

GREENSIDE FILM FACTORY
The Year of Colour

2020-2021

STAR Day Planning: Autumn Term 2 - 2020

Y6 Class Teacher: Daniel Mahara - with Ciara Finney

Class Film Text: *The Immigrant*

Class Book/ Text: The Arrival by Shaun Tan

WEEK 1 THEME/ Hook: Where in the World?

Monday 2nd November – Wednesday 4th November

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

World Thinking: Big, Critical Curious Questions
What is migration? Why do people migrate from one place to another? Do you know anyone who has migrated? When have you heard the term ‘migration’ before? Is it only humans who migrate? Why might some animals migrate? Is this similar to the reasons some people might migrate?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making
We will set the context of the film before watching. What period do you think the film will take place in? We will discuss migration to America from Europe during this period. After the film we will discuss responses. What are your first thoughts towards the film? Did you think that you enjoy a silent film? We will discuss and analyse The Immigrant together.

English: We will begin our learning this week by discussing migration. What is migration? Why do people migrate from one place to another? Students will discuss key vocabulary for our topic: migration, emigrant, immigration, national, international. Next, we will review geographical knowledge. What are the continents of the world? What are countries? Can countries change? After

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

discussing what migration is, we will discuss the difference between national and international migration. There are different types of migration. What do you think the difference between forced and voluntary migration is? What about temporary and permanent? Students will then understand the difference between the terms emigrant and immigrant. Which continents do you think most people migrate to? Inspired by class discussions about migration, students will write a postcard from countries across the world where their families have migrated from. We will celebrate these places. What makes these places special? What do you love most about it? They will also create a piece of abstract art to represent the colours of their country. These will help make up our class display.

GPS: This week, students will consolidate their understanding of word classes.

Reading Tree: We will introduce our class book and consider how this book might compare or be different to our film.

Maths in the Movies / STEM: Using the context of our class film, including Chaplin's card game involving money, students will learn about multiples, factors and prime numbers. They will be able to explain what these terms mean and link them to other areas of mathematics. Why is it important to know and recall these facts efficiently? Students will also develop their use of BIDMAS. BIDMAS stands for Brackets, Indices, Division and Multiplication, Addition and Subtraction and dictates the order of algebraic problem solving.

This half term's science learning will focus on Light. After a class discussion on what is already known about light, students will create a piece of art which shows light and shadows. We can see the character's destination as the light at the end of the tunnel. Will he make it to a brighter place?

Arithmetic Focus: Students will learn one of our favourite written methods: long division. They will be encouraged to work in an organised, logical way.

Display: To begin our learning, inspired by The Immigrant and the topic of migration, we will create a large display detailing Where in the World Year 6 come from. A huge map will show the migration that has taken place to bring people to London. Students will create a piece of abstract art to represent the colours of this country or place.

Students will also create a piece of art as part of our science learning. They will consider how shadows can be created using just pencils.

- 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
- ensuring the consistent and correct use of tense throughout a piece of writing
- suggest ways of improving own work
- comment on works of art
- choose materials and techniques which are appropriate for their task
- talk about works of art, giving reasons for their opinions
- communicate through visual and tactile forms
- identify common factors, common multiples and prime numbers

Friday 6th November

Learning Experiences:

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

Friday Big Write: Each week students will take a scene from the film The Immigrant. They will turn it into their own narrative focusing on the journey of the character as he migrates to America.

Messy Maths: Messy Maths this week will focus on exploring problems involving multiples, factors and prime numbers; they will also be challenged with BIDMAS problems solving questions.

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

Skittleball

This week, we will introduce Skittleball. We will go over the rules, with particular emphasis on the positions within a 3-girl-3-boy team: attacker, defender, centre player, and skittleguard. Beginning our Skittleball learning, we will all be skittleguards and attackers, taking turns attempting to score 2 points by knocking down the 0.75m skittle positioned in a 1m radius, understanding that if the skittleguard him/herself knocks it down, 1 point is awarded.

- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance

WEEK 2 THEME/ Hook: Connections

Monday 9th November – Wednesday 11th November

Learning Experiences

This week, students will look at how connections are made between places as a result of migration. How does migration affect people and places? How has the United Kingdom changed as a result of migration? What is life like for those arriving? How does it feel to live in a foreign country? Inspired by Shaun Tan's The Arrival, students will write pieces on the cultural differences experienced by migrants once they settle in a new place. We will also make links to the idea of connections through our learning Maths as students create parabolic curves - connecting straight lines to create curves. They will also begin their STEM projects which will represent perhaps the best man-made symbol that connects two places: bridges.

World Thinking: Big, Critical Curious Questions

Is it only people who migrate who are affected by migration? How does a place change as a result of migration? How has our local area changed because of migration? What is the impact of migration on food and other aspects of daily life in the UK. What is one thing you love that you get to enjoy as a result of different cultures coming together? Can you think of any connections you have, outside of family, with migration?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

We will go into more detail about the character's journey to America and how people treated him once he arrived. Why was he treated this way? We will

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 expanded noun phrases to convey complicated information concisely
- 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

discuss what people were promised in America, the Land of the Free. Was this reality? What does this remind us of? Are there any links to how people were made to feel during Windrush? Discuss how this is portrayed through movement and without words. How does Charlie Chaplin take a hard concept and add humour?

English: English learning this week will see students inspired by the incredible book *The Arrival* by Shaun Tan. They will write a recount from the perspective of the story's main character. It will detail the cultural differences that a migrant might experience moving to a new place. What connections are made? What connections might be lost? An important part of this week's writing will be to create a vivid picture for the reader just like those illustrated in *The Arrival*. One section of the book we will focus on will be the character's need for a job. What is economic migration? We will look at current examples of economic migration and why this type of migration exists. What is the character's response to the different events? Students will spend time exploring appropriate vocabulary for their writing as well as the use of direct speech in writing.

GPS: This week's GPS concept is to identify and use expanded noun phrases. How can they be used to make writing more interesting? Emphasis will be on not simply adding a list of adjectives before a noun. How can you be more creative with the vocabulary?

Reading Tree: This week we will use the first chapters of *The Arrival*. Students will be challenged to make inferences about the incredible images in the book. We will study the main themes and emotions presented in the first section of the book.

Maths in the Movies / STEM: Students will begin their Maths learning this week with the fascinating idea of a parabolas. People migrating from one place to another make and develop new connections. By making connections using only straight lines, students will create a piece of Maths based art to represent this week's hook. We will then move onto our half term's focus: fractions. This week we will focus on simplifying fractions - what does it actually mean to simplify a fraction? They will recognise how being able to simplify fractions can make them easier to work with. In the film, Chaplin's character has little money. We will consider what fraction of a total budget he has left and order these according to size. Students will then move onto ordering and comparing fractions with different denominators - knowledge of multiples from last week's learning will be essential. Students will solve problems which require them to provide clear mathematical justification.

As we continue to explore the idea of migration and the idea of connecting two places, we will consider what man made structures represent this idea best. What better way to connect two places than a bridge? This week, students will begin their exciting bridge building project. What bridges do you know? What is the purpose of a bridge? How was it made? We will explore different bridges

- 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
- draw 2-D shapes using given dimensions and angles
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1

from across the world - including those local to us and bridges from America where Chaplin's character was migrating. Onto the challenge... students will collaborate to design and construct a bridge but with one stipulation: it must be a suspension bridge. This week, they will plan their designs, resource materials and identify the stages of building. As part of their plans, students will need to draw 2-D shapes using given dimensions and angles.

Arithmetic Focus: Students will build on their learning from last week as they develop fluency when approaching BIDMAS questions.

Display: Our Maths learning for the week will make a new classroom display. Students' colourful parabolic curve art will illustrate how connecting straight lines can create curved lines - this will represent the movement from one place to another and the connections made from this.

Friday 13th November

Learning Experiences:

Friday Big Write: The second section of The Immigrant inspired narratives will be written this week with students focusing on the character's experiences aboard the boat.

Messy Maths: Students will solve complex problems involving fractions with different denominators.

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

Skittleball

This week, we will focus on being centre players and defenders. We will have one station that will look at how centre players can drift on the game area between attacker and defender. In this station, centre players will pass through a drill forcing them to stop balls thrown towards the skittleguard area and then forcing them to attack against a separate area. We will also have a station devoted to defending where students will learn that they cannot defend using their legs and without any contact with another player.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare and order fractions, including fractions >1

WEEK 3 THEME/ Hook: Lights, Camera, Action

Monday 16th November – Wednesday 18th November

Learning Experiences

This half term's film, The Immigrant, features not only produced in black and white but it is also a silent film. What other black and white films have you seen before? Is it only old films that are shot in black and white? Without dialogue, how is the story told? This week, students will explore the world of silent film. We will analyse how the film and be inspired to write the most appropriate script to work alongside The Immigrant.

Skills:

World Thinking: Big, Critical Curious Questions

Should we allow more people into the country? Why do some people argue that we should 'close our borders'? Why is it beneficial to allow people to migrate from one place to another? Is it easy to migrate? Why does there have to be certain rules and procedures for migration? What is a refugee? What is the difference between a refugee and an asylum seeker?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

This week, our focus will be on the performances in the film. How do the actors ensure we know exactly what is happening? How different would this film be different with audible dialogue? How does Charlie Chaplin demonstrate emotion and drama without words? How does body language make something funny?

English: Students will rewatch different scenes from The Immigrant. They will analyse exactly what is being portrayed. How do we know how the character is feeling? Or what they are thinking? We will spend time adding appropriate and interesting speech into speech bubbles using stills from the film. Analysing the key features of script writing will be essential as students learn the language and organisation required to make this an effective piece of writing. Who will we be writing this for? A script is typically written for those who are performing. What does this mean for the way the script is written? It will need to be clear and succinct in order for it to be easily understood. As part of the writing this week, we will develop the 'show not tell' writing technique. Without dialogue, how do the actors show what is happening. We will describe the body language and facial expressions of the actors during the restaurant scene.

GPS: Students will consolidate and extend their understanding of statements, commands and questions. These will be included in their scripts this week.

Reading Tree: We will continue to analyse the wonderful The Arrival during our Reading Tree sessions. This week, there will be a focus on predicting what will happen to the character during the rest of the story.

Maths in the Movies / STEM: Students will continue the engineering process as the Bridge Building Project continues. Having identified the problem and planned a solution, they will move onto the building stage. Working within a clear timeframe to complete the build successfully, students must follow their plans and keep their designs within the specification. As part of construction, students will use their mathematical knowledge to consider how perpendicular and parallel lines can be used to strengthen their designs. Once completed, the aesthetics of the bridge will be considered. Is the finish of the bridge acceptable and ready to present?



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- using expanded noun phrases to convey complicated information concisely
- 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
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Continuing with last week's learning, students will be calculating with fractions. They will be adding and subtracting fractions with different denominators. They will use the same strategy as last week when comparing and ordering fractions.

Science learning for the half term will continue this week as students will identify sources of light. How would Chaplin's boat have seen their destination at night? Some form of light would be required - a lighthouse perhaps. Students will understand that objects are seen because they give out or reflect light into the eye. An important part of the learning this week will be to dispel any misconceptions that students might have; for example, that the moon is not a light source and the sun *is* a star.

Arithmetic Focus: Students will be calculating with fractions - they will work efficiently to add and subtract fractions with different denominators and mixed numbers.

Display: We will add to our English learning wall. The writing purpose and audience for the week will be added as well as the key features of the text type. Included this display, will be a selection of photographic art showing examples of Year 6's silent cinema facial expressions.

Friday 20th November

Learning Experiences:

Friday Big Write: Arriving without money in America, the character in the story has a tough time. Students will detail these experiences in the next section of the writing.

Messy Maths: This week, the focus of Messy Maths will be to deepen understanding when adding and subtracting fractions.

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

Skittleball

This week, we will review the rules of skittleball, reinforcing not taking intentional steps with the ball; running without the ball; using only three seconds to pass the ball; passing in a variety of ways; and how a game is only six minutes. We will also review the scoring, penalty, and foul rules. Then, we will have our first few rounds of games. Students will be put in skittleball teams. With two games going at the same time, winners of each game will rotate in a round-robin style tournament.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance

WEEK 4 THEME/ Hook: Show Time

Monday 23rd November – Wednesday 25th November

Learning Experiences

Skills:

Students will continue to explore the world of silent film while writing their scripts. This week, they will be completing their scripts and then bringing them to life. However, their challenge will be to revert them back to a silent performance. What would make a successful silent performance? Students will perform and film their silent shows, ready to share and peer assess on Google Classroom.

World Thinking: Big, Critical Curious Questions

Why do so many people want to migrate to the UK? Would you encourage people to migrate here? Why / why not? What makes the UK a safer place to be than some other places? What can/should be done in other parts of the world to make things safer/ easier in other places?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

We will analyse the elements of comedy in the film. How are these achieved? Why does he attempt to achieve this during serious moments? What effect might this have on the audience?

English: This week, students will develop their scripts. They will ensure that the scripts include clear stage directions as well as character directions. We will consider the language required to make these directions as clear as possible. Once students have edited their scripts, they will put them into action... It's show time! We will recap what made the performances in *The Immigrant* so successful. How can body language be used to tell the story? How can facial expressions be used to show emotions?

GPS: Students will use subordinate clauses to extend the range of sentence structures in their scripts.

Reading Tree: In this week's Reading Tree session, students will use everything they know as well as more of the book's wonderful images, to identify what is the same and what is different for the family.

Maths in the Movies / STEM: Knowledge of adding and subtracting with mixed numbers will also be developed. Students will be encouraged to use knowledge of converting between improper fractions and mixed numbers, as well as equivalent fractions, in order to calculate accurately and efficiently. We will explore these problems in the context of Charlie Chaplin's *The Immigrant* - for example, using the food that his character is served in the restaurant.

Students will continue to develop their understanding of light. They will recognise that light travels in straight lines from a light source. We will use a ray box to demonstrate how light travels in a straight line. Ask the students to try and move the ray of light. How did they do it? What happened to the ray of light? Can the ray of light bend around corners? Why not?



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
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Arithmetic Focus: Students will develop fluency when calculating with mixed numbers.

Friday 27th November

Learning Experiences:

Friday Big Write: Students will write the final piece as part of their Immigrant inspired narrative. What will happen to their character? What lies ahead for them?

Messy Maths: We will present students with a range of complex problems involving adding and subtracting mixed numbers.

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

Skittleball

This week, we will continue to review the rules of skittleball, reinforcing substitutes and out-of-play rules. Then, in the same teams as before, students will have round-robin tournaments in preparation for our grand final skittleball tournament.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance

WEEK 5 THEME/ Hook: Migration

Monday 30th November – Wednesday 2nd December

Learning Experiences

Students will continue to explore types of migration and, this week, they will study refugees. This is a topical issue but also one that they will be familiar with through the work Greenside has been part of with Good Chance. What is a refugee? What leads to people leaving their country in this way?

World Thinking: Big, Critical Curious Questions

What would it be like to be forced from your home? If you could select one item to bring, what would you take? What would you miss most about your home?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

How does Charlie Chaplin take serious topics and even using silence, make them funny? Why do you think the use of silent film was more popular in the 1920s than they are now?

English: Writing this week will have a geographical focus. Students will write to discuss as they answer an essay statement: all migrants are forced to leave their home. They will consider the key knowledge and vocabulary that will need to be used. This week, they will write the introduction to the essay. What is the purpose of the introduction? What should be included? They will also move onto

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
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

the first paragraph which will focus on forced migration. An emphasis will be on students including subject specific vocabulary and formal language.

GPS: Students will look at devices to ensure their geographical essays are cohesive - for example, the use of on the other hand, in contrast and as a result.

Reading Tree: Students will use an extract from The Boy at the Back of the Class by Onjali Rauf - a story about a refugee who arrives in England without his parents.

Maths in the Movies / STEM: Knowledge of fractions will continue to be developed. This week, students will move onto multiplying fractions. They will firstly multiply fractions by integers and then fractions by fractions. We will use a range of pictorial representations and models to deepen the understanding of students. They will solve a range of reasoning problems which will encourage them to provide justification for their answers. Next, students will continue to deepen their understanding as they learn how to divide fractions by integers.

In science, students will know that light can be reflected by a shiny object or surface. We will use torches and mirrors to demonstrate how light can be reflected. They will investigate how light and mirrors can be maneuvered, changing the angles that a straight line is reflected at, in order to shine past an opaque object.

Arithmetic Focus: Addition, subtraction and multiplication of fractions will all feature in this week's arithmetic quiz.

Friday 4th December

Learning Experiences:

Friday Big Write: This week, we will return to the wonderful book The Arrival, by Shaun Tan. We will take an image from the book and create a vivid description of this.

Messy Maths: Multiplying and dividing with fractions will make up our Messy Maths session this week. Complex problem solving questions will challenge students and deepen understanding.

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

We will consolidate our skittleball learning by reviewing our performance, referee calls, and overall scores. We will switch up the teams in order to promote different team dynamics. We will run through some team-based drills for attacker, defender, centre player, and skittleguard, then proceed with a few games.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers

WEEK 6 THEME/ Hook: Looking Forward DC2

Monday 7th December– Wednesday 9th December

Learning Experiences

Throughout Week 6, students will be looking forward as they take part in their final data capture of the Autumn Term. What were your key targets this half term? What areas do you think you have most improved on? What test ready skills can we use this week?

World Thinking: Big, Critical Curious Questions

If you were to migrate to another country, where would it be? Do you think life is always better for those who migrate?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

This week we'll look into how silent films were made and have a go at filming some clips and adding their own music. What makes a silent film accessible to everyone? Discuss that silent films are universal and everyone can access them, no matter their language.

English: Alongside our DC assessments, students will also be completing their essays on migration. The next sections will focus on what they have learnt about voluntary migration. Their use of subject specific, formal language will be developed and the piece will be finished with a detail conclusion answering their essay statement.

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

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

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

Arithmetic Focus: Students will use their arithmetic knowledge to take on their second arithmetic paper of the year.

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

Friday 11th December

Learning Experiences:

Friday Big Write: We will continue to use The Arrival as our stimulus for the Big Write this week and students will select another image to inspire their writing.

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

Messy Maths: Our Messy Maths session this week will focus on analysing the DC2 test papers.

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

We will consolidate our skittleball learning by reviewing Year 4's performance, referee calls, and overall scores. We will then host our own Greenside Film Factory skittleball competition!

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance

WEEK 7 THEME/ Hook: Nativity and Christmas Celebrations

Monday 14th December – Wednesday 16th December

Learning Experiences

This week we will be celebrating Christmas at Greenside and students will take part in a variety of wonderful learning experiences. Alongside this, we will be completing our final learning on The Immigrant as well as reviewing our successes from DC week.

World Thinking: Big, Critical Curious Questions

How can we provide more support to refugees? In what ways can we offer people who arrive a meaningful life? How might it feel to not be able to be with your family/ be where you've always known throughout Christmas? What does the phrase 'a little bit of kindness goes a long way' mean?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

Students will look back over their work from the previous week and continue with any film clips that are unfinished. Then, we will look at some clips from 1920s silent Christmas films and compare them to The Immigrant.

English: Students will select a piece of writing which they will edit, redraft and publish. The piece of writing will be added to their portfolio. They will also assess their writing alongside the KS2 criteria. They will find the next steps in their learning for the Spring Term.

GPS: We will review the GPS papers that students sat last week.

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

Maths in the Movies / STEM: In the final week of the half term, students will find fractions of amounts. This will become more challenging as the learning will include them using the inverse to find the whole.

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

<p>Arithmetic Focus: Students will take on a Christmas themed arithmetic challenge this week.</p>	
<p>Friday 18th December</p>	
<p>Learning Experiences:</p> <p>Friday Big Write: Students will select one Big Write from Autumn 2. They will edit and improve this piece ready for their writing portfolios.</p> <p>Messy Maths: A Christmas themed Messy Maths session will take place this week.</p> <p>PE/ Sports: (Activities, key skills / techniques) As this is our last day of term, we will be enjoying our Christmas themed lunch and some festive themed games.</p>	<p>Skills:</p> <ul style="list-style-type: none"> ● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● noting and developing initial ideas, drawing on reading and research where necessary ● in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs ● play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending ● develop flexibility, strength, technique, control and balance