



GREENSIDE FILM FACTORY
The Year of Colour

2020-2021

STAR Day Planning: Autumn Term 1 - 2020

Y6 Class Teacher: Daniel Mahara

Class Film Text: *Cool Runnings*

Class Book/ Text: High Rise Mystery by Sharna Jackson

WEEK 1 THEME/ Hook: The Year of Colour

Wednesday 2nd September – Friday 4th September

We will welcome our students back to Greenside with three days of lovely sharing time together in our classes. Over these three days, students will take part in a range of learning experiences:

Wednesday:

- Individual and collective collages based around the theme of colour
- Postcards to old and new teachers
- Shared reflection time with LG
- Whole class shared story time

Thursday:

- Kermit arrives at Greenside
- Rewilding inside Greenside project
- Whole class shared story time

Friday:

- The Greenside Maths Project
- A Greenside 'Sports Day'

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: Trials

Monday 7th September – Wednesday 9th September

Learning Experiences

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

Knowledge Harvest – what do we know already?

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

Before watching, we will discuss the Olympics and the Winter Olympics. Which nations are the most successful participants? Why do you think this is? After watching, our half term's learning will begin...

Congratulations, Year 6. You are now part of the Jamaican bobsleigh team.

Over the next half term, you will consider what it will be like to be a part of the team. You have made it to the trials for the Winter Olympics in Canada. Your first job is to participate in competitive bobsleigh style races. Will your speed be fast enough to bring your team to the Winter Olympics? How would it feel to be involved in such a high-stakes competition?

World Thinking: Big, Critical Curious Questions

What is the most important colour? What is the most powerful colour? What is the weakest colour?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

How is music used in Cool Runnings to change the mood and create atmosphere? What colours do you see when you hear classical / hip-hop / reggae / rock music?

Students will have the opportunity to watch scenes from other sports films. They will compare these to Cool Runnings. How well do they build suspense? Is it easier to build suspense in a more serious film?

English: How would it feel to take part in a competitive sport - particularly one as fast paced and dangerous as bobsleigh? Using scenes from the film, we will analyse how suspense is built before the team's run. How does this make the audience feel? How is this achieved? As well as this, students will use their competitive 'bobsleigh' races to consider the emotions felt before the race. For the next two weeks, students will explore how atmosphere can be created in writing. Imagining they are writing a radio commentary of the build up and bobsleigh run, their writing purpose will be to entertain their audience. They will look more specifically at building tension and suspense. Using examples, we will analyse how author's achieve this in writing - particularly the language used with a focus on the technique 'show not tell'. Students will write the first part of their atmospheric, pre-bobsleigh run writing.

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

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
- 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

Reading Tree: We will introduce our class book - High Rise Mystery, by Sharna Jackson. Do you know any other books by this author? We will explore the front cover and make predictions about the narrative.

Maths in the Movies / STEM: We will introduce our mathematics learning for the half-term - all about place value and the four-operations. Students will explore numbers to 10 million and they will be introduced in the context of the astronomical figures involved in the Olympic Games. How have the costs of hosting the games changed since the 1988 Winter Olympics in Canada? They will read, write, order and compare numbers up to 10 million. 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, like place value counters, 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.

Display: During the film, the Jamaican bobsleigh team are presented with a new suit and helmet. Students will create their own bobsleigh helmets which will be displayed in class.

- 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 11th September : Baseline Assessments

Learning Experiences:

Friday Big Write: Writing Baseline

Messy Maths: Maths Baseline

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

This week we will be undertaking our rotations of gymnastics with our gymnastics coach. This will run alongside personal training stations and dodgeball, where we will be able to build up our general fitness and focus on the muscles of the body.

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: Prototypes

Monday 14th September – Wednesday 16th September

Learning Experiences

Year 6 has made it to the Winter Olympics. However just like in the film, they have shown up with no bobsled. Inspired by the final Jamaican bobsled design as well as Shanka's push cart, students will design and build their own bobsled prototype - though these carts will be propelled using elastic energy. Will the designs meet the requirements of the Winter Games Bobsleigh Federation? We will also take time to discuss how stereotypes are challenged in Cool Runnings and, during reading sessions, students will link this with representations of athletes in the media.

World Thinking: Big, Critical Curious Questions

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

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

This week students will study how stereotypes can be challenged through film. What stereotypes are made about the characters in the film? How do these change as the film progresses?

English: Continuing with the same writing purpose as last week, students will continue to build tension in their bobsleigh sports commentary. How can this be maintained throughout a piece of writing? Does the entire piece need to feel this way? How do you want the reader to feel when they have finished? Using our GPS focus for the week, we will look at how sentence structures can be used for effect. Once students have completed their writing, they will record these as radio sports broadcasts. They will need to consider how they can further add to the suspense in their writing through the way they read their writing. Watching a clip of football and golf with the commentary switched, students will discuss the effect this has on the audience. How can you gain and maintain the interest of the listeners? How can you change the pace? When should you do this?

GPS: With a firm understanding of sentence structures, students will develop their use of multi-clause sentences - including those with a subordinate clause.

Reading Tree: We will continue to read our class novel. During Reading Tree sessions we will build on our discussion around stereotypes in film. Students will study representations of two sports stars in the media. They will develop retrieval skills and answer a challenging inference question.

Maths in the Movies / STEM: An understanding of forces and friction will be essential during this week's STEM project. As part of the Winter Olympics bobsleigh team, students will need to design and build their own vehicle; however, they will use elastic energy to power theirs. What materials might you choose? Why? How will you attach the wheels? How will you use elastic energy

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

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

to propel the 'bobsled'? Finished designs will be tested on different surfaces with students making predictions about which will have the most / least friction.

Maths learning for the week will be introduced alongside the work on pushcarts as students explore the concept of rounding numbers. If the bobsled were to travel 24,236 yards, what is this to the nearest thousand? When / why is rounding useful? What strategies do you know for rounding numbers? Students will use their knowledge of counting in powers of 10 to help and number lines as a visual aid. Following this, they will solve negative number problems. These will be presented in context - in the film, we see the Jamaica bobsleigh team experience the extreme temperatures of Canada in the winter. They will become fluent in calculating with negative numbers while being able to reason and problem solve - particularly when working with negative numbers and statistics.

Arithmetic Focus: This week students will develop their knowledge of number bonds. They will use known facts to calculate number bonds to 10,000, 100,000 and decimals (1 DP). For example, *I know that 4 + 6 is 10 so I know that 0.4 + 0.6 = 1.*

Display: Students will contribute to our large scale, mosaic style 'Cool Runnings' display, using the brightest and most appropriate colour choices for our Jamaican themed classroom.

In Cool Runnings, it is clear who the leader of the team is. Derice holds everything together and brings out each team member's strengths. As students take on their new leadership roles, we will create a class display of these new responsibilities.

Friday 18th September

Learning Experiences:

Friday Big Write: During the week, students designed and built a vehicle. For the Big Write, students will read a picture book called 'Can I Build Another Me?' They will write a manual on how to 'Build Myself' - What makes you unique? What are your interests? What do you dislike?

Messy Maths: This week will be all about number. Students will solve problems involving numbers to 10 million. They will also reason and problem solve when rounding numbers.

PE/ Sports:

This week we continue to build on our gymnastics, personal training and ball skills. We will start to look at the game of Dodgeball and how we can start to use tactics in this game in order to enhance our performance.

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

Learning Experiences

Science will encompass Year 6's learning for the next two weeks. Part of the film shows the Jamaican bobsleigh team training and developing their fitness. Year 6 students have plenty of energy and are highly active but do they know how the human body works to allow this? As part of their role in the Jamaican bobsleigh team, they must visit a science seminar to find out more. The colour of blood will be explored this week as students learn more about this fascinating concept. Once knowledge of the components and functions of blood has been developed, students will be challenged to create a piece of art to represent this.

World Thinking: Big, Critical Curious Questions

Why is the heart organ associated with love? Will we always need a heart to live? Do all animals have hearts?

Breaking Boundaries/ Flip the Learning**Learning about & through Film: Film Analysis/ Film Making**

While Cool Runnings is presented as a true story, it is not completely accurate. We will explore how the film differs from the actual story of the first Jamaican bobsleigh team. Why might writers and directors use 'based on a true story' to promote a film?

English: Key to this week's writing piece will be the learning taking place in science. Over the next two weeks, students will be challenged to write a scientific report on one of the most complex and important parts of the human body: the circulatory system. Their writing purpose will be to inform on this fascinating topic in a clear and concise way. The piece will be published in a scientific magazine so the language used must be technical while also engaging the reader. What organisational features might be used in this type of text?

GPS: Students will learn how to construct paragraphs in non-fiction writing - students will include a topic sentence, supporting sentences and a concluding sentence.

Reading Tree: Our Reading Tree sessions this week will focus on different texts about blood, the circulatory system and diet & health. Students will develop their retrieval skills and answer inference style questions.

Maths in the Movies / STEM: Athletes performing in any competitive events must have a deep understanding of how the human body works and any factors that can improve their health and fitness. This week we will explore the human body – specifically the circulatory system while also describing the functions of the heart, blood vessels and blood. We will create a whole class simulation of

Skills:

ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

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

the circulatory system, with students representing organs and blood cells. As part of a national Olympics team, students will use this knowledge to write a piece on the circulatory system.

Students will develop their understanding of addition, subtraction and multi-step problems. Fluency will be developed and efficient calculations will be made as students consider whether mental or written strategies are most appropriate. To raise the level of challenge, students will solve cryptarithms - mathematical puzzles where the digits in a sum have been replaced by letters. Are these as complicated as the circulatory system?

Arithmetic Focus: Building on last week's learning, students will continue to use known facts. Now they will use them to double and halve numbers. For example, *I know that double 4 is 8 so I know that double 0.4 is 0.8.*

Friday 25th September

Learning Experiences:

Friday Big Write: Over the next few weeks, students will write from the perspective of different characters. with a series of diary entries. This week, they will write about the changes the character has experienced - physically and mentally - during their bootcamp. What was their level of fitness like before training? How might they feel initially as they start training?

Messy Maths: Students will face a range of addition, subtraction and multi-step problems - these will increase in challenge as students deepen their understanding of these crucial concepts.

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

This week we continue to build on our gymnastics, personal training and ball skills. We will start to look at the game of Dodgeball and how we can start to use tactics in this game in order to enhance our performance.

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
- 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: Boot Camp

Monday 28th September – Wednesday 30th September

Learning Experiences

'I see pride. I see power.' - Yul. This quote from Cool Runnings will inspire Year 6 students as they begin their Winter Olympics Boot Camp. Their new training regime will require plenty of effort and determination. While taking part, they will continue to develop their understanding of the human body and the circulatory system. How do exercise and diet affect our bodies? This learning experience will contribute to their scientific report on the circulatory system which students will continue this week, using the content to create a TED Talk presentation about what they have learnt.

World Thinking: Big, Critical Curious Questions

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

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

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

Students will watch different TED Talks and analyse how they are filmed and set up. They will look at features that would make a successful TED Talk and those which might lead to an unsuccessful production. Once filmed, students will share their talks on Google Classroom ready to be peer-assessed.

English: As they learn more about the human body, students will continue their scientific reports on the circulatory system. Key organisational features will continue to be developed with subheadings making each section of their writing clearer and easier to locate. What technical / scientific language has been used so far? What language has been used to engage the reader? We will discuss the use of statistics in writing and how this might be presented in this type of report. When they have finished, students will turn their writing into a TED Talk inspired presentation. The focus will be on summarising their ideas and how to make their presentation engaging.

GPS: The GPS focus this week will be on relative clauses and how they can be used to add additional information into a sentence.

Reading Tree: We will summarise key ideas from our class novel so far while Reading Tree sessions will link with our science learning for the week. Students will read two different texts about the risk factors of smoking. They will consider how scanning is an effective reading strategy and how it can be used to answer retrieval questions. To finish, students will use their knowledge of the topic to answer an inference based question.

Maths in the Movies / STEM: What is heart rate? What happens to our heart rate when we exercise? Why? Students will take part in various practical activities as part of their Winter Olympics Boot Camp, measuring how their heart rate changes and analysing the scientific data afterwards. As students learn about the importance of our bodies, we will discuss the impact of diet, exercise, drugs and lifestyles on the way it functions. They will investigate the effects that tobacco, alcohol, medicine and other drugs have on the human body.

What happens to red blood cell count in our bodies as we train? We will use the idea of red blood cells multiplying to consolidate and develop understanding of multiplication. As well as being able to multiply 4-digit by 2-digit numbers, students will learn how to multiply decimal numbers. They will work through different questions which will develop their ability to reason mathematically and solve problems using multiplication.

- 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- 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
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Arithmetic Focus: Addition and subtraction calculations will make up the arithmetic focus for the week. Questions will include those that require different strategies being applied. Students will need to use their understanding of number to decide on the most appropriate calculation.

Friday 2nd October

Learning Experiences:

Big Write: Students will continue with their diary entries. Details of how the character's body is responding to training will be included - they will use accurate scientific vocabulary learnt during the week. How does your body feel now you are training more regularly? What physical changes have you noticed?

Messy Maths: This week, it's multiplication focused Messy Maths. Rapid recall of times tables will introduce the learning. Students will then move onto more complex problems related to the concept. How does knowing your times tables fluently help in other areas of Maths?

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

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

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

WEEK 6 THEME/ Hook: Jamaica

Monday 5th October – Wednesday 7th October

Learning Experiences

After their success at the Winter Olympics, Year 6 have returned home to Jamaica triumphant. It is a fantastic opportunity to promote the nation. Students will learn about this fascinating place and use this to create a writing piece for a travel brochure. Can you persuade people from all over the world to visit Jamaica? Over the next few weeks, the learning will conclude with a Jamaican festival experience in the final week of half term.

World Thinking: Big, Critical Curious Questions

What would the world be like if there were no countries? Who decided how to divide land into countries? What is the most important country in the world?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

Our film analysis this week will focus on the settings in the film. How does filming on location make a film feel more authentic? Scenes from the film will be used to inspire the week's writing piece.

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

English: Students will be immersed in Jamaican culture and with knowledge about the country - its demographic, geography and history. How can this information be used to promote the nation? They will write to persuade visitors to come to Jamaica - they will consider how colour can be used as a selling point.. With an audience of travel lovers, students will need to select appropriate vocabulary and an engaging style of writing. How will you make Jamaica a more special place than other destinations? How will you organise your writing? Would one long text appeal to you if you were reading a magazine? What similar features of your scientific report might you use? This week we will spend time crafting sentences to make them as descriptive as possible. Is there a better choice of word? Can you start the sentence in a more interesting way?

GPS: After consolidating understanding of different word classes, students will spend time on carefully crafting - and recrafting - sentences.

Reading Tree: Alongside our learning about Jamaica and black history, students will use *A Change is Gonna Come* by Sam Cooke and *Caged Bird* by Maya Angelou to develop their retrieval and inference skills.

Maths in the Movies / STEM: Using Jamaican themed examples, students will develop their understanding of division. What methods do you already know? First, students will consolidate their understanding of the short division method - they will progress to dividing decimals. Once they are secure with this concept, they will be ready to move onto one of our favourite parts of the Year 6 Maths curriculum: long division. Students will break this challenging method into manageable steps, growing in confidence to divide increasingly large numbers.

This week in science, students will learn how nutrients and water are transported throughout the body in blood and the processes used to pass in and out of our blood through capillary walls.

Arithmetic Focus: Multiplication fluency will be developed this week. Students will use their knowledge of times tables to solve related calculations. Just as they have in previous weeks, they will need to decide if a formal written method is always the most efficient? Could you partition this instead?

- 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
- 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
- describe the ways in which nutrients and water are transported within animals, including humans

Friday 9th October

Learning Experiences

Big Write: STAR Day writing this week focused on describing Jamaica. This week, they will write from Sanka's perspective. He will write a diary entry detailing the things he misses from home. What might he think about most while away from Jamaica?

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

Messy Maths: Students will focus on further deepening their conceptual understanding of division. They will apply this knowledge to different types of problem solving questions.

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

As well as gymnastics, this week we will turn our attention to athletics skills leading to an external and internal tournament. Skill of the week: running

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

atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

- 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
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance

WEEK 7 THEME/ Hook: Keeping Cool During DC1

Monday 12th October – Wednesday 14th October

Learning Experiences

In the film, it transpires that the coach, Irv Blitzer, cheated when competing for the American bobsleigh team years before. Derice quizzes him on his reasons for cheating - he can't understand why someone would do this. He asks the coach, 'How will I know if I'm enough?'. Using key themes from the film - like perseverance - students will consider how they can apply this to their education. They will develop their test ready skills as they begin their first data capture week in their final year at Greenside.

World Thinking: Big, Critical Curious Questions

How do places change over time? What makes a culture? Do you need to be born in a country to be from a country?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

Students will rewatch key scenes from the film to build confidence - and relax them - as they take on DC1.

English: Students will continue to write their Jamaican travel brochures. They will learn more about the country and consider how these ideas can be used to 'sell' it to potential visitors. What makes the country different to others in the Caribbean? Writing using different sentence structures will help to make this piece more interesting - students will be introduced to colons for the first time. Once students have edited their writing, they will publish their piece digitally using Google Slides or another appropriate application. How can we engage the reader using digital tools? What would make the writing easier to understand? The use of text boxes and carefully chosen colour will be encouraged.

GPS: Students will develop their test ready approach for the grammar, punctuation and spelling paper. Prior to the assessment, we will spend time

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

discussing the best approach to the GPS test. What types of questions will you see? How can you attempt this even if you're unsure?

Reading Tree: This week the focus will be on the strategies to use when approaching the KS2 reading test. How have your retrieval skills developed this half term? Using a range of past SATs papers, we will discuss key question types and the most successful ways to answer these. Managing time is a key part of success in this assessment and we will break the paper down into manageable sections for students.

Maths in the Movies / STEM: The key focus this week will be developing test ready skills as students take on the arithmetic and reasoning Maths DC papers. How do you need to develop your test ready approach to Maths papers? We will look at the Maths learning from the half term before beginning the assessments.

Students will also complete their DC1 science assessment which will focus on their learning from the half term about the human body and the circulatory system.

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.

Friday 16th October

Learning Experiences

Big Write: This week, students will write from the coaches perspective. It will focus on the changes he has seen in his team during the competition.

Messy Maths: This session will be dedicated to reflecting on the DC1 arithmetic paper. Students will analyse their paper and decide which questions answered incorrectly are errors and which are misconceptions.

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

This week our athletics focus will be on jumping:

- standing long jump
- standing triple jump
- vertical jump
- speed bounce

We will add this to our skill of running and see if we can improve on the previous week.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- 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
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

WEEK 8 THEME/ Hook: Feel the Rhythm

Monday 19th October – Wednesday 21st October

Learning Experiences

Our Year 6 Jamaican bobsleigh team have made it through their Winter Olympics experience and their first half term in Year 6. With that success, comes a celebration. Using their knowledge of Jamaica, they will plan a small

Skills:

event that celebrates the country's culture. They will have a chance to share, showcase and celebrate their learning from the half term. Time will also be set aside for students to reflect on their first set of Year 6 DC assessments with a focus on test ready attitudes.

World Thinking: Big, Critical Curious Questions

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

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

The soundtrack to the film will be used to 'feel the rhythm' during our Jamaican celebration.

English: After being put through their paces, Year 6 will write a reflective letter to their coach. Before writing, they will analyse the key features of a letter - both organisational and the language used. How has their experience in the Jamaican bobsleigh team changed them? How did their mentality change during the training? In the film, the athletes don't make it to the end of the final bobsleigh run. We will watch the footage of the actual Jamaican bobsleigh team crashing and consider how they might have experienced mixed emotions. How might you describe this in your letter?

GPS: What areas of the GPS assessment did you see the most success in? What parts did you find most difficult?

Reading Tree: This week we will round off our class novel. Students will write reviews of the book, summarising and offering their own opinions of it. There will also be an opportunity for students to reflect on the reading assessments for DC week. We will discuss the question types they found most difficult and how well they managed their time.

Maths in the Movies / STEM: After reflecting on the DC Maths assessments, students will continue with their Maths learning. They will continue to deepen understanding of the long division method; then move onto working with common factors & common multiples and prime numbers up to 100. Students will make connections between these different types of numbers and identify patterns. Reasoning skills will also be developed as they continue to articulate and justify their answers.

To finish their science learning and as part of the Jamaican themed celebration, students will consolidate their understanding of the food groups. They will plan a healthy Jamaican meal based on this - they will be able to explain each choice of food and how this contributes to a healthy balanced diet.



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

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

Arithmetic Focus: Students will be challenged to answer division questions involving recall, mental and written methods. Becoming over reliant on one learnt method is easy to do, so they will be encouraged to decide on the most efficient way to answer each question.

Friday 23rd October

Learning Experiences

Big Write: Students will select one of their diary entries to edit & improve. They will focus on the grammatical concepts from the term and use of appropriate vocabulary.

Messy Maths: This week's session will be a chance to consolidate and extend the different concepts covered during the half term.

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

Our athletics skill of the week: throwing

- chest push
- javelin
- partner throw

After an initial recap session on throwing we will have three athletics challenge stations based on the three skills and challenge ourselves to perform our best.

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
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance