

**GREENSIDE FILM FACTORY**  
*The Year of Going Places*

2021-2022

STAR Day Planning: Spring Term 1 - 2022

Class Teacher: Ciara Finney

Class Film Text: *Born To Be Wild*

Class Book/ Text: *Kensuke's Kingdom* by Michael Morpurgo

**WEEK 1 THEME/ Hook: Welcome Back & Film Immersions - *Le Ballon Rouge***

**Wednesday 5th to Friday 7th January**

**Learning Experiences/Context of the film:**

To welcome our students back to Greenside.

We will begin with a shared screening of the short *Le Ballon Rouge*.

Our film and SMSC learning will draw upon links to *The Year of Going Places - journeys* and wonderful literal, metaphorical and Journeys of Discovery.

**Learning experiences:**

**Wednesday: Greenside shared Film Immersion Day - *Le Ballon Rouge***

(1956) Directed by Albert Lamorisse

**Thursday:**

Class Film Immersion Day:

Immersion in the text/genre. We will introduce our theme and ask our big questions about *Born to be Wild*. What moral questions are posed in *Born To Be Wild*? How can we help to protect wildlife? Why do certain animals exist in different parts of the world? Why are precious animals poached? Is it ever okay to keep animals in captivity? How can we show kindness to all living things?

**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.

**Friday:**

**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

During the morning we will do our Big Write & Messy Maths and the afternoon will be spent on creating our corridor displays together. Our corridor will be a beautiful scene set in Africa, with Elephants trekking along.

**Class display:** Our class display will be all about Africa and Indonesia. We will have a black cut out of the continents, and around it, arrows to parts of Africa where the elephants we are studying live. We will create mirror reflections of either of these beautiful creatures to compliment our educational display.

- 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
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- how to organise paragraphs around a theme
- retrieving and recording information/identifying key details from the text.
- Proof-reading
- reading skills also as outlined above

## WEEK 2 THEME/ Hook: Orang-utans

Monday 10th January - Wednesday 12th January

### Learning Experiences/Context of the film:

This week we will begin our work on *Born to be Wild* by focussing on orang-utans. We will understand the threats posed to their species, and begin to talk about the necessary interventions taken by those caring for these majestic creatures.

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

How have humans developed an understanding of wild animals? If humans have interfered in any way with an animal, can it be considered wild? How can trust be earned in these tragic situations?

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

#### **Immersion experience:**

This week, we will be focussing on what it means for these orphaned animals to have to exist without their caregivers. When deforestation leaves orang-utans without homes and often alone and scared, how would they have felt and how could we describe them. Vulnerable? Weak? To give us an experience of caring for something, each student will be given an egg to look after and protect for the day. We will act as though these are animals in a sanctuary and reflect on the level of care they would have needed.

We will also look at some images of what these Indonesian habitats would have looked like before they were destroyed for human gain. This will help us to add a comparison into our writing of what the young orphan would have seen and

### 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
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

known before this devastating event in their lives and then finally what they are left with.

**English:**

**Writing Experience:** For our fiction writing, we will be writing from the perspective of an orphaned orangutan left alone in the forest, particularly looking at personifying the machines that tear away their habitats. We will use the film clips to describe the feelings of the young orang-utan as it witnessed the devastation caused at the hands of humans.

This will be a great opportunity for Y6 to be challenged, really capturing what these experiences would have felt like and using language to convey this to their reader.

**GPS:** We will look at using a variety of sentence openers to add to the impact of our writing.

**Reading Tree:** We will introduce our class text, Kensuke's Kingdom, its main themes and make links to our class film.

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

**Maths in the Movies / STEAM:**

**Maths:** Students will develop a deeper understanding of multiplication of fractions as well as division of fractions by an integer. Importantly, they will be able to explore these concepts in a visual way in order to unpick the strategies which they know so well. As we draw our fractions learning to a close, we will also be diving into a range of problem solving activities.

**STEAM:**

Our main science focus this half term will begin: Evolution. Students will learn new vocabulary and recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will explore how different species are adapted to suit their environment in different ways. We will study how this happens over a very long period of time and helps the species to survive.

This half term for our art focus, we will be exploring journeys through watercolours. To introduce us to our skill, we will look at different ways to use watercolours, creating swatches and annotating how we created the effect. We will look at tonal grading and dry brushing for example, to explore the different ways this medium can be used.

- identifying scientific evidence that has been used to support or refute ideas or arguments
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form
  - divide proper fractions by whole numbers

**Arithmetic:** Continuing with our focus on fractions, we will develop students' understanding of calculating with mixed numbers. They will develop efficient strategies to add and subtract mixed numbers.

**Maths Display:** One of our upcoming Maths topics will be to convert between percentages, decimals and fractions. For our display, we will demonstrate this process, with links to the animals we are studying as part of Born to be Wild.

### Friday 14th January

#### Learning Experiences

For our Big Writes this half term we will be watching clips/ trailers of different nature documentaries and writing a voice-over 'David Attenborough-style'. Students will need to think about the purpose of these trailers- to encourage someone to watch these documentaries, and think about the kind of ambitious vocabulary needed to achieve this.

**Friday Big Write:** This week, we will voice over the trailer for Born to be Wild, using this to create our Top Tier language display together.

**Messy Maths:** After much success and progress in our Messy Maths sessions last term, which focused on improving fluency in number, students will develop their strategies available when solving word problems. We will focus on multiples, factors and prime numbers this week.

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

Students will be introduced to the sport of Netball. We will begin by watching a few key moments in netball history, recognising that the sport is to be played on a court, using a certain ball.

Netball is full of rules so we will spend the first session getting familiar with this. We will take part in a series of activities that will help teach us the different rules.

#### **Skills:**

- identifying the audience 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
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
  
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

### WEEK 3 THEME/ Hook: Sunaga

#### Monday 17th January - Wednesday 19th January

#### Learning Experiences/Context of the film:

This week, our focus is on Sunaga, an orangutan featured in Born to be Wild. In this part of the documentary, we learn about a young orang-utan who is considered ready to be released back into the wild. We will think this week about

#### **Skills:**

what it means to be ready for something and how we can develop resilience to deal with changes that come up in life.

### World Thinking: Big, Critical Curious Questions

What makes someone independent? How can you know if you're ready to do something? What does it mean to take a risk? Does everything have to work the first time? Can you have all the skills you need for starting something new or do you have to learn some along the way? Is it right to release animals into the wild if they haven't necessarily developed the skills they need to survive?

### Breaking Boundaries/ Flip the Learning

**Immersion experience:** This week, we will begin to understand the work of conservationists and the ongoing work being done to protect endangered wildlife species by protecting the parks they will one day live in. We will look at the two women featured in *Born to be Wild* and look into how exactly they're able to protect the parks. In our last week of this half term we will be looking at launching our own campaign to raise awareness, writing a letter to the general public to inform them of some of these threats. Each week we will be gathering more information to include in this letter.

We will also engage in some art. Taking an A3 piece of paper, we will fold this in half using oil pastels to create a vibrant forest scene, inspired by the vocabulary we have collected for our fiction writing. On the other side, charcoal will be used to create a destroyed forest scene.

### English:

For our writing this week, we will be continuing our fiction writing from the perspective of an orang-utan. We have been focusing on editing and redrafting so much lately that students in year 6 are wonderful at proposing changes to their writing during their world-ready reflection time.

To challenge ourselves further this week, students will also write a section from the orang-utan's perspective having been welcomed into a sanctuary. This will be linked to our film about conservation and parks- although the animals were 'born to be wild' they may have hope that there are humans who are willing to help them and this final section will look towards the future.

### Writing Experience:

Having looked at the comparisons between what the environment would have looked like before and after the deforestation begins, during this editing stage we will add other senses in. What could be felt beneath the orang-utan's feet? What can they smell and hear or not hear after this has happened. As we uplevel, we will consider this and the impact it would have on the young animals.

**GPS:** This week our focus will be recapping and revising the correct use of commas to clarify meaning. Year 6 will carefully reflect on their writing to ensure that their use of commas is consistent and correct.



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
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- identifying scientific evidence that has been used to support or refute ideas or arguments
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
  - recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

**Reading Tree:** Students will continue to read our class novel. This week our focus is on reading domain 2c – summarise main ideas from more than one paragraph.

**Maths in the Movies / STEAM:**

**Maths:** Continuing with our Maths learning, and with students having a secure understanding of fractions, they will recognise the relationship between fractions, decimals and percentages. They will be able to recall some of the common equivalences. We will do this in the context of Born to be Wild. What percentage of the world's orang-utans are left? What fraction of these are in the wild?

**STEAM:**

This week, we will continue our work on evolution, starting with Darwin's Finches. After gaining an understanding of the theory of evolution in class, we will go out into our outdoor areas and attempt to become finches ourselves. In groups or pairs, students will be given different 'beaks' such as tweezers, spoons etc.

Different kinds of birds eat different kinds of foods, because they are specialised. Their beaks have adapted to be the best shape for picking up the food they like best and is most available to them. In this experiment we predict which 'beak' will be best for each 'food' type.

This week for our watercolour focus, we will be looking at mixing colours to create new colours. We will recap primary and secondary colours and use what we know to create a colour wheel.

This week we will be using what we have learnt about watercolours to begin creating our final piece which shows a journey undertaken in our film. Y6 will be demonstrating a trek taken by a herd of elephants. Our key skill this week will be to use the techniques we have focused on to create an eye catching background. We will make a blue sky with clouds and a grassy ground below.

**Arithmetic:** Students will use their knowledge of long multiplication and multiplying by ten and one hundred in order to find percentages of numbers.

**Writing Display:** Our emotive pieces from the perspective of an orphaned orang-utan will be finished this week and will form our new display. As with previous displays, this will exhibit examples of students' work before and after they underwent the editing process. We will also display some of our immersive art created earlier in the week.

## Learning Experiences

**Friday Big Write:** This week we will write about the clip from the film in which orang-utans can be seen playing in their makeshift jungle.

**Messy Maths:** This week's focus will be on word based and reasoning style fractions problems.

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

This week we will have two key focuses. Shooting and getting the ball. A key focus for Year 5 and 6 after last term is moving around the court and pitch in order to get the ball.

1. Shooting: all students will practice techniques of shooting and get familiar with how to do this.
2. Passing practice: students will pick partners, passing the ball back and forth from a comfortable distance apart. Then, upon a few successful passes back and forth, they will take a step further away from each other and attempt a pass. If each player is able to receive a pass, they will move a step further. If they do not receive the pass, they will take a step closer in. The group that is furthest away by the end of the station time will win.

## **Skills:**

- identifying the audience 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
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
  
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

## **WEEK 4 THEME/ Hook: Elephants**

### **Monday 24th January- Wednesday 26th January**

#### **Learning Experiences/Context of the film:**

This week we will begin to unpick and understand the other animal featured in Born to be Wild, elephants. From the way they live in herds to their unique ways of communicating. There are hopeful moments, and also devastating moments in this film about how these magnificent creatures are poached for their ivory. We will look into the history of poaching and understand what is being done to protect and prevent harm to them.

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

How can we actively help when something seems so far away? How do you become an expert in something?

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

**Immersion experience:** This week, Y6 will have the opportunity to engage in an 'interview with a conservationist'. We will write questions to prepare our reports about conservation, gaining information for the different sections of this non-fiction piece. Drawing on the expertise of a 'elephant expert' and someone who works on conservation, we will gather all the information we need to inform our audience.

## **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
- layout devices [for example, bullets]

**English:**

**Writing Experience:** This week we will take on the challenge of writing an informational piece about conservation, with the target audience of other students at Greenside and beyond. Students will have to carefully consider their use of language, formality and how they choose to present this to engage a younger audience.

Students will create different sections to their writing, including a variety of interesting language and a range of sentence openers to make what they're saying accessible to a younger audience.

Some of this will be through their own research on elephants and conservation with elephants and some will be through conversations with experts.

**GPS:**

**Reading Tree:** comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text / explain and justify inferences with evidence from the text.

**Maths in the Movies / STEAM:**

**Maths:** Building on their knowledge of fractions, decimals and percentages, students will be introduced to the concept of ratio and proportion. This learning will use our science learning of evolution to give it context. They will understand that the ratio shows the relationship between two values. With students studying ideas like inheritance, they will think how many males there are to females in the class or how many students have blonde hair to brown. Language will be essential to help students understand this concept using sentences like *'for every 1 boy there are 2 girls'* etc.

**STEAM:**

Students will recognise that living things - including humans - have changed over time and we can study fossils to gain knowledge about the living things that inhabited the Earth millions of years ago.

The lesson begins with an overview of the fossil formation process, then covers the evolution of land-dwelling animals from fish, and finally looks at how some mammals (whales) ended up back in the water.

What are some key examples of fossil evidence that support the theory of evolution?

Why are fossils so rare, and why is it difficult to find an evolutionary trail of fossil species leading from a common ancestor?

What questions remain unanswered by relying solely on the fossil record?

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- identifying scientific evidence that has been used to support or refute ideas or arguments
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found

**Arithmetic:** This week our focus will be on developing speed and accuracy when calculating multiplication and division questions. Presented with a range of calculations, students must decide the most appropriate method – mental, informal or formal written methods.

**Friday 28th January**

**Learning Experiences**

**Friday Big Write:** This week we will use the scene in which elephants are seen trekking in the wild. We will describe the setting and what is happening in this scene.

**Messy Maths:** Word problems focusing on ratio and proportion will challenge students this week.

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

As we get more familiar with the different skills involved in netball we will move on to looking at the different positions in netball and the different roles for each position. We will begin to experiment playing different roles in smaller groups. With C.T, support staff and P.E coaches advising on how to improve.

**Skills:**

- identifying the audience 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
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

**WEEK 5 THEME/ DC3 Hook: Kandicha**

**Monday 31st January - Wednesday 2nd February**

**Learning Experiences/Context of the film:**

During Week 5, students will take part in our next data capture. 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?

Kandicha is a young elephant in our documentary. His mother has been poached and he is left alone with a group of male elephants, who are unable to care for him or provide the milk he needs to survive. Identifying this, the conservationists swoop in and separate him from the bulls, causing a turbulent and traumatic scene for this young elephant, resulting in emotional harm.

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

Was what happened to Kandicha okay? How can we communicate without words? Is it okay to remove orphaned animals from the wild? What does it feel like to be frightened? What can help you feel better if you have a worry about something?

**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

## Breaking Boundaries/ Flip the Learning

**Immersion experience:** Our immersive experience this week will be a debate about human intervention. Both women featured in our documentary devoted their lives to helping animals but both would have to intervene in nature in order to help them.

Along with this, we will also have an immersive Maths carousel, recapping and revising

### English:

**Writing Experience:** This week we will edit and redraft our reports. During this publishing process, students will think about how to present their information to make sure that it is both engaging and accessible to a younger audience. Will they use different colours to make it more aesthetically pleasing? Could they include interactive elements such as flaps?

This week we will also be adding in a section for our interview with the experts, including direct and reported speech and a challenging shift in formality. This will extend our work and demonstrate students' ability.

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

**Reading Tree:** Students will recap on their DC3 reflections. Our main focus for this DC is to consider the pace at which the paper is approached; the key skill students will use will be to scan the text to find information.

### Maths in the Movies / STEAM:

**Maths:** After revising the key concepts covered so far this term, students will complete their arithmetic and reasoning papers. There were many successes during the DC3 assessments so students will be full of confidence this week.

**STEAM:** Our science focus will continue this week as students learn about Charles Darwin and The Theory of Evolution - importantly, they will consider the evidence that is used to support it. What were the implications of these findings? Did beliefs change instantly? Why not? As we have been looking at conservation and the important work being done to protect animals, we will also use a special camera this week to research the birds in our own Greenside environment. We will learn about what the birds eat, leaving food out for them to see what happens when we review the footage. Is there a species that struggles to eat a certain food? Is one bird better at getting there quickly? After discussing this, we will think about the implications this might have if for example one food source was to become unavailable.

- 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
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- identifying scientific evidence that has been used to support or refute ideas or arguments
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
  - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

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

**Friday 4th February**

**Learning Experiences**

**Friday Big Write:** This week we will look at the heartbreaking scene where Kandicha is separated from the bulls and taken into captivity.

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

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

Building on from last week, we will now focus on the skills that were picked up as needing improvement ahead of our first mini tournament next week. We will set up 2-3 stations and rotate around them.

**Skills:**

- identifying the audience 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
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

**WEEK 6 THEME/ Hook: Action**

**Monday 7th February - Wednesday 9th February**

**Learning Experiences/Context of the film:**

This week will see us launching our campaign to spread awareness for the issues raised in our film and the ones we have explored through our collaborations with experts from the field. This links to our film as the people helping the animals need support with this and the expertise we have gained throughout the course of the half term will be what is needed to help.

We will create posters, gather information and become students as teachers as we inform members of our school communities about the dreadful things happening to these animals.

We will also spend time reviewing our data capture and looking at any gaps we may still have.

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

How can we ensure we achieve our personal best? How can you turn passion into action and help to make wider changes? How can information spread through conversation?

**Breaking Boundaries/ Flip the Learning**

**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

**Immersion experience:**

This week we use what we have learnt to begin our own campaign, in which we will spread awareness. This will involve eye catching art, we will use technology to present our information and to gather the ideas we need to speak to others about what can be done to create meaningful change. Different students will have different roles in this initiative to help Y6 to develop their World Ready skills as they become more independent as leaders.

**English:**

**Writing Experience:** Our main writing experience this week will be to write a letter to the local community to inform them but also to persuade them to engage with change. How can they help by consuming less palm oil? How can their interactions with others spread the same change and awareness we are striving for? This will be a challenging and emotive piece of writing to end the half term with, and the final pieces will be shared with other members of our school. We will also look at presenting these using multimedia by having some elements filmed and creating posters to go with the campaign.

**GPS:** Our GPS focus for this piece of writing will be on imperative verbs and rhetorical questions.

**Reading Tree:** comprehension based on a section of the text with a focus on reading domain 2g - identify / explain how meaning is enhanced through choice of words and phrases.

**Maths in the Movies / STEAM:**

**Maths:** Students will extend their knowledge from Year 5 as they move into working with coordinates across 4-quadrants. They will be able to plot shapes using given coordinates. Who thinks they could plot a decagon in the shape of a star? Moving onto more complex learning, students will learn how to translate shapes. They will use directional language to describe these translations.

**STEAM:**

This week we will conclude our topic on evolution by reviewing our findings and completing further analysis of our footage from the prior week. We will write up what we have found out from our local study of birds and how our research has real life implications.

**Arithmetic:** Students will take on the role of teacher this week. They will be provided with a completed test - a test completed by the class teacher. Their job will be to assess the test. What mistakes have been made? What misconceptions does the teacher have? How do you know? They will be

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- identifying scientific evidence that has been used to support or refute ideas or arguments
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

challenged to find where the teacher has not used the most efficient method for a question.

### Friday 11th February

#### Learning Experiences

**Friday Big Write:** For our final big write session of this half term, students will choose their favourite of the big writes they have written throughout the course of the half term. They will select one to uplevel, rewrite and record to be put with the actual clip.

**Messy Maths:** Students will develop their understanding of area and perimeter as they are challenged to solve complex, worded problems.

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

This week we will have our netball matches. We will have a mini Greenside tournament. This is gearing up for the tournament we will be playing in the next half term!

#### **Skills:**

- identifying the audience 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
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
  - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]