

GREENSIDE FILM FACTORY
The Year of Going Places
 2021-2022

STAR Day Planning: Autumn Term 2 - 2021
Class Film Text: *Star Wars: A New Hope*

Y6 Class Teacher: Ciara Finney
Class Book/ Text: *Oranges in No Man's Land*

WEEK 1 THEME/ Hook: That Little Droid

Monday 1st November - Wednesday 3rd November

Learning Experiences/Context of the film:

Class Film Immersion Day:
 Immersion in the text/genre. We will introduce our theme and ask our big questions about Star Wars.

Knowledge Harvest – what do we know already?

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

Context - what is the context of our film? What was happening in the world at the time?

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

Breaking Boundaries/ Flip the Learning

Although the film is set in a galaxy far away, was there still relevant context to the time it was created? How are the characters different? Who are you most like? Why do C3PO and R2D2 have such a good friendship despite being so different? What journeys can you see happening in the film, both metaphorical and literal?

English:

Immersion experience:

For our immersion this week, students will have discs on their tables with invisible ink outlining who their character is using simple riddles and clues. For example, if they have Obi Wan Kenobi, this will be written on the disc and their clues will mean that only they can see it. The disc replicates the one seen in SW when R2D2 is fleeing Luke Skywalker's hope to deliver Princess Leia's message.

Once they have established their group's character, they will be in charge of this section of the display. They will need to create some artwork and a character

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

profile- which will later influence their Friday big writes. Students can use Wookieepedia to find out more about their characters!

Writing Experience:

This week, as an introduction to the film, we will be focusing on

GPS: This week, students will consolidate their understanding of word classes. We will also recap the rules of speech ahead of our Friday Big Writes.

Reading Tree:

This half term throughout the week, students will be exposed to unknown texts as well as experiences linked to our class text. We will explore language by asking curious questions when we meet a word we don't yet know.

Reading Domain: 2a: Give / explain the meaning of words in context

Maths in the Movies / STEAM:

Maths:

Although Yoda does not yet feature in A New Hope, no Star Wars classroom experience would be complete without his wise and (other)wordly input. At the beginning of each lesson, Yoda will pose a problem solving challenge to Y6 students, "the force is strong with these ones!".

R2D2's droid purpose is all about being logical so that he can fix problems that arrive on ships. This week we will think like an R2 droid as we learn the rules of BIDMAS. Can we solve the codes to prevent further damage to the Millennium Falcon? Students will also 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.

Our science focus for the next few weeks is all about light. This will eventually result in our TIE fighters shadow/ STEAM project films, as we learn about shadows and the way our eyes see light. If we weren't force sensitive, how could we fly towards the Death Star in order to destroy it? How do our eyes see light?

STEAM: Ongoing STEAM project ideas:

For our ongoing STEAM project, we will be making a Paper Airplane Launcher: TIE fighters... X-wing... A-Wing.... Y-Wing.... Naboo N-1.... no matter what type of starfighter students choose, they will experiment with making launchers from a range of craft materials, exploring what works most effectively in terms of aerodynamics but also what casts the most beautiful shadows.

In week one, we will be exploring how the launcher works, and beginning to look at creating some in groups. Following this experience, we will discuss what worked well and what could have been better- leading us to a design session in

- 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

the following weeks. Which group will create the best launcher that can send rebel planes towards the death star? Paper Airplane Folds

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

Class Display: The Force Is With Us

Throughout the half term, Y6 will be writing from the perspective of various characters from Star Wars. Each week, they will pull a quote out of 'a hat' which will provide the starting place for their third person narratives. They will also pull out a second character who will join them in the narrative, and a location for the action. In week 1, we will create the display based on the characters we will go on to explore, as mentioned in the immersion experience above.



Friday 5th November

Learning Experiences

Friday Big Write:

"I am Luke Skywalker, I'm here to rescue you." Each week students write a third person narrative incorporating speech, starting with a famous quote from them. This week we will write about the famous Luke Skywalker. They will also randomly select a location, and another character who will join the action with them.

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)

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 her/himself knocks it down, 1 point is awarded.

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 2 THEME/ Hook: You'll Never Find a Bigger Hive of Scum and Villainy

Monday 8th November - Wednesday 10th November

Learning Experiences/Context of the film:

This week we are journeying with Skywalker and his team to Mos Eisley, the Star Wars hive of 'scum and villainy'.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What makes someone good? Can you be good even if you sometimes make bad choices? How does your language choice change how the reader imagines something? What makes an effective setting description? Why is it important to design something and think through it before you make it?

English:

Immersion experience:

To immerse them in this terrible scene, with so much going on and different species to describe, we will explore a website. Someone has recreated Mos Eisley- you can walk around the different places and scenes. As we do this, we will develop a word bank to assist us with our setting descriptions. We will also hope to find some VR experiences to help us to really bring this location to life.

Writing Experience:

By unpicking a range of setting descriptions (some wonderful ones can be found on Star Wars fanfiction sites), we will prepare ourselves for writing our setting description of Mos Eisley. We will imagine that we are walking around this gruesome scene and will describe what we see. There will be lots of ambitious vocabulary this week, as well as metaphors, similes and creative expanded noun phrases. This will then lead us to a longer piece of writing including speech- a journey through Mos Eisley.

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 be retrieving with a twist. Students will have to answer a series of retrieval questions under timed conditions to build their stamina as we prepare for DC2.

Reading Domain: 2b: retrieve and record information / identify key details from fiction and non-fiction

Maths in the Movies / STEAM:

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- using 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
- 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

Maths:

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. 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.

STEAM:

This week students will be using their world ready skills as they work together in groups to design their airplane launchers. Students will have the chance to investigate what makes the best material to use and how small changes to the design can impact the end result.

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

Maths 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 movements of lightsabers.

Friday 12th November**Learning Experiences**

Friday Big Write: "Help me Obi Wan Kenobi, you're my only hope." Each week students write a third person narrative incorporating speech, starting with a famous quote from them. This week we will write about Princess Leia. They will also randomly select a location, and another character who will join the action with them.

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

Learning Experiences/Context of the film:

This week we start our main science objective- light. What better way to explore this than through lightsabers?

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

How do Jedi Knights see their lightsaber blades in battle? Why would anyone live in Mos Eisley?

English:

Immersion experience:

During our immersion we will also take a look at some of the assortment of different characters who can be found in Mos Eisley. We will attempt to channel our inner George Lucas as we design our own inter-galactic creatures, deciding on a background story for them and their own adventure. What led them to this dreadful place? Are people all born good? Students will then include these characters in their setting descriptions/ narrative.

Writing Experience:

This week students will work with a partner to edit and correct their writing ahead of publishing. Taking it in turns, students will read their work aloud, making changes as they go along. After both partners have read out their work, they will provide feedback to each other- focusing on WWW (what went well) and EBI (even better if). They will close their eyes as they listen, attempting to really imagine the scene being described. they will also complete a tick sheet for each other that links to the success criteria. Have they used the range of punctuation? have they used ambitious language?

GPS: Students will consolidate and extend their understanding of the range of punctuation. When looking over each other's work, they will find out which punctuation marks they are still finding challenging.

Reading Tree:

This week we will read about how light works and will practise our summarising skills, deciding on headings for different paragraphs within nonfiction writing.
Reading Domain: 2c: summarise main ideas from more than one paragraph

Maths in the Movies / STEAM:

Maths:

Students will begin their Maths learning this week with the fascinating idea of a parabolas. Light can only travel in a straight line, as demonstrated by the weapons of the Jedi Knights- lightsabers. By making art using only straight lines, students will create a piece of Maths based art to represent this week's hook. 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.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- using 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

For our science immersion, we will create webs of string and use our world ready skill- teamwork to help to guide blindfolded members of the group through the web. By using the force, we will imagine that these are beams of light from

Science learning for the half term will continue this week as students will identify sources of light. How would characters have seen their lightsaber blades in combat? They are a source of light. 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.

STEAM:

This week, following our experimentations last week, we will look at what worked well with the airplane launchers and what students felt they could improve upon. They tested a range of materials in the previous lesson. What worked well? Why? This week they will choose a design and think through the materials that best compliment their choices.

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

Writing Display: alongside the setting descriptions, drawings created based on the descriptions will adorn the display. There will also be photographs of the students engaging in their VR experience.

Friday 19th November

Learning Experiences

Friday Big Write: "Beep beep whistle". An iconic character if ever there was one- it's R2D2 week! Each week students write a third person narrative incorporating speech, starting with a famous quote from them. This week we will write about R2D2. They will also randomly select a location, and another character who will join the action with them.

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: The Dark Side

Monday 22nd November - Wednesday 24th November

Learning Experiences/Context of the film:

This week we will have philosophical debates about the concept of the dark side. The difference is that the dark side is the fast way of getting what you want, not worrying who you might hurt on the way. The light side is all about patience and selflessness.

Han Solo is a great discussion point. To kick this week off we will have a discussion based on the question 'is Han Solo a good guy?'

idea about extra play for the greater good or choosing chocolate. Everyone makes a secret choice and no one will find out what they picked- they can either have a piece of chocolate, or they can sign up for thirty seconds of extra playtime for everyone.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Why is having patience so important? Have you ever cut corners to get what you wanted faster? Which character do you relate most to in the film and why? Which do you aspire to be more like?

English:

Immersion experience:

This week we will be engaging in a piece of nonfiction writing. How to make a model Death Star. We will be publishing these on a website and advertising this through instagram. Y6's Star Wars guide to making your own model over the Christmas break. This could lead to a competition that could be judged when we return in January.

Of course, to immerse ourselves properly, we will be making them ourselves, giving our instructions more accuracy.

Writing Experience:

Together we will look at 'what a good one looks like'. During research for this planning, lots of 'how to' instructions were discovered and published on sites like pinterest. What is our audience likely to be? These are fun and playful instructions likely to be enjoyed by Star Wars fans. Can they include their general Star Wars trivia to add humour to the instructions. E.g. "Congratulations, you've made your very own Star Wars Death Star (hopefully rebel warriors won't come along and destroy yours!).

GPS: We will look at a range of different verb forms, particularly focusing on imperative (bossy) verbs as they will be required for their instructions. We will also look at how adding a fronted adverbial can make our instructions more accurate and interesting.

Reading Tree:

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
 - using expanded noun phrases to convey complicated information concisely
- 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

Reading Domain: 2d: make inferences from the text / explain and justify inferences with evidence from the text

Maths in the Movies / STEAM:
Maths:
 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 Star Wars.

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?

STEAM:
 This week we will make our airplane launchers, asking ourselves questions along the way so that we can continue to evaluate our designs. We will also begin to think about ideas for turning this into a light show.

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

Friday 26th November

Learning Experiences
Friday Big Write: “I sense something. Something I’ve not felt since...” No dark side week would be complete without Darth Vader himself. Each week students write a third person narrative incorporating speech, starting with a famous quote from them. This week we will write about Darth Vader. They will also randomly select a location, and another character who will join the action with them.
 / Han Solo week

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: Empire of Dreams

Monday 29th November - Wednesday 1st December

Learning Experiences/Context of the film:

Skills:

This week we will explore how Star Wars was made and will look at why it was so revolutionary and boundary-breaking in its time. We will look at the way the film has changed, from a Jabba the Hutt suit, to the introduction of CGI in later years.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Why was Star Wars so successful? Without the use of CGI, how did they create such an other-worldly film? How are camera angles used throughout the film, for example to make Darth Vader appear tall and intimidating.

English:

Immersion experience:

To immerse ourselves this week in our hook, we will watch some of the documentary 'Empire of Dreams' and make some notes about the creation of Star Wars under subheadings.

Writing Experience:

This week we will be writing a companion guide to the making of Star Wars. There will be lots of opportunities to research and record facts about the creation of something that went on to be so successful and popular. 'What was it that made Star Wars so successful?' will be at the heart of the guide. We will be looking at what some key differences are between a factual piece of writing, and a fictional one. Students will be encouraged to use different cohesive devices typical of the style of writing. We will also think about who the likely audience would be for this kind of piece of writing and how we can appeal to this audience.

GPS: Students will look at devices to ensure their reports are cohesive- for example subheadings and introductions.

Reading Tree: We should be approaching the middle point of our class text. This week in our reading tree session, students will make predictions about what they think might happen next, justifying their answers with details from the text.

Reading Domain:

2e: predict what might happen from details stated and implied

Maths in the Movies / STEAM:

Maths:

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.



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
- 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

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.

STEAM:

We will be finalising our plans this week for making our short slow motion films. This week, students will begin to record the footage they need for their TIE fighter light displays, and next week will begin editing and stringing it all together.

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

Friday 3rd December

Learning Experiences

Friday Big Write: "We seem to have been made to suffer, that's our lot in life." Time for C3PO!

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 skittle guard, 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: Use the Force DC2

Monday 6th December- Wednesday 8th December

Learning Experiences/Context of the film:

Throughout Week 6, students will be looking forward to taking 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? The force is within everyone, you just have to learn to use it and control it to bring out the best in yourself.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

How could 'using the force' be a metaphor in our day to day lives? Why are some people force sensitive and others aren't? What kind of traits do the characters we know are force sensitive possess?

English:

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

Immersion experience:

This week we will engage in an editing carousel as we look closely at our drafts for our reports. Each station will see students focusing on a different section of their work, for example a spelling station. We will share our marvellous mistakes and work as a team to edit and uplevel our work.

Writing Experience:

Students will be publishing their nonfiction writing about how Star Wars was made as an A3 page with pictures and colourful borders to make their work stand out. Once these are complete, students will have the opportunity to share these and present them to one another. They will be encouraged to make their presentation engaging by including things like flaps that can be lifted to reveal answers to questions, and pictures to support their writing.

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

Reading Tree: Students will engage in their reading paper for their data capture.

Maths in the Movies / STEAM:

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 the last DC? How do we need to develop our approach to tests?

STEAM:

A chance to finish filming to use our editing skills to create our clips.

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

- 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 10th December**Learning Experiences**

Friday Big Write: "These are not the droids you're looking for". For our hook, use the force, of course we have to write about the one and only Obi Wan Kenobi.

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!

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 7 THEME/ Hook: I've Had Just About Enough of You!**Monday 13th December - 15th December****Learning Experiences/Context of the film:****Skills:**

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 through Star Wars as well as reviewing our successes from DC week.

World Thinking: Big, Critical Curious Questions
Breaking Boundaries/ Flip the Learning

What have been your favourite moments of this half term? Do you look at the film differently now that we have unpicked so many of the different elements?

English:

Immersion experience: This week we will be exploring our lovely droids (C3PO and R2D2) in a little more detail. Throughout the film, we see moments in which the living characters are unkind or belittling of their droid companions. We will debate why we think this is- does it have any relevance today? When they can think and clearly have feelings, should they be treated differently?

Writing Experience:

To end a wonderful half term we will write reflections on all of our wonderful learning experiences throughout the half term. We will write about our favourite moments and most memorable moments. We are going to continue to do this throughout the year so that we can gather quotes when it comes to the end of the year- this will help Y6 to gain their green badges and to reflect on their final year at Greenside!

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.

Reading Domain: to review all in the context of the test.

Maths in the Movies / STEAM:

Maths:

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.

STEAM:

The grand finale of our ongoing STEAM project will take place this week. Students have designed and made their TIE fighter plane launchers, and have planned their films involving light and shadow to create a slow motion dynamic display. This week we will have time to showcase our work and to look together using apple TV to cast their clips up onto the screen.



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

Arithmetic: Our arithmetic focus for this week will be derived from the test results from the arithmetic paper sat last week. We will review less confident areas and attempt various questions to help us to consolidate the skill.

Friday 17th December

Learning Experiences:

Friday Big Write: Students will select one Big Write from Autumn 2. They will edit and improve this piece ready for their writing portfolios.

Messy Maths: A Christmas themed Messy Maths session will take place this week.

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.

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