



GREENSIDE FILM FACTORY
The Year of Going Places

2021-2022

STAR Day Planning: Spring Term 2 - 2022

Class Teacher: Ciara Finney

Class Film Text: *The Truman Show*

Class Book/ Text: *A Kind of Spark*

WEEK 1 THEME/ Hook: *Where in the World?*

Monday 21st February - Wednesday 23rd February

Learning Experiences/Context of the film:

Class Film Immersion Day:

When students arrive in the classroom on Monday, they will see CCTV images dotted around the classroom of them working before the holidays. This will pose the question- do you always know when you're being watched?

We will take a short walk around our local area, creating a tally chart and counting how many cameras can be seen in the short space around the school. Why are they there? Is it ethical?

This will lead us to our big questions about The Truman Show. What will it be about?

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.

Immersion experience:

How does where we came from and our journeys to London have an impact on who we are and our overall experiences?

This week Y6 will look at a map and track their journey to London. Truman has an interesting experience. All his life, his experiences have been decided for him and the interactions he has have been falsified.

Can you think of the key experiences that have shaped you?

In the year of Going Places, we will look at where we grew up and the parts of the local area that are significant to us.

We will look at the role of the Creator, who is significant to the plot of the Truman

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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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
 - summarising 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

Show, but whose ideas are highly controversial.

English:

Writing experience:Y6 will write short personal accounts this week outlining their journeys to London, considering how personal experiences and journeys shape us as people.

They will think through what they have collected in their journey of life, linking this to our prior science learning evolution and inheritance.

What makes you, you?

GPS - this week we will look at main and subordinate clauses and how beginning with a subordinate clause can make our writing more interesting and varied. For example: although I have lived in London for my whole life, my family's journey began in...

Reading Tree:

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

Maths:

Each week, we will look at events in the film and the mathematical concepts involved. We will begin by looking at the scale of the area in which 'The Truman Show' is filmed. We will use this to cover different units of measure including miles and kilometres. How large is the space that Truman inhabits? How does this compare to the size of London? Of other journeys you have taken?

STEAM:

Students must ensure the practical components of the show run smoothly – one of the most important being the electricity supply. We see, during The Truman Show, how important electricity is in maintaining a fictitious world for the protagonist. To begin, students will recap on prior knowledge related to circuits and electricity; key vocabulary will be introduced before they explore the differences between a series and parallel circuit.

Arithmetic:

Our arithmetic focus this week will be to solve problems that involve students considering an alternative to a written strategy.

Class display:

Since the day of his birth, Truman has been watched by millions of viewers. Thousands of cameras fill Seahaven to capture his every move. We will explore the immediate area around Greenside. How many CCTV and surveillance cameras can we find? How does it feel to know you could be watched in everyday situations? While exploring, we will capture CCTV style photos using appropriate camera angles. Students will use the images to create David Hockney inspired photographic art.

- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- using the perfect form of verbs to mark relationships of time and cause
- using a wide range of devices to build cohesion within and across paragraphs
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- perform mental calculations, including with mixed operations and large numbers
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
 - convert between miles and kilometres

The art will focus on Hockney's collage photography, which he called joiners. Students will layer sections of the photo on top of each other, creating different angles and effects. This art will be displayed on our large classroom back wall.

Friday 25th February

Learning Experiences

Friday Big Write:

Our Big Write this half term will be from the perspective of Truman Burbank as he moves through the different stages of realisation throughout the film. Our first big write will be from his perspective as he lives out his life in Seahaven, unaware of how unusual things really are.

Messy Maths: This week will focus on converting between different units of measurements. Students will solve problems to do with converting between units of measurement.

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

This week we will dive straight into understanding positions of netball. We will be putting the skills we have learnt last half term to good use. Beginning to understand what position we would like to be. What does a centre do? What does wing defence do? What does Goal attack do etc? We will start the half term by watching a video and picking up on the skills we see players using.

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

WEEK 2 THEME/ Hook: The Butterfly Effect

Monday 28th February - Wednesday 2nd March

Learning Experiences/Context of the film:

This week we are going to think all about what makes us, us. Think of the people who are significant to you and the way they have shaped and changed your world. How would you be different if those experiences had been different. Is there a friend who introduced you to a type of music or an activity that you now love, which has helped to form you as a person.

If we're constantly being watched, are we prisoners? What is the future of surveillance? Would you rather CCTV or no CCTV at all?

For our immersive experience this week, students will be writing in the role as The Creator. We will start by unpicking this controversial character. Why did he decide to create this TV show? Does he care for Truman?

World Thinking: Big, Critical Curious Questions

Can one small moment have a lasting impact? What are the most memorable moments you have- with family and in friendships? Educationally? (Maybe a moment you realised that you really loved a subject?)

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- using the perfect form of verbs to mark relationships of time and cause
- using a wide range of devices to build cohesion within and across paragraphs
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Breaking Boundaries/ Flip the Learning

Immersion experience:

In order to immerse themselves in this world, Y6 students will hotseat as the Creator, discussing and excusing his role in creating the programme. What do they think the creator's personality is like?

Students will take it in turns to pose as The Creator and to ask him questions. What is it like to think like someone else? How do we know about his character from watching the film? Does he feel empathetic or is he inherently selfish? This will help us with our writing task for this week, as we will be writing newspaper articles about this controversial programme, incorporating an interview with the Creator.

English:

Writing experience:

The Creator truly believes that his concept brings joy to people around the world despite its implications for the programme's subject. There is a 'Free Truman' movement in the outside world who disagree with this vision. A newspaper is reporting on the story: a child taken from birth and made to live every moment of their life in front of millions of people. How can this story be reported neutrally? We will discuss bias and the idea of 'fake news'. What type of language must be used to remain neutral? We will identify these language features and organisational features of a report. This week, students will plan their reports and write the first section.

Imagining that they are in charge of reporting on this story, giving only the facts, students will write their own column.

To extend us, we will also include both direct and reported speech from those characters relevant to the story.

GPS: Semicolons will be used to mark related clauses.

Reading Tree:

Reading Domain:

Retrieve and record information / identify key details from fiction and non-fiction

Maths in the Movies / STEAM:

Maths:

Set designers would need to know what they needed to purchase for each of the different sets needed for the show. This week, Y6 students will consolidate their understanding of perimeter and area of both complex and simple shapes. What are the formulas for finding area and perimeter?

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections {for example, the use of adverbials such as on the other hand, in contrast, or as a consequence}, and ellipsis
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- be able to suggest ways of improving their own work
- be able to comment on works of art
- be able to choose materials and techniques which are appropriate for their task
- be able to talk about works of art, giving reasons for their opinions
- to be able to communicate through visual and tactile forms
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

We will look at different parts of the set, such as Truman's home, and work out the perimeters and areas of these spaces, applying this to solving problems involving perimeter and area.

STEAM:

This week, students will also consider the work of the lighting and tech team for the show. They will continue their science learning by planning and carrying out an investigation. Students will try to find out how different wires can affect the brightness of a bulb in a circuit. They will imagine what kind of lighting would be needed in different scenes throughout the film and be challenged to find the correct settings to create that lighting. For example, if Truman is having a romantic meal, he may want dim lighting but when walking through in daylight, the light would need to be bright to artificially represent the time of day.

As part of our discussions about this interesting concept, the butterfly effect, Y6 will think about how their choices and actions affect others. When you choose to be short-tempered, instead of kind, what can the impact be? We will link this to discussions about healthy living.

Arithmetic: Our arithmetic focus this week will be to solve problems that involve students considering an alternative to a written strategy.

Friday 4th March

Learning Experiences

Friday Big Write: Truman reflects on meeting his love and then being viciously ripped away from her. How has this impacted his life?

Messy Maths: This week students will continue their learning- perimeter and area. They will also look at finding the volume of a shape.

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

This week we will begin to play a mini tournament getting to know the positions and what we can do in each position. We will be experimenting in different places on the pitch gearing up for our tournament where we will be competing against other schools! Alongside this we will be going in groups to do gymnastics.

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
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

WEEK 3 THEME/ Hook: Face Your Fears

Monday 7th March - Wednesday 9th March

Learning Experiences/Context of the film:

This week in Maths we will be considering the journey taken by Truman when he risks it all to face his fears and enter the water. This will also form the final section of our newspaper report, as it brings both the article and the show as it's known to a dramatic close.

What did it mean for Truman to face these fears? The Creator had orchestrated Truman's fear of water but the only way that he can escape and find out what is beyond the reality that he understands is to go through the water. He has to summon his bravery and keep moving forward even when he is terrified. How do people find that kind of strength within themselves?

Throughout this week we will talk about different emotions and how they can manifest in us. For example, when we feel angry it is often a secondary emotion to fear or embarrassment. We will think about the strategies used by Truman when he overcame his biggest fear. What strategies do we have for when we have big feelings?

World Thinking: Big, Critical Curious Questions

What does it mean to face your fears? How can we support each other in facing our fears? Would you watch a show that watches other people live their lives? Are reality TV shows really reality? Is this reality?

Breaking Boundaries/ Flip the Learning

Immersion experience:

To inspire us to write the closing sections of their writing, students will look at examples of newspaper articles that are both neutral and biased. We will unpick what makes them so, thinking about the language features and highlighting the text to show

Students will consider their own fears, as they write of the perspective of Truman as he overcame his fear of the water. How would the personal experiences he has had in his past contribute to the things he might say when asked about his escape.

English:

Writing Experience:

As students continue their newspaper reports, they will need to maintain a neutral view on the topic. We will explore text examples and non-examples of neutral articles - why would a paper or somebody be biased? How successful is the media in achieving this? This week, as well as using the language features analysed last week, students will organise their writing appropriately. Most importantly, students will construct concise paragraphs which follow the structure learnt during our GPS session. They will also ensure they include quotations from relevant stakeholders.

Writing their final sections, students will write as Truman for an interview included in the newspaper article. What might he say about facing his fears? Students will then edit their work, imagining that they are preparing it for an

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- using the perfect form of verbs to mark relationships of time and cause
- using a wide range of devices to build cohesion within and across paragraphs
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections {for example, the use of adverbials such as on the other hand, in contrast, or as a consequence}, and ellipsis
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places
- compare and order fractions, including fractions >1
- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of 2 variables
- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 decimal places
- 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
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Editor (before it is marked). They will review the success criteria and assessment grids and work both independently and with a partner to ensure that their writing meets the specification.

GPS: reported speech

Reading Tree:

Reading Domain: 2c: summarise main ideas from more than one paragraph

Maths in the Movies / STEAM:

Maths:

Meanwhile, in the Greenside Times press office, students will solve a number of mathematical problems related to their newspaper reports. They will look at the buying and selling of the paper using algebraic formulas. How is algebra used in everyday life? They will then solve difficult time based problems. Can they have the papers ready for the deadline? Problems will involve calculating intervals of time as well as converting between different units.

STEAM:

For our STEAM learning this week, we will look at how product placement is used in The Truman Show as students begin to design their own games using electricity. They will need to make advertisements for these games- how has advertising changed due to the development of technology? What has that trajectory looked like?

Arithmetic Focus: this week our focus will be on multiplying (with decimals) and dividing.

Display: Our learning, which will focus on newspapers, will make our English display. Our audience, purpose and key features will all be included and examples of the most impressive writing will be a part of the display. These will be published in the style of a typical newspaper... hot off the press!

Friday 11th March

Learning Experiences

Friday Big Write: Now, Truman has become suspicious. What is it that first caught your attention? How do you feel as you find out the world around you is not what it seems?

Messy Maths: This week will focus on algebraic problems - including enumerating possibilities of combinations of two variables.

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

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

Ahead of our inter school tournament we will have a big tournament. We will be put into groups and work in teams with adults to play in small matches. Whose team will win? Alongside this we will go in groups to continue our gymnastic tournament.

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

- compare and order fractions, including fractions >1

WEEK 4 THEME/ Hook: The Root of All Evil

Monday 14th March - Wednesday 16th March

Learning Experiences/Context of the film:

This week we will be considering what motivates people to do all kinds of things. We can link this to our previous learning experiences. What motivated poachers to kill beautiful animals, or to cut down forests to plant palm oil? We will analyse data to draw themes and conclusions about the financial benefits of the show. The Creator claims that the aim of the show is to bring joy to many people. Do we really believe that this is all that it's for?

World Thinking: Big, Critical Curious Questions

What are the Creator's motives for what he has done? Is it entertainment and enjoyment or financial? Why are people so driven by money? How can we get back to the root of what is really important?

Breaking Boundaries/ Flip the Learning

Immersion experience:

To immerse ourselves in the writing this week, we will create a role on the wall for both Truman and the Creator to consider the differences between the two characters. We will role play conversations between the two characters, imagining what they might say if they were ever to come face to face with each other after Truman found everything out.

English:

Writing Experience:

This week students will begin their fiction writing in which they will be writing the same story from two different perspectives. Throughout their big writes, students have been immersing themselves in what it would be like to think and feel as Truman would have. They have also studied the character of The Creator and all of the complexities involved in the different ways these two different but extremely connected characters think and experience the show. As Truman

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- use negative numbers in context, and calculate intervals across 0
- interpret and construct pie charts and line graphs and use these to solve problems
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- using the perfect form of verbs to mark relationships of time and cause
- using a wide range of devices to build cohesion within and across paragraphs
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections {for example, the use of adverbials such as on the other hand, in contrast, or as a consequence}, and ellipsis
- using further organisational and presentational devices to structure text and to guide the reader
- using a colon to introduce a list
- punctuating bullet points consistently
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- using test results to make predictions to set up further comparative and fair tests
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- 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

becomes increasingly aware of his situation through the mistakes being made by the team, he will begin to question his very existence, which will form the narrative for this perspective. Another story runs parallel to this- the experiences of The Creator as he observes these mistakes being made and reacts to them. This will enable students to demonstrate how they can write for purpose, considering the perspectives of different characters.

GPS: This week we will look at the conventions of switching between levels of formality as students move between the perspectives and therefore tones of different characters.

Reading Tree:

Reading Domain:

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

Maths in the Movies / STEAM:

Maths:

At least part of The Creator's motivation for creating his television show was for financial gain. This week, students will continue their work on algebra, looking at expressing missing number problems algebraically, finding pairs of numbers to satisfy an equation of two unknown and enumerating possibilities of combinations of two variables.

STEAM:

In their final electricity lesson, following on from their design session, students will be using their knowledge to create an electricity based game that will be the feature of the 'product placement' style advertisement. The game will take inspiration from games like Operation but students will only have access to a few materials - they will need to be as creative as possible.

Arithmetic Focus: our focus this week will be on ordering and comparing decimals and fractions.

- solve problems involving similar shapes where the scale factor is known or can be found interpret the mean as an average
- use negative numbers in context, and calculate intervals across 0
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Friday 18th March

Learning Experiences

Friday Big Write: Determination builds as Truman becomes adamant that everything is not what it seems and he must find a way of revealing the truth.

Messy Maths: Students will interpret line graphs. This will be linked to SATs problems to help students to develop their logic skills.

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

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

It's reflection time. Some of us went to play in a competition. What went well? What were we good at? What do we need to prove on. Following on from the competition we will continue to learn more netball skills and continue to engage in games that help us to learn the positions. Alongside this we will go in groups to continue our gymnastic tournament.

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

WEEK 5 THEME/ Hook: Show Time DC4

Monday 21st March - Wednesday 23rd March

Learning Experiences/Context of the film:

It's Show Time and students must think about what their life would look like if it were to be broadcast to the nations, like Truman's! Next Week, students will be working in groups to film trailers, imagining that they were the star of the show and that their lives were going to be recorded.

This week Y6 are ready for their fourth DC week of the year! We will think about 'Show Time' and their opportunities to sparkle and reflect on how far they have come. A key World Ready skill for us this week will be reflection, as we think about what we still need to learn and know as we approach our final exams.

World Thinking: Big, Critical Curious Questions

Can you really control people? Do you believe that what is meant to be will always find a way? How much of a person's fortune is down to luck and how much is down to hard work? How can you change life for yourself by working hard?

Breaking Boundaries/ Flip the Learning

Immersion experience:

This week, we will be beginning the planning process for the film trailers we will be creating next week. This will aid students in their writing as they will be considering what it would be like to think and feel as someone who is the star of their own show. This will lead to discussions about the idea of reality TV- is it really reality? Again, what motivates people to engage in these kinds of things?

English:

We will have the opportunity to edit and improve our writing as we publish it this week. Students will extend their writing by adding a new section, from the

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- using the perfect form of verbs to mark relationships of time and cause
- using a wide range of devices to build cohesion within and across paragraphs
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections {for example, the use of adverbials such as on the other hand, in contrast, or as a consequence}, and ellipsis
- using further organisational and presentational devices to structure text and to guide the reader
- précising longer passages
- using passive verbs to affect the presentation of information in a sentence
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

perspective of a different character from The Truman Show, Meryl Burbank. By having another perspective, students will be able to further demonstrate their ability to write in role showing a shift in tone reflecting the personalities of the different characters.

Writing Experience:

GPS:

As they make meaningful changes to their writing, students will need to consider the full range of punctuation. Specifically, they will ensure they have included a dash and a semicolon in their writing.

Reading Tree:

For our reading tree this week, students will take their fourth reading paper of the year.

Maths in the Movies / STEAM:

Maths:

We will be focusing on consolidating our Maths learning from this half term while also completing our DC4 assessments. There will be a particular emphasis on test ready skills and we will match these to the character from our film: determined and persistent. Our learning this week will involve a Maths carousel in which we recap the topics we have covered throughout the Spring term. Students will have the opportunity to consolidate their learning ahead of the DC4 tests.

STEAM:

Having explored electricity over the past few weeks, students will plan their lighting for their trailers. Which scenes will be depicted in these short films? What might the lighting be like for those specific scenes?

They will create appealing art work to compel their audiences to watch their show, using Hockney style digital artwork to extend their experiences from the beginning of the half term.

Arithmetic Focus: this week our arithmetic focus will be to build fluency when calculating with percentages.

Learning Experiences

Friday Big Write: Truman has escaped. What is happening in his life now? What has he discovered?

Messy Maths: We will use this week to review the DC4 papers.

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

This week will be intense skill recap. Can we pivot well? Can we run down the pitch fast enough? Can we shoot? Can we land properly? We will be preparing for an end of term competition. Alongside this we will go in groups to continue our gymnastic 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

WEEK 6 THEME/ Hook: The Star of the Show

Monday 28th March - Wednesday 30th March

Learning Experiences/Context of the film:

The Truman show focuses on someone's real life and this week, Y6 will become 'the stars of the show!'. Working in groups, students will film trailers for their own lives. They will choose a member of their group to become the 'star of the show' and groups will film trailers.

World Thinking: Big, Critical Curious Questions

Are you the

Breaking Boundaries/ Flip the Learning

Immersion experience:

Throughout this half term, students have considered some big questions. How do your experiences shape who you are as a person? How do the people we meet in our lives add to our experiences, just as those Truman Burbank met shaped him. Why is money so fundamental? What are simple pleasures and how can we make sure that we are appreciative of our simple pleasures? This week they will be becoming 'The Star of the Show' as they create their film trailers.

English:

Writing Experience:

Alongside all of our DC4 assignments, we will be preparing our writing from the half term. Students will ensure they have published their best pieces ready for their portfolios. What do we need to look out for in order to improve? What common mistakes are we making in our writing? How can we avoid these in future?

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- using the perfect form of verbs to mark relationships of time and cause
- using a wide range of devices to build cohesion within and across paragraphs
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections {for example, the use of adverbials such as on the other hand, in contrast, or as a consequence}, and ellipsis
- using further organisational and presentational devices to structure text and to guide the reader
- précising longer passages
- using passive verbs to affect the presentation of information in a sentence
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- proofread for spelling and punctuation errors

GPS:This week we will use adverbials of time and place as cohesive devices in our writing. How can we use adverbials to link our writing as well as move it on?

Reading Tree: In this session we will review our results from DC4, creating perfect answers, identifying where points have been dropped and the types of questions that students are finding challenging.

Maths in the Movies / STEAM:

Maths:

As we get to grips with the layout of Truman's world, we will explore the properties of its shape: a dome/ circle. Students will illustrate and name the parts of a circle and solve a range of tricky problems. As our character explores his maps in further detail, he will need to have a good understanding of the ratio. If 1cm is equal to 1km, what would 2cm and 75mm be in km? They will use their knowledge of multiplication and division to solve ratio problems.

STEAM:

Alongside our creation of these interactive trailers, students will need to use what they remember about product placement to include some adverts in their films.

They will also need to consider their branding following on from our lemonade specialism. What makes a brand successful? How can you make sure your brand is successful?

Next half term we will be exploring digital artwork, Y6 will have a head start as they consider the best way to make their online artwork engaging through use of colour and animation..

Arithmetic Focus: Students will focus on BIDMAS / the order of operations.

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of 2 variables
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate
- use their knowledge of the order of operations to carry out calculations involving the 4 operations

Friday 1st April

Learning Experiences

Friday Big Write: Students will choose a Big Write from this half term and will have time to write this up again, editing it and upleveling in as they go.

Messy Maths: This week students will consolidate their understanding of measurement, including volume, parts of circle and perimeter and area. This will be linked to further reflections on DC4.

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

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- enumerate possibilities of combinations of 2 variables

It's the end of the half term and to celebrate a term of learning netball we will engage in a tournament! Every single person will be playing using their teamwork and skills learned to try their best to help their team to victory.

