of writing.

**Messy Maths:** Students will use this session to analyse their successes in their Maths papers. What areas have you seen improvements in?

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

Having combined all of our basketball skills with a range of drills and games, we will have our first basketball game! We will stress the importance of a warm-up and stretch beforehand, as well as review and reinforce proper rules, techniques, skills, and tactics. To even out teams and to make sure that the whole game is not bloated with players, we may wish to run some practice drills alongside the game.

**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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

**WEEK 6 THEME/ Hook: Inequality**

**Monday 30th March - Wednesday 1st April**

**Learning Experiences**

Throughout the film, Phiona must attempt to battle against the inequality in her society. Our learning experience this week will demonstrate the unequal distribution of wealth amongst the world’s population. Five plates - each representing 20% of the world’s population - will be spread across the classroom. 4-5 students will sit around each plate. Approximately 80% of the cake will be given to one plate - the richest plate - while the remaining 20% of the cake will be shared amongst the remainder of the class. Is this fair? Who holds most of the world’s wealth? What impact does this have for different countries?

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

What is wealth inequality?  
Which societies are the most unequal in the world? Why are they this way?  
What do we mean by equality? Is complete equality possible?

**Breaking Boundaries/ Flip the Learning**

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

What lessons did Phiona learn during the film? How did Robert and Harriet help her, and what impact did playing chess have on her life?

**English: (Including any experiences for inspiration)** “Sometimes the place you are used to is not the place you belong. You belong where you believe you

**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
- 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 unequal sharing and grouping using knowledge of fractions and multiples
- identify common factors, common multiples and prime numbers

belong. Where is that for you?" The place we live changes who we are. At the start of the film Phiona has never left her home in Uganda but, as Phiona experiences new parts of the world, her life is changed forever. We will imagine what it would be like for Phiona to come to London to play in a chess tournament. How would this be a shock for Phiona? What culture would she be interested in? Students will write back to her mother in Uganda to detail her experience. They will use the organisational features of a letter but most importantly will try to think about who they are writing to and why they are writing to them. What will Phiona's mother want to read about? We will think about choosing the information to include carefully so that her mother would not become disheartened.

**GPS:** Students will learn how to use ironic sentences in their writing e.g. The people in London are so friendly - they just can't wait to help you find your way.

**Reading Tree:** Our session this week will review achievements in the practice paper from DC week. What improvements can you see? What areas do you still need to work on?

**Maths in the Movies / STEM:** If the world were 100 people... This activity will show students what the rough make up of the world's population is. For example, 25 would be students and 75 would be adults; 78 people would have a place to shelter but 22 would not; 1 would be dying of starvation, 11 would be undernourished and 22 would be overweight. We will use this activity to explore ratio. If the world were 200 people... how many would be ... ? What about if the world were 110? 102? Knowledge of multiplication and division will be used to successfully calculate ratios. There will also be a focus on prime numbers this week and students will complete a variety of problem solving activities related to this concept.

In their final STEM project of the Spring Term, students will consider how to provide a supply of the most important natural resource: water. In the film, Phiona is seen travelling to collect drinkable water - there is no supply in her home. Students will use a number of simple, natural materials to create a water filtration system. Using just sand, stone and some cotton cloth they will attempt to make the cleanest water possible. Would you drink this? If not, why not? They will work scientifically and create a clear set of results - they will report and present their findings.

**Arithmetic Focus:** Students will review their successes and targets from the DC4 arithmetic paper.

- taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- 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 3rd April

#### Learning Experiences

**Big Write:** In their final week, students will write a diary entry from the perspective of Phiona's mother. Phiona's success has a lot to do with her

#### **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

mother's commitment - as coach says: "Your children are blessed because they have a mother who never gives up on them." What must this kind of responsibility feel like?

**Messy Maths:** This week will be all about ratios. Students will reason and solve problems related to ratios.

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

Year 5/6 basketball competition! Having practiced all necessary skills and ran through a few full games of basketball, the Year 5 and 6s will be more than ready for their first competition. We will have combined year group teams battling it out in a round robin style tournament. There will be Sportsmanship Awards (as usual) along with Best Passing, Best Layups, Best Free-throws, Best Jumpshots, Best Teamplayer, and MVP awards!

- 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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts