



**GREENSIDE FILM FACTORY**  
*The Year of Going Places*  
 2021-2022



**STAR Day Planning:** Summer Term 2 - 2022  
**Class Film Text:** *West Side Story*

**Class Teacher:** Emma Hancock  
**Class Book/ Text:** *Nightfall in New York*

**WEEK 1 THEME/ Hook: New York New York**

**Monday 6th June - Wednesday 8th June**

**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?

**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:**

We will immerse ourselves into New York in the 1950's as we have a 1950's cinema experience. We are immersing ourselves into America this week and will be talking about food, atmosphere and drinks, comparing life in America to life as we know it in London now.

**English:**

We will be immersing ourselves into the world of film making and musicals by writing a song. We will watch the opening of the film and we will come up with a song based on the opening scene. Can we write one better than the songs in the movie? We will use the turn We will write these in groups and perform them in groups. We will be talking about musicals and film making and what extra challenges they come with. We will use these discussions to film our own scene once our songs are written,

**Writing Experience:**

**GPS:**

Our GPS this week will be all about vocabulary. We will be pushing ourselves with words looking at thesauruses and focusing on ensuring we are choosing appropriate words.

**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
  - 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
  - describe the movement of the Earth and other planets relative to the sun in the solar system
  - describe the movement of the moon relative to the Earth
  - describe the sun, Earth and moon as approximately spherical bodies
  - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

**Reading Tree:**

This week we will focus on the skill of making inferences from the text: explaining and justifying inferences with evidence from the text. We will look at an appropriate abridged version of Romeo to help build our understanding of the text. Our Reading Tree sessions will focus on reading the text, talking about and teaching vocab followed by longer questions. This will help students improve comprehension and vocab.

**Debating:**

We will continue with our debating club this half term. We will be looking at all the skills we have learned this half term and begin taking part in big debates about different topics.

**Maths in the Movies / STEAM:****Maths:**

As we immerse ourselves into all things America we will be using the country and all the shapes we associate with it to recap on 2D shapes and move into developing a deep understanding of 3D shapes. We will explore differences between 2D and 3D shapes. Is the baseball a circle or a sphere? We will delve into the language surrounding 3D shapes, learning it and applying this to complex reasoning and problem solving questions.

This half term as we finish the Maths concepts left for Year 5 we will engage in carousels going over concepts from earlier in the year ensuring we are clear on all previous concepts. This week will be all about deepening understanding of angle and shape.

**STEAM:**

This half term it's all about working scientifically and we will be engaging in different STEAM projects throughout the half term.

Our first project looks at converting measurements of time and we will be planning a trip from the UK to New York, learning to read and understand time in all different measurements. This project will go across two weeks.

**Arithmetic:**

This week it's all about addition and subtraction. We will recap on all things addition and subtraction. We will be engaging in a carousel looking at the formal methods, addition and subtraction of fractions and mixed numbers one station on decimals.

**Class display:**

We will be creating a beautiful display at the back of the classroom using the letters of the film. We will also be creating some digital art using inspiration from Romeo and Juliet posters to recreate a West Side story poster.

- to create sketch books to record their observations and use them to review and revisit ideas
- 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/identify key details from the text.
- Proof-reading
- reading skills also as outlined above

**Friday 10th June**

**Learning Experiences**

**Friday Big Write:**

This week we will kick off songs of West Side Story with America! We will watch the clip of the song whilst studying the lyrics on our I-pads. We will then create a piece of writing based on the song. This weeks song is America.

**Messy Maths:**

This week we will be getting messy in Maths looking at diving deeper into the concept of shape and translation.

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

Summer 2 means Greenside Olympics as we gear up for our Sports day and show ourselves as the proud athletes we are. In the first session we will begin our athletics programme by taking part in different events, timing ourselves and recording the data on a spreadsheet. Each student gets their 3 attempts for each event recorded and the spreadsheet calculates the average for each team thus giving you your winning team.

Throwing - Key techniques: Timing their run up, releasing at a 45 degree angle, using their other arm to help balance and as a guide, using explosive power from the whole body and following through.

Sprinting - Key techniques: Stable starting position, weight forwards, looking straight ahead, staying in the lane, elbows bent and pumping, accelerating over the finish line.

Standing Jump - Key techniques: Both feet on the edge of the line, swinging arms back and forwards to gain momentum, push off from low down at 45 degrees, extending from the knees fully, throwing arms through to fully extended, landing on both feet only stepping forwards.

**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

**WEEK 2 THEME/ Hook: Puerto Rico and the concrete jungle**

**Monday 13th June - Wednesday 15th June**

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

In our film, the Puerto Rican community moves to New York to find a better life. Some of them find it hard as they miss the beautiful hot surroundings of Puerto Rico. They miss the beach and the heat but some have forgotten about why they left - the lack of opportunities. We will go and explore our very own concrete jungle to get an idea of what it may have been like.

**Immersion experience:**

We will start the day at Greenside's beach. We will have juice and relax in our sunglasses and then head into the busy city for a walking tour. What do we notice? What do we see? What do we notice? We will take notes as we go. We

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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- 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 non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.

will take in the tall skyscrapers, the small spaces and the graffiti. What can we note down and draw to take back to class with us to inspire our writing?

### **English:**

#### **Writing Experience:**

Third person narrative part 1:

This week it's all about our third person narrative. We will be finding inspiration from our immersion experience. We will be setting the scene of our city and the two gangs in which we create. We will be writing in the perspective of Maria. This is our last big fiction piece so we will be spending our time on this piece taking it slowly. This week it's about writing two really good quality paragraphs using as many of the skills we have learned through the year. We will be setting the scene initially using our trip to the city to inspire our amazing writing. We will be focusing on using the techniques we know to set the scene in an exciting way. How can we use colons, expanded noun phrases and parentheses etc. to set the scene in a concise way.

#### **GPS:**

We embarked on a Year 6 GPS test towards the end of the half term and will be using this to guide our GPS learning. We will be focusing on different spelling rules each week and then going back over different grammar rules. This week we will focus on spelling some words with 'silent' letters [for example, knight, psalm, solem. We will then revisit semicolons.

#### **Reading Tree:**

This week we will focus on the skill of retrieving and recording information / identifying key details from fiction and non-fiction. We will look at this in three parts. Reading and Vocab, skills, questions. This week we will be looking at comparisons between Puerto Rico and the concrete jungle which - in our case - is London. We will use information we collect to create a comparison which we will use in our writing. Students as teachers will be used in our reading groups as we push students grasping concepts to help their peers understand the skills and answer the questions.

#### **Maths in the Movies / STEAM:**

##### **Maths:**

This week we move onto the topic of position and direction. We will start by recapping on describing position. We will use images of New York and our film to begin discussing position and getting used to the language involved. We will use the theme of the films to engage in working with coordinates on a grid. How do we move using coordinates rather than an empty grid? What different challenges does this bring up? We will help the Jets and the Sharks get from A to B by describing how to get there using coordinates.. We will play co-ordinates

- Proof-reading
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Proof-reading
- Give well-structured explanations
- Be able to suggest ways of improving own work
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

games, using many different mediums to ensure we understand. Following this students, will plot coordinates on a grid - plotting the route of the Jets to the city. How can we do it? Before we move on we will deepen our understanding by answering word problems.

We will be using Geography and the difference between New York and Puerto Rico to contextualise our position and direction knowledge. This is where we will plot shapes using our coordinate work. What shapes can we plot? Are they regular or irregular? 2D or 3D?

Alongside this we will begin looking at measurements recapping on kilometres. We will then visit km and m. At this point we will engage in a New York themed experiment where we will be collecting data by measuring different American foods. We will measure them in grams and then convert these all to kg. We then go on a New York tour. There will be different landmarks in the playground. We will find out more about them and record the distance they are in Km from Greenside. We will convert them to metres.

**STEAM:**

We will be continuing our project involving time. We will continue to look at planning a trip to New York looking at the times of trains, flights etc. We will then present our findings on a google slide deck in the format of a Travel plan.

**Arithmetic:**

It's all about multiplication - we will be looking at mental strategies and multiplying by 10 and 100. In addition to this, we will be looking at showing students how to work out multiplication in their head based on known facts.

**Maths display:**

Shapes plotted on to coordinates will form our display. We will plot the letters of the Jets and The sharks to form our display.

**Art:**

We will use our digital art from our trip and combine these with watercolours to make a piece of art that combines everything we have learned this half term.

**Friday 17th June**

**Learning Experiences**

**Friday Big Write:**

We continue songs of West Side Story with the song Maria. We will watch the clip of the song whilst reading the lyrics on our I-pads. We will then create a written piece based on the song.

**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

**Messy Maths:**

This week we will get messy in our Maths by going over concepts in position and direction that we need to consolidate, we will also push ourselves on parts we understand clearly.

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

It's Sports Day! Time for Year 5 and 6 to put their amazing skills from the half term to good use. We will show to our friends and family in the playground showing them how far we've come in our skills.

- 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 3 THEME/ Hook: The Sharks and The Jets****Monday TEFAT Sing Event for 40 choir students****Monday 20th June - Wednesday 22nd June****Learning Experiences/Context of the film:**

The rivalry between the two gangs is a huge part of the film. The rivalry between these two gangs causes bad things to happen. Why were they rivals? Why was there so much hate? What is behind it? How was everyone feeling? We will talk about the deeper meanings around the reality of what life was like in America in the 50's. We will be thinking about why it was hurt and focusing on these themes.

**Immersion experience:**

We will start by splitting the class into two groups and we will make clothes and headbands to represent our different groups. One will be led by Ms S and the other by Ms H. We will think about how life would be like living with a group of people always against and disagreeing with each other. We will compete in games and sports within our groups and see who wins! We will look at different problems and figure out how we may work these out peacefully.

**English:****Writing Experience:**

Third person narrative part 2:

This week we will finish our story using the inspiration of our immersion experience. We will be bringing all our amazing English work together this year to complete our final big narrative. We will visit our different techniques but be given the autonomy to choose what works for us. Will we slow write? Shared write? Independently write following the teacher model? We will be choosing ourselves and showing off our best writing work.

Our film is about the rivalry of two gangs: the sharks and the jets. This week it's about completing our narrative where we will be creating a story about the Sharks and the Jets. We will be writing from the perspective of Maria for this narrative. We will be given a guide plot but we will be being pushed to come up with our own plot line. We will be given a structure of finding a best friend at

**Skills:**

Independence	Organisation	Resilience	Reflection	Team Work
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- 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 non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- Proof-reading
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Proof-reading
- Give well-structured explanations
- Be able to suggest ways of improving own work
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)

school who is in a different gang to us. We will be ensuring we talk about gangs in a sensible way and focusing on the emotions involved with different groups and the frustrations of being told what to do and who to speak to.

### **GPS:**

This week we will be embarking on a GPS carousel. We will look at vocab on one station, we will look at spelling of homophones this week and then we will recap on using passive verbs to affect the presentation of information in a sentence.

### **Reading Tree:**

This week we will focus on the skill of identifying / explaining how meaning is enhanced through choice of words and phrases. We will look at an exciting story and annotate what we love about it and what we think could improve. What have they missed? How could they improve it and why? We will look at this in three parts: vocabulary, skills, questions.

### **Maths in the Movies / STEAM:**

#### **Maths:**

This week it's all about converting metric units and we will be measuring sharks and jets. We will be doing this in three groups: we will be measuring Sharks and Jets, converting from metres, to mm, to cm. We will be getting active in our measuring using the appropriate measurement.

Once we are clear on measuring until we will introduce our Maths topic, which is to identify, describe and represent the position of a shape following a reflection or translation, with a life size grid that we will move through. Can we explain to each other how to get from place to place? We will work in groups and see who can get their team members to the right position. What language did we use that got us there? This week it's the week of the sharks and the Jets. We are going to be helping to instruct them to move in places in the grid as they move to an area for the Jets. We will use a square to represent the gang and move them through New York on our grid.

Once we are clear on translation using directional language, we will then look at translation using coordinates. We will use a game to ensure we are clear on this. We will play battle of the jets and sharks in our books to cement our knowledge of translation using coordinates.

This half term we will be engaging in lots of Maths carousels looking at previous concepts, current concepts and deepening understanding to ensure we are set for Y6.

#### **STEAM:**

This week we will look at comparisons in film. We will choose the closing scene of the original film version and more recent film version of West Side Story. What

- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
  - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple

is the difference? Why is there a difference? What techniques and tools do we have in film that we don't have now? Then it's our turn! We will create the same scene as a version 3 in the 2022 Greenside version. What digital tools and techniques can we use? Green Screen? Film editing? Light effects?

**Arithmetic:**

This week we continue our focus on multiplication looking at the formal method. We will work in smaller groups building ourselves up to the more complicated concepts. We will start at three digits by two digits, move to two by four and then end on multiplying fractions.

**Writing display:**

Our writing display will be our narrative. We will decorate these beautifully and get them up on our wall for display.

**Friday 24th June CPD Day**

**WEEK 4 THEME/ Hook: Shakespeare**

**Monday 27th June - Wednesday 29th June**

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

This week we will be moving on to looking at Shakespeare. *West Side Story* is based on Shakespeare's Romeo and Juliet. What other movies do we know based on Shakespeare's work? How familiar are we with Shakespeare? What was life like when he was alive and putting on plays? Could women perform?

**Immersion experience:**

We will have a Shakespeare morning. Immersing ourselves into all things Shakespeare we will make charcoal portraits of him. We will listen to the music he listened to, we will eat the food he may have eaten and immerse ourselves in his world.

**English:**

**Writing Experience:**

As we look at Shakespeare we will look at completing our narratives to a standard he would be proud of! This week it's all about editing, we will be editing our final pieces. We will be going very slowly over our work, embarking on an editing carousel. We will write our final paragraph. Looking at cohesion as a class, embarking on fixing the teachers paragraph exercises where we correct Ms Hancock's work. Why doesn't it make sense and how could it?

Once we are clear on what cohesion is and understand how to correct our work we will write our closing paragraph working on tying the story together and leaving the reader wanting more. We will then edit and publish our final piece ready for our display.

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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- 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
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Apply knowledge of morphology & etymology when reading new words
- Reading & discuss a broad range of genres & texts
- Identifying & discussing themes
- Make recommendations to others
- Draw inference & make predictions
- Discuss authors' use of language
- Legible, fluent handwriting
- Plan writing to suit audience & purpose
- Develop character, setting and atmosphere in narrative
- Use organisational & presentational features
- Use consistent appropriate tense

**GPS:**

It's all about editing. This week it's all about editing. We will be editing our final pieces. We will be going very slowly over our work, embarking on an editing carousel. Focusing on spelling, vocab and all our GPS knowledge from the year.

**Reading Tree:**

This week we will focus on the skill of making inferences from the text / explain and justify inferences with evidence from the text. We will look at information about Shakespeare and the globe and make inferences from that. Again doing this in 3 sessions collecting info for our writing along the way.

**Maths in the Movies / STEAM:****Maths:**

This week it's all about Shakespeare and we will be guiding Shakespeare in the power of reflection. We will first look at reflecting a single coordinate leading on from our translation work and then we will reflect Shakespeare's house and boxes starting with just the grid and shapes. We will be getting active in reflection and using mirrors to help us.

Once we are clear on reflections, we will embark on a carousel consolidating all our measurement learnings so far and look at the new skill of volume. What is volume? What is capacity? Can we estimate the volume of different liquids for Shakespeare?

**STEAM:**

We will review sounds (diegetic and non-diegetic) and music. Students will establish the difference between diegetic and non-diegetic sounds, those made on-screen versus in post-production, respectively. Students will practice making non-diegetic sound effects to match scenes in the film. They will add these to their film clips from last week.

**Arithmetic:**

It's all about division - we will be looking at mental strategies and dividing by 10 and 100. In addition to this, students will work out division calculations mentally based on known facts.

- Proof-reading
- Command of Standard English
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$ ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

**Friday 1st July****Learning Experiences****Friday Big Write:**

We continue songs of *West Side Story* with the song *I feel Pretty*. We will watch the clip of the song whilst reading the lyrics on our I-pads. We will then create a piece based on the song.

**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

**Messy Maths:**

This week we will get messy looking at the concept of volume. We will measure in real life filling out our messy Maths sheets and looking at complex problems together.

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

This week we go from Greenside competitions to the TEF London wide competition. Who can stop us?

London Area Competition: The top 3 students from each event based on the scores recorded in week 1 get another attempt to beat their scores this week. They are added to a new spreadsheet and compared to other schools close to us in London to see who is the best in each event to go through to the next round. This week we will all be trying our best to beat our scores, learning from the previous weeks and reflecting on how to do better.

- 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 5 THEME/ Hook: Romeo and Juliet****Monday 4th July - Wednesday 6th July****Learning Experiences/Context of the film:**

Now that we have looked at Shakespeare and begun to immerse ourselves in his world, we will focus on the story of **Romeo & Juliet** and compare it to **West Side Story**. What is the same? What is similar? What is different? Which way of telling the story do we prefer and why? How does Maria compare to Juliet? How does Tony compare to Romeo? How do the Sharks and Jets compare to the families in **Romeo and Juliet**? What's the difference?

**Immersion experience:**

How else could we immerse ourselves in the story than by acting out the play! We will take it in turns to act out this play, following along using the scripts. We will have pre assigned parts and act it out in the playground watching our peers as we go.

**English:****Writing Experience:**

Our writing over the next two weeks will be a comparison piece between Shakespeare's **Romeo & Juliet** and the adaptation of **West Side Story**. What is the same? What is similar and what is different? This week we will begin planning our discussion piece. We will write our first, second and third points.

We will be using slow writing but now we are familiar with this technique we will look to use it independently. We will be using all of our skills we have learnt this year to create a wonderful piece of writing celebrating our learning. We will end up with a discussion style essay setting us up beautifully for Y6.

Our writing will be set out as follows:

**Skills:**

Independence	Organisation	Resilience	Reflection	Team Work
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- 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
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Apply knowledge of morphology & etymology when reading new words
- Reading & discuss a broad range of genres & texts
- Identifying & discussing themes
- Make recommendations to others
- Draw inference & make predictions
- Discuss authors' use of language
- Legible, fluent handwriting
- Plan writing to suit audience & purpose
- Develop character, setting and atmosphere in narrative
- Use organisational & presentational features
- Use consistent appropriate tense

1. Comparisons of locations
2. Comparisons of families/ gangs
3. COmparisons of characters
4. Comparisons of language used

This week we will focus on point 1 - 3.

**GPS:**

This week we will be recapping using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. We will be pushing ourselves with punctuation looking at parentheses and dashes to help convey information concisely.

**Reading Tree:**

This week we will focus on the skill of giving / explaining the meaning of words in context. This week we will look at scenes from the play understanding the words in context. We will then look at the film clip doing the same thing and spend our third reading tress session comparing them both.

**Maths in the Movies / STEAM:**

**Maths:**

This is our last week before DC and we will have a week of consolidation. We will spend one session consolidating on all things measurement and position & direction - everything we have learned this half term. Another session will go back over key concepts from the year using a big Maths carousel - addition, subtraction, division and multiplication. Here we will also be looking at these concepts in word problem form, deepening our understanding and setting ourselves up well for our tests and next year. What a celebration in Maths from an amazing year!

**STEAM:**

This week our STEAM experience is using our art and measurement skills combined to make an outfit for our final peace party and performance of our song! We will first of all discuss costume and props in film. How do these work? How are they created? What is made and what do we use special effects for? We will then design props to make.

**Arithmetic:**

This week we continue our focus of division looking at the formal method. We will work in smaller groups building ourselves up to the more complicated concepts. We will look at the bus stop method and long division.

- Proof-reading
- Command of Standard English
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000

**Friday 8th July      TEFAT Arts Shared Events Day Comedy Theatre**

**Learning Experiences**

**Skills:**

**Friday Big Write:**

We continue songs of *West Side Story* with the song *Somewhere*. We will watch the clip of the song whilst reading the lyrics on our I-pads. We will then create a piece based on the song.

**Messy Maths:**

This week we will focus on various fraction questions as we re-cap on the more complicated concepts we have learnt over the year ahead of our final DC next week.

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

This week we will all play football focusing on different skills needed for football throughout the session. One station football skills, one with games focusing on aim and one will be dodgeball. We will be finishing the year going on carousels of our favourite sports.

- 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

**WEEK 6 THEME/ Hook: Comparing two worlds DC6****Monday 11th July - Wednesday 13th July****Learning Experiences/Context of the film:**

We will continue our themes of comparisons looking at the difference between the times in which *West Side Story* was made and the time in which *Romeo and Juliet* was made. How did people used to live? What's the same? What's different?

**Immersion experience:**

We will continue our theme of comparisons and we will continue our performance of *Romeo and Juliet*. We will be finishing up the performance and continuing to compare the play with the film. We will watch parts of the film again. Taking notes and adding to our essay plans.

**English:****Writing Experience:**

This half term our key goal is cohesion and editing as we move into Y6 as this will be a very key skill. We will be focusing on writing a good introduction and a good conclusion. We will read over our work picking out the key points, we will use this to this week after we have finished writing our comparison points. We will use our summarising skills we have learnt this year in Reading Tree to summarise our own work.

Once we have written a short concise introduction and conclusion we will then edit our work. We will be looking at our work in an editing carousel, using all the skills we have learnt this half term to edit our own work to a great standard.

**GPS:****Skills:**

Independence	Organisation	Resilience	Reflection	Team Work
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- select and use appropriate registers for effective communication
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]

This week's GPS will be a celebration of everything we have learnt this year. We will brainstorm all of the appropriate devices we should be using for this piece. We will use this to edit our work before we then publish our final piece!

**Reading Tree:**

This week we will be putting all of our amazing reading comprehension skills to the test for our tests. The last one of the year and we will be giving it our all.

**Maths in the Movies / STEAM:**

**Maths:**

This week we will recap on our Maths knowledge ahead of our DC tests. We will focus on looking over Maths worded problems and games ahead of our tests. We will take the inspiration of the strength, power and resilience of the Jets and Sharks into our tests. Let's see what we can achieve.

**STEAM:**

This week our STEAM experience is using our art and measurement skills combined to continue making an outfit for our final peace party and performance of our song!

**Arithmetic:**

This week as it's DC week we will be revising all of our arithmetic skills from the half term! What a half term it's been and how amazing it's been to learn so much and have so much fun in the process!

- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$ ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number

multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

**Friday 15th July**

**Learning Experiences**

**Friday Big Write:**

This half term we will be looking at the songs of *West Side Story*! We will end the half term by playing the opening scene and writing a song about the film. Can we use all our writing skills to write an amazing song?

**Messy Maths:**

This week we will use our Messy Maths slot to engage in a TT rockstars battle with other year groups. After a week of testing we will put our amazing times table skills to the test.

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

This week it's games galore. We will carousel football, netball & dodgeball. What can we remember for each game? We will show our best skills in this session.

**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 18th July - Wednesday 20th July**

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

With conflict comes peace, what better way to end our year of journeys than with the journey to peace! We will wrap up our film and all of our learning from this year so far. What a year it has been. Look at how far we have come. We will celebrate in style with a big party. We will use our Maths knowledge to weigh up the food that we will make!

**Immersion experience:**

With conflict comes peace, we will celebrate our learning this half term with an amazing celebration bringing American and Puerto Rican traditions together. We will be engaging in an amazing peace party! We will celebrate all of our learning this half term and come together for a class party.

**English:**

We will round all of our learning up with a big reflection & we will be writing a letter to our new teacher. What are we looking forward to? What do we need help with? What do we want more of? What do we want to keep the same?

**Reading Tree:**

We will be engaging in a big Reading for Pleasure activity to round up the term and make sure we are set up with books to read over the term. Y5 love to read!

**Maths in the Movies / STEAM:**

**Maths:**

It's all about a big carousel of bringing all of our learning together! We will use the DC results to see what we need the most support in and use the last week looking at these concepts & challenging ourselves with Maths problem solving.

**Arithmetic:**

This week it's a reflection of DC. What went well and what can we improve on heading into Y6.

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$ ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

**Friday 22nd July**

**Learning Experiences**

**Friday Big Write:**

This week we will edit our best big write and write it up for our portfolio. We will look at our portfolios and reflect on quite how much we have improved.

**Messy Maths:**

We will get messy with our Maths learning based on our DC results. We will look at a large group of Maths problems and work together to understand 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
- achieve their personal best. Building on athletic skills based around running, throwing and jumping.

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

This week we will celebrate our learning this half term with a netball tournament. This will tie all of our PE learning together from the term, with two of the most important lessons being teamwork and resilience.

- Use running, jumping, throwing and catching in isolation and in combination