



GREENSIDE FILM FACTORY
The Year of Going Places
 2021-2022



STAR Day Planning: Summer Term 2 - 2022
Class Film Text: *Bugsy Malone*

Class Teacher: Ciara Finney
Class Book/ Text: *Cogheart*

WEEK 1 THEME/ Hook: The Roaring 20s

Monday 6th June - Wednesday 8th June

Learning Experiences/Context of the film:

Class Film Immersion Day:

The 1920s was a decade of exciting social changes and profound cultural conflicts. For many Americans, the growth of cities, the rise of a consumer culture, the upsurge of mass entertainment, and the so-called "revolution in morals and manners" represented liberation from the restrictions of the country's Victorian past. Gender roles, hair styles, and dress all changed profoundly during the 1920s.

But for many others, the world seemed to be changing in undesirable ways. The result was a "cultural civil war," in which society clashed bitterly over such issues as foreign immigration, evolution, women's roles, and race.

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:

Y6 will begin their learning about *Bugsy Malone* with a 1920s immersion day. What was life like in the 1920s? What was eaten & what was day to day life like? We will look at dance & clothing, leading us to our very own Y6 speakeasy where we will consider what our Bugsy characters would have dressed like, spoken like and been like in general. How will this help us in our production? Creating our own speakeasy will lend itself to our writing, as we will have to think of the different elements which make a successful establishment. What are the staff like? How does it all come together?

English:

Writing Experience:

This week we will be reviewers, reviewing Fat Sam's Speakeasy, imagining that the review was taking place when Dandy Dan's Gang stormed the place.

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
- 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

As critics, we will consider different elements of the Speakeasy and characters in the show- how did they handle the attack? In order to analyse the characters, we will create a role on the wall to eventually create our back board display. We will think about the different characters who might be found at the Speakeasy on the day. What might the critic say about Sam Stacetto? Together, we will collect ambitious, formal language to be used in the review of the Speakeasy.

To challenge us, we will also include a section using reported speech to demonstrate the characters' responses to the attack clearly. What does the critic make of the way the characters speak and act? For example, if they include Sam's reaction they may commend the way that he handled the situation.

In our Speakeasy reviews, our focus will be on using ambitious descriptive language and writing for a purpose- our incentive will be that quotes from successful reviews may be used in the production as part of the

GPS: We will recap and consolidate our understanding of subordinating conjunctions and clauses, using Peat's sentence types in our reviews which include subordinate clauses.

Reading Tree: We will introduce our class novel: Cogheart. This fantastic adventure book is set during Victorian times so will help students to understand what came before the period of history in which Bugsy Malone was set. Our focus this week will be on reading domain: 2B retrieve and record information / identify key details from fiction and nonfiction.



Maths in the Movies / STEAM:

During our art lesson this week, we will look at typical 1920s artwork, and create our own art deco patterns. To do this, we will look at some examples of art deco work, and create our own printing devices to make repeated patterns. We will experiment first with different ways to do this, before settling on a design and a method that proves most successful for a repeated pattern.



Maths:

For our Maths learning this week we will recap what we know about interpreting data by looking at some statistics linked to Bugsy Malone. We will understand more about the target audience for the film by creating line graphs and bar graphs to present data in an engaging and clear way.

- 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
- 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

Throughout our Maths lessons this half term we will ensure that our number knowledge is secure in the run up to secondary school. To do this, we will be doing lots of 'flashbacks' to our prior learning.

Arithmetic: This week, students will multiply and divide decimal numbers.

Class display: Our back wall display will be formed by our analysis of different characters in *Bugsy Malone*. We will create silhouettes of the characters to adorn the wall, thinking of ambitious vocabulary to describe both the physical traits and the personality traits of the characters. With these, our art deco prints will make the board stand out and give it the classic 1920s look.



Friday 10th June

Learning Experiences

Friday Big Write: Each week, students will take a section of the script for *Bugsy Malone*, using their knowledge of the speech rules to take this from playscript to narrative. This week, they'll look at the moment Bugsy and Blousey first meet. How can they use show not tell to illustrate this connection felt between the two characters?

Messy Maths: This half term in Messy Maths, students will focus on our STAR day concept using challenging worded problems. We will explore the best approach to answering these questions and develop confidence when faced with complex, multi step problems.

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.

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
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
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WEEK 2 THEME/ Hook: I Was Born to be a Dancer

Monday 13th June - Wednesday 15th June

Learning Experiences/Context of the film:

The 1920s was the first decade to have a nickname: "Roaring 20s" or "Jazz Age." It was a decade of prosperity and dissipation, and of jazz bands,

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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bootleggers, raccoon coats, flappers, bootleggers, and marathon dancers. In order to further immerse ourselves into the world of the 1920s, this week we will celebrate this period of history, before thinking about some of the struggles faced by people during this time in the coming weeks.

Immersion experience:

Last week, we looked at the 1920s and what day to day life would have looked like- clothes and dance etc. We will have used this to help us to gather inspiration for our production of *Bugsy Malone*. This week we will choreograph our final dance for the song '*You Give a Little Love*'.

Throughout the course of the week, we will continue to think carefully about the choreography for our production, as we approach the important date when Y6 will be performing to their first audience.

English:

Writing Experience:

After creating our dance together as a class, we will add another new section to our writing- a review of the dancing. As a class, we will watch some 'Strictly Come Dancing' performances and watch the way the judges review and critique what they have seen.

Last week, we wrote our reviews of the speakeasy, considering the different elements that might create a successful business. This week we will continue to hone our editing skills and also add the new section, reviewing the dance.

Rolling a dice, students will focus on the transcriptional elements of their writing- punctuation, spelling and presentation. They will also refocus on their purpose and audience to ensure their writing is impactful.

GPS:

Our main GPS focus this week will lead on from last week's lessons about subordinating clauses. We will think about other ways to include additional information using Peats Sentences to include parenthesis with commas, dashes and brackets.

Reading Tree: Alongside our class text, we will also look at script extracts from different versions of Bugsy which have been performed over the years.

This week we will focus on the reading domain: 2G identify / explain how meaning is enhanced through choice of words and phrases- do we understand all the language in our playscript?

Maths in the Movies / STEAM:

One of our key STEAM projects this half term will be the creation of the infamous splurge gun. We need a creation that will be lightweight, cheap to make and will mimic the splurging effect of the gun in the movies. What could we use to make our gun? How will we ensure that the gun is safe and doesn't make too much of a mess? This week we will put forward some design ideas, thinking about materials which would work well for this prop.

- 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
- use their knowledge of the order of operations to carry out calculations involving the 4 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
- 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
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

We will also begin exploring our final Y6 science focus- living things and their habitats. The characters in **Bugsy Malone** have to adapt to their environments. How can we classify different gang members? Performers? Boxers? What similarities do the characters in these categories have? This week we will be working on being able to classify animals based on their similarities and differences. We will talk about how you can classify different animals, thinking of different questions with a yes or no answer or categories that begin to move set animals in different ways. Whilst doing this, students will recap different animal groups, remembering what mammals are, amphibians, insects etc., and discussing how we can then use this to help split animals up.

Throughout the course of the half term, we will also be reflecting over all of the arts skills we have covered over the course of this year. This will be particularly important as we create our props and sets for our end of year performance. We will specifically recap our watercolour and digital art skills.

Maths:

Throughout **Bugsy Malone**, the bartenders are hard at work at Fat Sam's Speakeasy. We will think about capacity and volume in a visual way this week, consolidating our understanding of measure and converting between units of measure using the metric and imperial systems. We will recap on the difference between capacity and volume, using bottles to visualise this. Students will develop their estimation skills using real world context and decide when it is appropriate to use different metric units of measure. Next, with the main focus on word problems, students will use their knowledge of multiplying and dividing 10, 100 and 1000 to convert metric measurements. They will use rulers, metre sticks and other scales to support.

Arithmetic:

This week, students will multiply and divide decimal numbers.

Maths display:

Our final Maths display will be a Speakeasy scene, with different containers showing different measurements. We will include photographs of students enjoying their Speakeasy experience in the immersion activity, alongside worded problems they have written.

Friday 17th June

Learning Experiences

Friday Big Write:

This week, students will turn the play script from the moment that Fizzy first asks Fat Sam about his audition into narrative. How would Fizzy be feeling at that moment? How can they show the reader more about his character and maybe context for this character through their choice in language.

Messy Maths: Our focus this week will focus on measurement based, worded problems.

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
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

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

Sports Day

It's Sports Day! Time for Y5 and Y6 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.

WEEK 3 THEME/ Hook: Twisted 20s Tales

Monday TEFAT Sing Event for 40 choir students

Monday 20th June - Wednesday 22nd June

Learning Experiences/Context of the film:

Immersion experience:

This week, students will see the coming together of the Roaring 20s, and classic fairy tales. We will look at a text together called 'Snow White in New York', which takes the classic story and puts it into a new context- New York in the 1920s. Instead of the mirror on the wall, the 'queen' likes to see herself in the daily mirror. We will think about the characters in Bugsy Malone and their individual journeys as they pursue fame in the big city. Can they think of classic spins on fairy tales to incorporate these characters.

English:

Writing Experience:

This week we will look at different classic fairy tales, and change the context. How can students bring traditional tales to the world of Bugsy Malone? Perhaps Blousey Brown drops a slipper as she auditions for Fat Sam's Speakeasy, one that Bugsy Malone then finds. Tallulah may prick her finger during a performance, leading her to sleep for 100 years. Students will need to be creative this week, recapping on a range of traditional tales and creating their own 20s twists. Examples of the tales will be available for students to review and change. What are the key elements of the story 'mountain' that will need to be adapted to suit the times?

GPS:

Our main focus for our writing will be on speech, and how it is used purposefully to move the story forwards. We will recap on the rules of speech but also think about how it can add value to a piece of writing, ensuring it is not included for the sake of it.

Reading Tree: We will start our learning with a *Cogheart* quiz to recap on what we know. Then, students will focus on reading domain: 2D make inferences from the text / explain and justify inferences with evidence from the text.

Maths in the Movies / STEAM:

This week we will continue our work on classification, establishing why plants and animals need to be classified and the benefits or limitations of this system.

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
- use their knowledge of the order of operations to carry out calculations involving the 4 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
- 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/ carers.
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- 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

Students will have a go at classifying different objects, grouping them in different ways to experience how scientists have developed this approach. Can they find the most compelling system? How have they justified their classified?

Our key focus for our D&T STEAM project this half term is on evaluation. Students have now designed their 'guns' and must think about the success of their design, considering implications once it is made. This week, they will finalise their designs and create a list of the materials they will need in order to make it. Focus will be on costs and choices of materials.

Maths:

As the situation for the characters of Buggy worsens, Fat Sam needs to think about the costs of his business, as Dandy Dan's gang could easily put him out of business. This week in Y6 we will use the concept of Fat Sam's bar to explore algebra, to further consolidate the work we have done so far. We will introduce one and two step input and output machines. Each drink costs £3.50 - if Joe (the bartender) makes 4 drinks, how much money will be made? What about if he makes 6 drinks? Students will also be taught to work backwards. How many drinks were made if the output / profit was £28? This learning will be linked to forming expressions - for example $y + 4$; they will move onto the conventions used when writing algebraic expressions - $y \times 4$ written as $4y$.

Arithmetic:

Students will develop their understanding of the order of operations / BIDMAS.

Writing display:

With a snappy headline, which students will think about, our reviews of the Speakeasy will be added to our writing display.

Friday 24th June CPD Day

WEEK 4 THEME/ Hook: Bad Guys

Monday 27th June - Wednesday 29th June

Learning Experiences/Context of the film:

We have explored some fantastic elements of American and global culture in the 1920s, but as we touched on in our immersion week, there was also civil unrest during this period of rebellion. This week we will engage in some philosophy. What about the 1920s do you think you would love? Are there elements of day to day life you think you might like even more than the modern world? However, are there elements that you think might make life difficult? Are there problems that the world has overcome in the last century? We will link this to our idea of 70 year journeys and how things in the world have changed over time.

Immersion experience:

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
- use simple formulae

Our immersion experience this week will be a debate. Half the class will take on the role of people in the modern world, themselves perhaps and the other half will act as members of a 1920s community.

English:

Writing Experience:

This week, students will continue to work on their 'twisted tales'. We will look briefly at Roald Dahl's tales- spins on fairy tales but with alternate endings. This week, once their main fairytales are complete, students will have the chance to write alternate and more modern endings to these traditional tales. What if they don't live happily ever after. We will briefly consider the history of folktales and how they have changed over years to convey more appropriate and less stereotypical gender roles. **Bugsy Malone**'s female characters are strong and sparky- and if you look at recent disney movies, there are no longer damsels in distress who must end up with a prince in order to live happily ever after, but confident female roles who fight their own battles. Students will be encouraged to end their tales in a less 'traditional' way, removing the boundaries which might have existed in the 1920s.

This week students will edit and improve their twisted tales. When drafting their piece last week, students received an asterisk in their margin to notify them of an error which had been made. Their first editing job will be to find and correct these. They also noted, using a wobbly line, any spellings which they were unsure of; next will be an opportunity to check these. Their final task will be to select one paragraph or section of their piece. They will use the success criteria and guidance from the class teacher to edit and improve this ready to include as part of their published piece.

Students will independently make corrections to spellings and GPS & edit and improve a specific section of their writing.

Create an illustration which fits part of their story.

All students will then need to publish their improved piece for their portfolios.

Reading Tree:

Students will spend time developing their test ready approach to an extract, with some focus on the way this may be presented to them in Y7 and beyond.

Questions will be related to our class book, **Cogheart**, but will be set out in a test style. We will analyse question types & emphasise the importance of pace.

Maths in the Movies / STEAM:

Alongside our STEAM project for Buggy, this week students will be coming up with the marketing for our show. Posters to advertise and programmes to be handed out will be key to the success of our musical. Students will compete to design the tickets, posters and programmes.

In our science lesson this week, we will consider the animals in our immediate environment and how their characteristics and classifications suit them to their habitats. What features do insects have in common and how have scientists decided on what constitutes an insect?

- 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
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- 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

Maths:

After developing their understanding of input and output machines, students will learn how to substitute into simple expressions to find a value. What does it mean when a letter is written next to a number? They will explore this concept using manipulatives and visually. Next, using our 1920s context, they will substitute into formulae - for example, working out the value of Bugsy's journey to find the gun for Sam. Why is it useful to substitute into expressions? What tells you something is a formula? What other formulas do you know?

Arithmetic:

Students will calculate with mixed numbers. What is the most efficient strategy? Is it always necessary to convert before making the calculation?

Friday 1st July

Learning Experiences

Friday Big Write:

This week we will look at the conversation between Dandy Dan and his gang, when Doodle receives a pie in the face for his gun mishap.

Messy Maths:

This Friday, it's all about algebra. Students will solve complex problems using their knowledge and skills from the STAR day sessions.

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

This week we go from Greenside competitions to the TEFAT 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.

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
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

WEEK 5 THEME/ Hook: Down and Out

Monday 4th July - Wednesday 6th July

Learning Experiences/Context of the film:

Following on from our learning last week, this week students will learn about the Great Depression, which began at the end of the 1920s & continued on until the 40s. This was a period of great hardship lasting over a decade. Many banks failed, many people lost their homes & many farmers lost their farms. The Great Depression was worldwide, although it hit the USA the hardest and the longest.

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

Immersion experience:

However wonderful the 1920s were, things were certainly not perfect for struggling American dancers and musicians during the time of the Great Depression. This week, we will explore the cause of the Great Depression, discussing links to the current cost of living crisis. Focusing on real life 'world ready' application, what sacrifices would people have had to have made? We will create artwork inspired by some artists who were prevalent at the time. How do artists communicate through their uses of colour and texture to convey feelings?

English:**Writing Experience:**

As they approach the end of their time at Greenside, Y6 will be preparing for their end of year celebrations, including their production of *Bugsy Malone*. This week they will write invitations to members of the Elliott foundation and to their families for the big show. They will need to vary their levels of formality depending on who their invitation will be sent to. How do they select appropriate language to suit the audience for the letters? Can they judge the formality of their word choices?

Students will have information they will need to include in their letters, time date and some information about the play. They will need to write two different letters to include the same information. One will go to their families and one to TEFAT.

GPS:

We will focus on language choices that change the level of formality.

Reading Tree:

Students will spend time developing their test ready approach to an extract. Questions will be related to our class book, Cogheart, but will be set out in a test style. We will analyse question types and emphasise the importance of pace.

Maths in the Movies / STEAM:

This week, we will have ordered everything we need to make our guns and will set about creating our theatre props. Of course, the splurge guns will not be the only prop/ set we will need for our performance & lots of STEAM style activities will be going on alongside this to prepare for the fast approaching production.

As we conclude our learning about habitats & classification, students will create habitats outside designed to appeal to insects outside. These 'bug hotels' will require careful thought about the features & needs of their inhabitants.

Maths:

- 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
- 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 of percentages
- 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
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

In their final week studying algebra, students will solve one and two step equations involving the four operations. They will start their learning using concrete manipulatives such as cubes & counters. Students will consider each equation as a balance and solve it through doing the same to each side of the equation. We will follow a concrete, pictorial and abstract approach to ensure students have a deep understanding of the concept. Why do you have to do the same to each side of the equation? Does the order of the equation matter?

Arithmetic:
Our focus in arithmetic this week is finding percentages of numbers. Students will explore the most efficient methods for certain questions using their knowledge of number.

Friday 8th July TEFAT Arts Shared Events Day Comedy Theatre

Learning Experiences

Friday Big Write:
We will look at the scene in which the Show Girls criticise Bangles' dress.

Messy Maths: They will mark an arithmetic paper which has been completed rather unsuccessfully. Can you spot the errors? Now can you correct them? Are there any answers which could have been answered more efficiently?

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.

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
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

WEEK 6 THEME/ Hook: There's No Business Like Show Business DC6

Monday 11th July - Wednesday 13th July

Learning Experiences/Context of the film:
Our penultimate week in Y6! This week there will be much to prepare as we finalise our props and set for our production. Alongside this important preparation, we will look at filmmaking in the 20s. How were films made and how is that different now? What has changed in the journey of filmmaking?

Immersion experience:
Film was an extremely important element of life in the 20s because it provided people with a welcome respite from the struggles of day to day life during periods of economic depression.

For our production, we have relied on Mr Yeat's previous performance of Bugsy Malone to help to show us how to use the space we have and to give us ideas about the choreography. We would like to have something to leave behind us to show the following classes the way we performed our play. Over the course of

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

the next two weeks (the final two weeks of Y6!) students will be tasked with creating a film of our play- rehearsals and final performance including tips and behind the scenes information for anyone who watches.

English:

Our musical is fast approaching. To go alongside the film, students will recount their favourite memories from their time at Greenside, which can be used to voiceover the clips of the film they are making, to create a memento they can look back on for years to come.

Writing Experience:

In their penultimate week at Greenside, students will have a chance to prepare their writing portfolios. They will prepare their pieces and consider the progress that has been made since they began.

Meanwhile, students will use the week to prepare for the Y6 production. They will consider the spoken language skills that have been developed during their time at Greenside & use when performing. Most importantly, they will speak audibly and fluently; they will gain & maintain the interest of the audience.

As we begin creating the behind the scenes film, Y6 will also create a trailer/ advert to go along with the invitations.

Reading Tree:

There is a lot going on this week, reading scripts, reading portfolios and getting ready for the exciting celebrations which are coming up. We will focus on ourselves as readers. What makes you a reader? How do you use reading in a day? What do we think characters like Fizzy and Blousey would enjoy reading? Do you enjoy a varied diet of reading choices? How can you broaden your reading horizons?

Maths in the Movies / STEAM:

Y6 will prepare for the end of year production. As well as rehearsing, students will combine their STEAM knowledge and skills to elevate the show even further. They will use digital media to create flyers; they will create any props required for their part in the show.

Maths:

This week will be an opportunity for students to reflect on their learning throughout their primary school journey, and a chance to work in a carousel to recap some of the tricky concepts we have learnt through the year 6 curriculum.

Station 1 - students will approach multi step word problems, leaping into logic and working with an adult to think about the best ways to tackle challenging questions. Once they have had a go, they will think about the questions differently by trying to create some of their own using a Bugsy Malone context.

Station 2 - the questions on this table will be all about fractions. Students can consolidate their learning by tackling some number sentences, or can extend themselves to have a go at some open ended problems.

Arithmetic:

Y6 will play their favourite end of term Maths game involving coordinates and the four operations - this time, the theme will be the 1920s.

Friday 15th July

Learning Experiences

Friday Big Write:

We will write the narrative for the final moments of the play. What might the characters say to each other as they make the decision to become 'good guys'?

Messy Maths: We will use the final Messy Maths session of the year as a chance to reflect on the progress which has been made as well as the targets students have moving into Year 7.

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

This week it's games galore. We will carousel football, netball and dodgeball. What can we remember for each game? We will show off 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
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

WEEK 7 THEME/ Hook: We Can Be Anything That We Want to Be.

Graduations & Performance Week

Monday 18th July - Wednesday 20th July

Learning Experiences/Context of the film:

Y6 has worked extremely hard all year. From Tests to becoming Student Leaders, residential to writing portfolios, they have truly taken on every challenge and have made us so proud. This week is all about celebrating them and the mark they have left on our school, forever.

Immersion experience:

Preparing ourselves for our performance of *Bugsy Malone* will be immersive and very exciting. Before their 18th July performance, students will need to spend their day making sure everything is ready for our audience.

English:

What advice would you give to the Y5s? Now that you are prepared to move forward to Y7 and the rest of your school careers, what would you say to someone ready to take on Y6? Is there anything you wish you'd have known?

Writing Experience:

Students will write letters to the Y5 students, telling them what to expect and which parts of Y6 they have enjoyed the most.

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

Maths in the Movies / STEAM:

We will evaluate the effectiveness of the different splurge guns,

Maths:

This week is all about reflection and so during our Maths session, students will create glossaries of their Maths learning. What have we covered? Are there any top tips that really helped you which could go on to help future Y6s?

Arithmetic:

In our arithmetic session this week, we will prove ourselves as the timestables masters of KS2 by engaging in an almighty TTR (Times Table Rockstars) battle for the very last time.

Friday 22nd July

The day has arrived in which our wonderful Y6 students will be moving onto all of the exciting things they have stretching out ahead of them. To commemorate our time together, students will go on a reflection journey thinking about all of the highs and lows they have experienced throughout these formative years. What can you remember most clearly? What do you know you'll never forget? What is your earliest memory?

Students will be able to sign their shirts today, to forever remember the students they have learnt beside for all of these years.

