



GREENSIDE FILM FACTORY
The Year of Going Places!

2021-2022

STAR Day Planning: Summer Term 1 - 2022

Class Teacher: Ciara Finney

Class Film Text: *Cosmos - A Spacetime Odyssey*

Class Book/ Text: *High Rise Mystery* - Sharna Jackson

WEEK 1 THEME/ Hook: The Big Bang

Tuesday 19th April - Wednesday 20th April

Tuesday 19th April:

It is the final term of our *Year of Going Places!* We will begin the day inspired by Journeys across the last 70 years - in films, recognizing the Queen's time since her coronation and celebrating the building of Greenside and all that has happened since!

Learning Experiences/Context of the film:

Class Film Immersion Day:

Knowledge Harvest – what do we know already?

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

What is the Cosmos? What do we mean by a spacetime odyssey? How is our world shaped by what has gone before? How are Star Wars and our new documentary similar? What are the key differences?

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:

This half term, Y6 will be travelling into space, to explore it more scientifically. In week one, students will, *almost* literally, travel through space and time. Our Virtual Reality headsets will send them into outer space in order to experience what a journey through space might look like. The magnitude of this is difficult to comprehend so experiencing what it might have been like will help students to begin to understand what it really looks like. Using the experience, they will create an informal non-chronological report over the coming weeks, explaining different elements of their journey through space and time using the headsets. Our focus this week will be on exploring the themes of our film, engaging in

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
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing

discussions about the world and what students know about the way scientists believe it was created.

English:

Writing Experience:

There will be two main writing experiences this half term as we collect our final work for our portfolios. First is a scientific piece, informally telling the journey through time from the big bang and through the evolution of humans. This week the focus will be on understanding and processing the information needed going for the presentations.

GPS: Throughout the next few weeks, as we approach our GPS tests, we will be choosing a different focus each week. This week, using our planning stages for our non-chronological reports, we will consider word class and consolidate our understanding.

Reading Tree:

This week we will vary our practise, with focus on the following objectives.

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

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

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

Maths in the Movies / STEAM:

Our ongoing STEAM project during this very busy half term for our wonderful Y6 students will surround their complex writing task. This already incorporates science, as the presentations will be all about evolution. Technology, engineering, art and some Maths will come into the presenting elements of their work. How will they make sure that their presentations are engaging, using different elements of their STEAM learning across the year to captivate their audience. They will need to think about their use of technology- will they have a presentation or pictures on slides? Art will be important in the way they choose to layout their work. Our project will bring in all of this and of course our world ready skills as they organise and work as a team to confidently present their ideas to others.

Maths:

This week, we will explore shape through our weekly hook: The Big Bang. We will consider all that was made and created as a result of what scientists believe created the world. So many different shapes, 2D and 3D fill our planet and solar system. Can we recognise, describe & build simple 3D shapes, including making nets. Students will also compare & classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.

- 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
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]
- Be able to suggest ways of improving 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
- Be able to communicate through visual and tactile forms

We will also consider the shapes of planets- spheres and their 2D shape, circles. By consolidating labelling parts of a shape, students will practise in the context of worded problems.

Alongside our test preparation we will be creating some beautiful artwork this week linked to our film and using a range of colours. Y6 have worked hard on their watercolour skills this year and they will get a chance to revisit these skills to create beautiful, colourful planets to adorn our back wall.

Arithmetic: Students will continue to develop & consolidate their understanding of fractions. They will find fractions of amounts, multiply & divide fractions and work with improper fractions.

Class display: For our class display, we will create eye-catching space themed lettering along with watercolour planets to make our back wall really stand out. Students' VR experience will give them lots of ideas for creating this spectacle.

Friday 22nd April

Learning Experiences

Friday Big Write: We will create our own ship of the imagination to begin a journey through the universe. Each week, the ship of imagination students have designed today will travel to a new location and describe their experience visiting this new spot.

Messy Maths: As we draw closer to the KS2 assessment week, the Year 6 team will spend their Messy Maths sessions in the ultimate revision carousel. This week our focus will be on number: place value and the four operations.

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

Rounders

This week we will introduce the game of rounders and discuss the rules of the game.

We will then set up two main stations:

- 1) Batting, a station that promotes and facilitates proper batting techniques.
Students will be set up to each practice batting for teachers to assess their current skill level
- 2) Catching, a station that promotes and facilitates proper catching techniques
- 3) Students will be set up to each practice catching for teachers to assess their current skill level

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
- can solve a range of problems involving decimals to two decimal places.
- achieve their personal best. Building on athletic skills based around running, throwing and jumping.
- use running, jumping, throwing and catching in isolation and in combination

WEEK 2 THEME/ Hook: Space and Time

Monday 25th April - Wednesday 27th April

Learning Experiences/Context of the film:

Cosmos takes viewers on a journey through space and time - a journey which spans approximately 13.8 billion years. Students will study what happened after The Big Bang, considering how the universe stretched and expanded - which it's still doing today! How can we present this complex information accurately, clearly and in a creative way? They will write their piece as a scientific presentation to demonstrate their knowledge.

World Thinking: Big, Critical Curious Questions

How long has the earth as we know it been in existence? How big is the universe? How far is the edge of the known universe?

Breaking Boundaries/ Flip the Learning

Immersion experience:

As we contemplate all we know about the topic for our presentations, students will use their organisation and team work to split off into groups and gather the research for the different sections of the writing. They will then become the teachers, presenting this to the rest of the class, who will take notes to collect the information they need to complete their writing.

English:

The challenge for students this week will be to present a highly complex topic with technical and scientific accuracy while also ensuring it is largely informal. Students will study the history of the universe through a cosmic calendar/timeline. They will find out about the place of earth in the universe, different periods in the history of the planet and when earth as we know it developed. Science lessons this week will focus on developing this knowledge which students will then transfer into their creative piece of writing. The writing will be written for a wide audience, using informal language to allow access to many readers.

GPS: exercising an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary. Alongside this, students will consolidate their understanding of

Reading Tree:

Reading Domain: this week we will look at test style questions asking students about the author's intentions and word choices. We will look at this through the context of an unseen poem to allow students to prepare for their upcoming tests. Once we have looked at a range of questions, we will apply this to three mark questions to continue to hone this skill.

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

- 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

2g identify / explain how meaning is enhanced through choice of words and phrases

2h: make comparisons within the text

Maths in the Movies / STEAM:

Maths:

To immerse themselves in revising angles and recapping properties of shapes, students will create constellations on their desks, thinking about the amount of stars in the solar system and using masking tape to connect them. They will then use protractors to measure angles, looking at the relationship between angles on a line, in a quadrilateral and opposite angles in two lines that cross. From here, we will apply our learning to a range of test style questions involving shape to continue to develop our problem solving skills.

STEAM:

Y6 has looked at inheritance and how scientists believe humans evolved. They will now understand how scientists believe that the universe was created, through the ship of imagination. This will lead us to further understand our film text, Cosmos and to work towards our digital artwork.

Arithmetic: We will engage in mixed practice, covering all objectives from the year so far.

Students will manage their time as they complete an arithmetic challenge. We will reflect on the range of questions completed, allowing students to recognise the areas they need to develop ahead of their tests.

Art: This week we will begin our digital artwork by considering exactly what digital artwork consists of. How has the development of technology changed artwork? How can this be seen in the work of artists such as David Hockney or Jeff Wall. How has their art changed as new technology has become available?

Maths Display: Students will help to create a final revision wall with their own explanations of key concepts. We will discuss our top tips & progress we have made throughout the year. What were the challenges? How can we consolidate anything we still aren't sure of? What makes a useful revision display?

Friday 29th April

Learning Experiences

Friday Big Write: Our ship of the imagination will visit earth during the ice age to find out what conditions were like & how the planet differs from how it is now.

Messy Maths: Our second revision carousel will pick up on the other concepts within the number domain, including FDP, ratio & proportion and algebra.

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

Rounders

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

This week we will continue breaking down the game of rounders. We will further our batting and catching skills with new drills:

- 1) Catching and running laps around the field

Batting and running laps about the field

WEEK 3 THEME/ Hook: How Our Learning Has Evolved BANK HOLIDAY MONDAY

Tuesday 3rd May - Wednesday 4th May

Learning Experiences/Context of the film:

We will use this week, prior to the end of KS2 assessments, to revise and consolidate the knowledge required for the tests. We will think carefully about the test ready skills required to be successful while also continuing to develop the world ready skills that we will need.

We will also explore all the beauty that is presented both in the cosmos and on our planet. Beauty takes many forms – galaxies, nebulae, stars, planets, molecular structures, natural formations, living things. They will study the location of these different places and use translation and reflection to show them across 4-quadrants.

World Thinking: Big, Critical Curious Questions

How can we identify the gaps in our learning? What makes a successful revision session? How can we make sure we're giving our bodies and our minds what we need as we approach the tests? How is art and science linked? Where is the most beauty in our universe? Can we find beauty everywhere?

Breaking Boundaries/ Flip the Learning

Immersion experience:

This week's immersion experience will be an editing carousel, where students will take on a new role, imagining they are editors of an important scientific journal providing information on evolution to be accessed by adults and students alike. As they move through the stations, they will consider the transcriptional elements of their writing, and compositional elements. Firstly, proofreading is a key part of an editor's job. Can they spot any errors in the grammar or any spelling errors to correct? Also, they will need to consider the overall impact of the writing. Is the level of formality appropriate for the task? Have they considered the purpose and the audience, whilst ensuring that the information they have provided is factually correct?

English: This week students will continue to write their presentations, with a focus on the evolution of different forms of life. We will explore the first recorded forms of life and look at how they have evolved over time to what we know today. What part of this theory interests you the most? How can you use this to engage your audience? This piece of writing will focus on the use of language - balancing technical vocabulary in an informal style. To help add additional

- 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
- 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

information, presented in a clear way, students will use bullet points to help organise the text.

GPS: students will use bullet points consistently to help organise information in their text.

Reading Tree:

Reading Domain: Another opportunity for varied practise this week, as we mix up the domains to ensure that we know what

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:

Our digital artwork lessons continue today. We have, across the course of year 6, explored many different platforms, where students have had the opportunity to create striking, confrontational artwork in their recent Crews.

Our selected platform for our space digital artwork will be Canva, but students will be encouraged to work across different platforms, harnessing the best features of each and bringing them together to create an overall image with the best impact. The challenge will be to create their 'sky of imagination'. This will take their favourite parts of what they have learnt about space

Arithmetic: We will engage in mixed practice, covering all objectives from the year so far. Students will manage their time as they complete an arithmetic challenge. We will reflect on the range of questions completed, allowing students to recognise the areas they need to develop ahead of their tests.

Friday 6th May

Learning Experiences

Friday Big Write: Our ship of the imagination continues its journey as it visits the different planets in our solar system.

Messy Maths: In our final Messy Maths session, we will pick up on concepts from the rest of the curriculum including measurement, geometry and statistics. Part of our session will be a reflection to celebrate all the fantastic learning that has taken place so far this year and to remind our mathematicians of the test ready skills they will need next week.

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

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
- 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

Rounders

As we look forward to playing full games of rounders, we will continue to practice new drills to focus on our skills:

- 1) Flinch zone: catching preparedness practised by a game of Flinch (balls pretend thrown flinching out receiver versus balls actually thrown prompting awareness and quick reflexes for receiver)
- 2) Ground fielding: two groups lined up facing each other must roll balls past each other to score points.
- 3) Batting control: four to five bowlers take turns bowling to one batter. Each bowler being at a different area in the in-field challenges batter to respond to different bowls

- achieve their personal best. Building on athletic skills based around running, throwing and jumping.
- Use running, jumping, throwing and catching in isolation and in combination

WEEK 4 THEME/ Hook: KS2 Tests

Monday 9th May- Wednesday 11th May

Learning Experiences/Context of the film:

This week, Y6 students will continue on their learning journey, a journey they have built carefully through their time in KS2 at Greenside. By taking on their KS2 tests, Y6 have the chance to sparkle and demonstrate all of their wonderful learning. We have talked about our cosmic address and our places in this world and we will talk about the significance of different moments in our lives. We will truly be using our world ready skills this week, as we find the organisation and the resilience to complete the tasks, and reflect upon the progress that has been made throughout their Greenside time. We will also, as always, work as a team to support and show kindness to one another.

World Thinking: Big, Critical Curious Questions

What strategies will help us to succeed? What is more important - talent or hard work? How can you prepare for something important? What makes you, you? What other skills and talents do you have that are not measured in tests?

Breaking Boundaries/ Flip the Learning

Immersion experience:

We will imagine that our ship of imagination, which has travelled with them, is reaching a new stop along their journey.

English: Our reading paper will make up the GPS for this week, where students will use all they have learnt to answer a variety of questions on a range of texts.

GPS: This week, students will take their GPS SATs test, demonstrating all of the wonderful things they have learnt throughout Y6.

Reading Tree:

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- 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
- In non-narrative material using simple organisational devices [for example, headings and sub-headings
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Be able to suggest ways of improving 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
- Be able to communicate through visual and tactile forms
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Reading Domain: We will use our time in the afternoons to unwind, read for pleasure and talk about the different ways that reading impacts on our lives. Through our confidence in a test, through our day to day uses and most of all, unwinding and getting lost in a good book.

Maths in the Movies / STEAM:

Maths:

Early in the week, we will continue to revise and prepare for our tests. We will discuss our 'Leap into Logic' techniques, and recap on strategies for approaching tricky challenges.

Arithmetic: Of course, it is our test week and so this week's arithmetic will be our arithmetic paper. Y6 have made such incredible progress this year in all areas but particularly in their arithmetic challenges and so we cannot wait to see how they approach these tests- test ready and world ready as they are.

STEAM:

Art: This week, students will add to the galaxy on the back wall of the classroom by making origami stars to represent their talents and the stars that they are!

Friday 13th May

Learning Experiences

Friday Big Write: The penultimate stop for our ship of the imagination will be to explore the evolution of living things. Drawing on our knowledge of the evolution of bears, we will travel back in time to the moment when the species split and compare bears then to now.

Messy Maths: Relax and celebrate. This week's session will give our students to reflect on their week, remind themselves just how hard they have worked and then to continue enjoying all things Maths.

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

Rounders

As we look forward to playing full games of rounders, we will continue to practice new drills to focus on our skills:

- 1) Flinch zone: described in previous week
- 2) Backstop practice: receiving and throwing backward bats
- 3) Running drill: practising our agility on the field in an obstacle course with hurdles and tires

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
- achieve their personal best. Building on athletic skills based around running, throwing and jumping.
- Use running, jumping, throwing and catching in isolation and in combination

Monday 16th May - Wednesday 18th May

On Monday 16th May Y6 will go on yet another exciting journey, this time to Oxford on their residential trip. They will be using their world ready skills to organise themselves away from home; their resilience to take on new challenges and of course their independence away from their families. Students will have a wonderful time away for two nights and will be full of stories and reflections when they return home. One world ready skill Y6 have never lacked is their teamwork- they are wonderful at supporting one another and lifting each other up. We journey on our ship of imagination and we can't wait.

Monday 16th May - Greenside Poetry Slam Day (N-Y5)

Learning Experiences/Context of the film:

World Thinking: Big, Critical Curious Questions

How can you apply your world ready skills to a new setting? How can you support others in a new experience? Is this a metaphorical or a literal journey?

Art: When we return from our Youlbury experience, Y6 will put their digital art skills to the test, incorporating photographs from the trip into their 'sky of imagination'.

Many digital artists also incorporate their own artwork that they have made using other mediums, which is then photographed and added to their digital piece. This week, this will provide another layer of challenge to students who will be asked to add another element to their work.

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- Be able to suggest ways of improving 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
- Be able to communicate through visual and tactile forms

Friday 20th May

Learning Experiences

Friday Big Write: Our final journey on the ship of the imagination takes us to our present world. We will describe all the beauty we find in both the natural and the man made world.

Messy Maths: Following on from the adventures at Youlbury, Year 6 will take part in a problem solving themed Messy Maths session. They will need to use their world ready skills and apply the mathematical knowledge they have gained so far this year.

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

This week will be tournament week. Students will be split into teams and they will rotate the position of bowler, backstop, the four bases and fielders. We will then compare our performance with Griffin in our virtual competition.

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
- achieve their personal best. Building on athletic skills based around running, throwing and jumping.
- use running, jumping, throwing and catching in isolation and in combination

Monday 23rd May - Wednesday 25th May

Monday 23rd May - PM - Family Sponsored Walk

(PE session for everyone that week)

Learning Experiences/Context of the film:

We will watch the second episode of Cosmos which is called *Some of the Things That Molecules Do*. It looks at how the different periods during earth's history have shaped the development of life and how mass extinctions have played their part too. What would life be like now if dinosaurs had not become extinct? Students' learning will focus mainly on the theory of evolution. This learning and new knowledge will help them to add to a new section to their scientific presentation.

World Thinking: Big, Critical Curious Questions

How have living things evolved over time? What do we mean by inheritance? What are inherited characteristics and what characteristics are shaped by our environment?

Breaking Boundaries/ Flip the Learning

Immersion experience:

This week, Y6 will conclude their space learning with a visit to the Science Museum, where they will see an immersive exhibition all about space and evolution. They will look at the exhibition with their reflective eyes- what makes the displays engaging? How has the information been presented in a way that can engage lots of different people?

English: This week, we will think about our time in the space/ time continuum. Revisiting some of our previous learning, we will recap the periods of history we have looked at throughout the year. A piece of writing Y6 were particularly successful with were their diary entries from the perspective of a Viking.

GPS: students will write in the first person and the challenge this week will be to recap upon and incorporate the passive voice into their writing.

Reading Tree:

Reading Domain: This week will be all about reading for pleasure. We will celebrate our fabulous successes in reading across the year and talk about what makes us a reader.

Maths in the Movies / STEAM:

Maths:

One of our world ready skills is reflection! As Y6 students complete their vivas, they will need to refer to their previous learning and this will be the perfect week, following their KS2 tests and their residential trips, to reflect upon what they

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
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- layout devices [for example, bullets]
- 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

have learnt this year and to identify areas in which they may still need to develop in the run up to secondary school.

STEAM:

This week, as the non-fiction writing task and the science focus have run parallel, students will have the opportunity to perform their presentations for students in Y5, to give them a taste of what they will be learning about when they are in Y6. They will need to consider, having now visited the Science Museum, how they can deliver the complicated information in a way that is easy to access for a younger student with less subject knowledge. This will challenge their world ready skills and give them the opportunity to prepare for their vivas.

Arithmetic: We will reflect on the questions presented to students during their KS2 tests. Which questions did they still find tricky?

