



**GREENSIDE FILM FACTORY**  
*The Year of Magic, Mystery & Miracles!*  
 2022-2023



**STAR Day Planning:** Autumn Term 1 - 2022  
**Class Film Text:** *Encanto*

**Class Teacher:** Ciara Finney  
**Class Book/ Text:** Kensuke's Kingdom

**WEEK 2 THEME/ Hook: An Encanto**

**Monday 5th September - Wednesday 7th September**

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

**Monday 5th September:**

To celebrate our first day back, we will gather together in the hall for a screening of *Hugo*. The rest of the day will then be spent on immersive learning experiences linked to the film.

**Tuesday 6th September:**

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:**

After watching and immersing ourselves in our film, we will think about the meaning of the word, 'Encanto'. An encanto is a place of magic. What does this mean? How can you create a place of magic? Is magic just the supernatural or can there be moments of magic in the ordinary?

To launch our year together, we will turn our class into our very own Encanto 'classita', modelled on the casita in Encanto. In the film, the house exists to help to serve the characters, and we will think about the organisation and the things in our classroom that will do just that. We will think through the different magical powers of the characters in 'Encanto'. How can we represent these characters in our classroom? Hanging vines with flowers for Isabel? Animals for Antonio?

What else will make our classroom feel magical? What are the values we want to have in our Encanto?

**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
- 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

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

This week, we will write about the idea of our Encanto and the things that are important to us to have in our classroom. How can we foster our own magic and ensure that everything works together? In doing this, we will put together our list of top tier vocabulary for our topic, using thesauruses to uplevel and improve on our original choices.

**Reading Tree:**

As they approach the end of KS2, Y6 will be answering different types of questions every week as it's important that they consolidate these skills (as seen in the skills column) alongside each other.

We will consider what our new class text is based on clues about characters and themes. Students will ask questions and look at pictures and other non-fiction clues as to what our text is about and when it was set. As the week progresses, Y6 will be introduced to the class text: Kensuke's Kingdom.

Reading Domain: 2b Retrieve and record information / identify key details from fiction and non-fiction.

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

To re-engage us in our mathematical thinking for this half term, we will explore the notion of numbers and how they were very thought of and implemented in history. How have number systems changed things and enabled people to do over the course of years? We will introduce our mathematics learning for the half-term - all about place value and the four-operations. Students will explore numbers to 10 million and they will be introduced in the context of Encanto and magic. They will read, write, order and compare numbers up to 10 million. We will discuss the number system we use to ensure students have a secure understanding of a number's place value. We will look at different representations of numbers to explore the value of each digit and use manipulatives, like place value counters, to support this.

**STEAM:**

Isabela grows things with her magical powers. Our kindness and nurture to our gardens is a little magical in itself, particularly due to the sustainable nature of what we are trying to achieve. Once again, year 6 will be Y6 will be responsible for maintaining the whole school STEAM project, to reflect the regenerative farming model to work towards positive environmental changes. To continue this initiative, they will be responsible for ensuring the crops are of high quality, and that there is little to no waste. Here we will look at how we can improve the quality and condition of the soil in our growing garden in order to grow the most flavoursome and

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précision longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- 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
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- solve number and practical problems that involve the above.

nutritionally rich produce we can. To do this, we will be using regenerative agriculture practices which combine modern scientific thinking with traditional farming methods from pre industrialisation, which we will recap upon this week. We will begin by testing our soil and having it analysed so we can see the levels of nitrogen, potassium, phosphorus etc along with its ability to store carbon and water. This will be in addition to the ph recordings that we will take on a regular basis across the year. Over the year we will plant specific crops to boost nitrogen and carbon storage and monitor the impact what we are doing is having on weed growth and management of pests. The results of the tests that we carry out will be recorded and compared with other results across the year. Y6 will incorporate this into our wider science learning about living things and their habitats, as well as the kind of food we need to be eating in order to live healthily.

**Arithmetic:**

Students will develop their knowledge of the number system and counting. They will count in powers of 10, across multiples of 100, 1000, 10 000 and 100 000.

**Class display:**

Our back wall will feature the doors of the family Madrigal. We will split the wall into sections and decorate each to represent a different character- Food for Huliotta. These images will also act as clues for the coming weeks as we will be taking the different characters and exploring their gifts across the half term. We will also create magic inspired labels for our drawers at the back of the classroom so that the students can begin to feel that the space is theirs as they settle into a new academic year.

**Friday 9th September**

**Learning Experiences**

**Friday Big Write:** This week we will be doing our baseline writing assessments.

**Messy Maths:** This week will be all about number and place value. Students will solve problems to consolidate and deepen their understanding of place value.

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

This term we will focus on the game of hockey. We will begin by watching a few key moments in hockey history, recognising that the sport is to be played on an ice rink, using skates and other hockey equipment. However, we will note that our version of the sport will be played with modified equipment and some modified rules (no contact, for instance).

**Skills:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance

During our first session we will carry out a baseline assessment of a range of skills required to play the game. This assessment will allow us to pitch the skills appropriately and to track overall student progress more effectively.

**WEEK 3 THEME/ Hook: Your Gift**

**Monday 12th September - Wednesday 15th September**

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

In the film, characters are given their powers as they get older. They step up to their magical door and their powers are bestowed upon them. What do students think their powers would be?

**Immersion experience:**

This week, Y6 will imagine being in the family Madrigal, considering what they think their gift might be were they to come of age and be given a gift. This will require students to be reflective and engage in different conversations with their classmates about what their very best traits are. The characters in Encanto don't get to select a gift, rather their gift is based upon their characteristics and highlights their very best qualities. If someone is a good listener, perhaps they would have a talent like Peppa, able to hear things from far away. If their observational skills are strong, maybe they would have super vision, or the ability to see the future, like Bruno.

**English:**

**Writing Experience:**

This week we will begin our fiction piece for this half term, in which they imagine their Madrigal character coming to life. In these third-person magical narratives, students will use ambitious vocabulary to set the scene. What would their casita be like? How would they use their magical powers for the greater good? This week, we will collect the ambitious language we need to add the most impact to our pieces of writing and will consider what the ark of the story might look like. What will the main problem in the fictional piece be? We will create a plan for the stories, and write our opening paragraphs in which we set our scene.

To extend able writers, the challenge will be using ambitious sentence structures, taking inspiration from our Peats challenging sentences. Can students use a semicolon in their opening paragraph?

**GPS:** This week we will engage in a discussion about the importance of editing and checking back through our writing. How can we spot our own errors quickly and correct them? We will also talk about commas used to clarify meaning.

**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
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs

### Reading Tree:

This week in our Reading Tree session, we will make predictions based on the chapters we have read so far of our class text, Kensuke's Kingdom. Michael documents his experiences in a log, and we will create our own logs to store our thoughts and predictions. We will make some class predictions which we will keep at the back of the book and revisit once we have finished reading the story. Students will discuss what they think might happen next and become the fate of the characters and think of reasons to justify their thinking.

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

### Maths in the Movies / STEAM:

What does regenerative agriculture mean? This week we will rediscover and recap the five principles of regenerative agriculture and consolidate our understanding of the biology of our plants and our soil. We will learn how plants grow and the process of photosynthesis, making links to our character Isabela. Additionally, we will study closely what goes on beneath the soil, discovering the part played by mycorrhizal fungi in providing nutrients, protecting from disease and carbon sequestration.

This week, we will repeat the tests completed in the first year of our soil project. By assigning different groups to the different soil tests, we will review the data from last year and see if things have remained the same or improved.



In art this week, we will continue to explore the notion of 'our gifts'. What makes you, you? Is it your love of sports or of animals? Students can design their own door, considering what their Madrigal bedroom would look like.

We will also begin our thinking about charcoal artwork, understanding the medium and looking over examples by established artists. Who discovered the use of charcoal? How is it made? What are the benefits and the challenges of using charcoal to create art?

By mark making, we will explore the use of this medium, trying different techniques out as we prepare for our final piece.

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- 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
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- round any whole number to a required degree of accuracy
- solve number and practical problems that involve the above.
- be able to suggest ways of improving own work
- be able to comment on works of art
- be able to choose materials and techniques which are appropriate for their task
- be able to talk about works of art, giving reasons for their opinions
- be able to communicate through visual and tactile forms

**Maths:** Our Maths topic this week will be rounding, which we will explore through our film. Mirabel has to care for lots of villagers in her role as a Madrigal. We will look at rounding their journeys to varying degrees of accuracy to the nearest 10, 100 and 1000. We will also look at increasing our accuracy by rounding to nearest decimal numbers.

**Arithmetic:** This week students will develop their knowledge of number bonds. They will use known facts to calculate number bonds to 10,000, 100,000 and decimals (1 DP). For example, *I know that 4 + 6 is 10 so I know that 0.4 + 0.6 = 1.*

**Maths display:** For our 'Madrigal Maths' display, students will think about key vocabulary for our place value project, displaying this in a colourful way that would be sure to be approved by the cast of Encanto.  
A further challenge will be to create some Madrigal themed problems to be displayed. Can they explain their reasoning as they challenge each other to find the solutions?

### Friday 17th September

#### Learning Experiences

**Friday Big Write:** This half term we will write a diary entry from the perspective of each of the different members of the Madrigals. This will help us to vary our tone and write in role, thinking about the behaviours and characteristics of the different characters. This week we will take the character of Maribel as she prepares for Antonio to receive his gift.

**Messy Maths:** This week will be all about number. Students will solve problems involving numbers up to 10 million. They will also reason and problem solve when rounding numbers.

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

Hockey: skills development and tactics.

To break down how to play the sport, we will introduce the proper technique for holding a hockey stick and how to dribble a ball with it. To practice this, we will have two skills stations and mini game:

1. Dribbling practice in stations: students will dribble within a personal predefined zone with the goal of retaining the ball within comfortable reach of their hockey stick.

#### **Skills:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- round any whole number to a required degree of accuracy
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance

2. Dribbling practice in lines: students will attempt to refine their dribbling skills by moving along a predefined line with the goal of maintaining dribbling accuracy.
3. Mini game

At the end of the session we will finish with a whole class discussion and reflection on the skills covered this week.

**WEEK 4 THEME/ Hook: Healed With a Meal**

**Monday 19th September - Wednesday 21st September**

**19.09.22 International Peace Day**

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

Mirabel's mother, Julieta, can heal with a meal. She cooks the food, and in doing so, can help people who are unwell or hurt.

**Immersion experience:**

Julieta's talent is cooking, not only making delicious food but also making food that heals people's ailments as they eat. Can anyone think of the kinds of foods that make them feel good when they eat? This may not always be the healthy option so this week, we will design and create a Colombian meal to be enjoyed by the school. In doing this, we will prepare for our mealtime scene in our English task this week.

This week also includes International Peace Day. As part of our Colombian celebration, we will also think about how different communities can come together in a peaceful way to share and enjoy food, like our community bread morning! Different cultures can learn and share recipes to enjoy again.

**English:**

**Writing Experience:**

This week our focus will be on how we can advance the story using speech. When students have selected the characters they will use, how can they In this section, students will create a scene that takes place over a meal, to fit with our weekly hook. We will watch the clip in which things begin to go wrong as the Madrigal family are eating at the table. Cracks begin to show in the ground and the characters are visibly shaken by their casita beginning to weaken. How will their character react to this? How will they consider using their own powers to save the day?

Across the course of our STAR days we will of course dive into the wonderful editing process. Students will roll dice as they look at the transcriptional elements of their piece. Are their words ambitious enough? Are there any of the pieces of punctuation taught at the end of KS2 that they would like to include?

**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
- 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

Using a purple pen to make changes, students can work with an editing partner to ensure they have spotted their mistakes before their work is marked.

**GPS:** Our GPS focus this week will be to recap and consolidate the rules of using direct speech within a narrative. To extend and challenge, students will be asked to consider the best speech synonyms.

**Reading Tree:** This week, students will independently read a passage from our class text. This will mean they have pre-read it before we discuss it as a class. They will come up with any vocabulary they are unsure of, discuss in groups and as a class before answering some questions about the meaning of words in context.

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

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

This week, we will launch our combined year 5 and 6 STEAM project. Students will be creating their own Bruno inspired jigsaws to show the future. This will link to their magical narratives. What is going wrong in their story? How can this be depicted by the jigsaw? Students will exercise their woodworking skills, designing and creating the shape of the puzzle as well as painting and then cutting their jigsaw. DT skills will be important here as students consider their design and evaluate their choices of material etc. In the film, the material the visions are made from appears glassy in texture. How can we use wood and still create this aesthetic? Could they use foil or cellophane?

As we move on with our whole school STEAM consolidation, we will be focusing this week on the science objective about living things and their habitats. We will build on the knowledge gained in previous years about classification, by looking in our garden and creating a list of the different plants, animals and organisms which can be found. The overarching category may be 'plants' but what are the subcategories beyond this. How are plants and animals classified?

We will also have a facetime with Farmer Tim, for which we will prepare questions about the real world impact of all the learning we have been doing about regenerative farming.

In art this week, we will be drafting and then creating our final charcoal pieces, an image of Bruno next to a stormy sky. We will first practise the skills needed to create the final piece and then give time to create the final piece of work.

### **Maths:**

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- 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
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- use negative numbers in context, and calculate intervals across 0
- solve number and practical problems that involve the above.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- be able to suggest ways of improving own work
- be able to comment on works of art
- be able to choose materials and techniques which are appropriate for their task
- be able to talk about works of art, giving reasons for their opinions
- be able to communicate through visual and tactile forms

This week in Maths we will be beginning to consolidate the skill of adding and subtracting numbers with more than four digits. Fluency will be developed and efficient calculations will be made as students consider whether mental or written strategies are most appropriate. To raise the level of challenge, students will solve cryptarithms - mathematical puzzles where the digits in a sum have been replaced by letters. Can you use your magical maths skills to work these out? Additionally, we will look at a range of challenging word based problems this week using questioning and Maths talk to break into the problems.

**Arithmetic:** Building on last week's learning, students will continue to use known facts. Now they will use them to double and halve numbers. For example, *I know that double 4 is 8 so I know that double 0.4 is 0.8.*

**Writing display:** Once we have finished our magical narratives, we will display them proudly alongside the doors we created in our art lessons.

### Friday 23rd September

#### Learning Experiences

**Friday Big Write:** This week we will of course be writing from the perspective of our character of the week, Julieta. How does Julieta feel when Antonio receives his power? Whilst she might be happy for her nephew, she may have conflicted feelings for her powerless daughter.

**Messy Maths:** Students will face a range of addition, subtraction and multi-step problems - these will increase in challenge as students deepen their understanding of these crucial concepts.

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

Hockey: skills development and tactics.

To break down how to play the sport, we will introduce the proper technique for holding a hockey stick and how to dribble a ball with it. To practice this, we will have two skills stations and mini game:

Will we move forward with our dribbling practice by adding passing skills practice.

1. Keep the ball: all students will dribble within a predefined zone with the goal of retaining the ball from others trying to shoot their ball out of the zone. If their ball is removed by another player from the zone, they are out.
2. Passing practice: students will pick partners, passing the ball back and forth from a comfortable distance apart. Then, upon a few successful

#### **Skills:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance

passes back and forth, they will take a step further away from each other and attempt a pass. If each player is able to receive the pass, they will move a step further. If they do not receive the pass, they will take a step closer. The group that is furthest away by the end of the station time will win.

3. Mini game

At the end of the session we will finish with a whole class discussion and reflection on the skills covered this week.

**WEEK 5 THEME/ Hook: Under the Surface**

**Monday 26th September - Wednesday 28th September**

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

This week will be all about the character of Luisa and her magical strength. We will use this character to explore what strength really means. We see moments in which Luisa feels overwhelmed because of the expectations she has on her to be the oldest and the strongest of the sisters. Are there any times you have felt overwhelmed by an expectation? What makes you feel better when you feel under pressure?

How does this relate to how boys feel sometimes? There is sometimes an expectation for men not to cry or to be phased by the pressures in their lives. Is this a healthy stereotype? How can you avoid someone feeling like this?

**Immersion experience:**

As we talk about the different characters from Encanto and the expectation that are has of them, we will create our very own madrigal top trumps! Students will work in groups to think through what the different qualities will be, such as 'clumsiness' or 'strength', before making and playing with their cards.

**English:**

**Writing Experience:**

After creating our Madrigal top trumps, students will be tasked with creating a more detailed and comprehensive guide to the Madrigals. This will be structured like a factfile, in which all of the family members are described.

To extend more able writers, the challenge will be to include themselves as a Madrigal character. How would they slot into the family?

**GPS:** This week we will recap the features of a non-fiction fact file.

**Reading Tree:**

**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
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

This week we will discuss the difference between inference and retrieval and answer a range of comprehension questions to recap and consolidate our skills. Reading Domain: 2d: make inferences from the text / explain and justify inferences with evidence from the text.

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

As we explore the garden we will also touch on our school composting. We will learn about compost, the benefits and how it is made. To make sure this learning comes to life, we will demonstrate the process of creating compost by making some of our own classroom compost. By adding some fruit, soil, paper and grass clippings into a glass jar and pouring over our 'rainwater', over the course of 12 weeks we will see this become rich and moist soil to enrich our plants, or to heal them with a meal.

Week two of our year 5 and 6 STEAM project as we begin to collect the resources we need to make our fortune telling jigsaws. Each student will be given their pieces of wood and the equipment they will need to create their final products. They will need to draft the image to draw onto the wood and plan for the woodworking stage of the project.

This week, in our classification learning, students will receive pictures of animals and be tasked with becoming scientists in charge of creating a classification flow chart. What will be the important questions to ask about the different animals and plants? How will they use their iPad devices to research more specific details about the different species? This should lead us to discussions about how these things were originally sorted and classified by scientists. Are there any species (such as a platypus) which might be harder to classify? Why?

**Maths:** Linking to our learning about Luisa and her magical powers, this week our Maths focus is on multiplication. What happens to red blood cell counts when we exercise? As well as being able to multiply 4-digit by 2-digit numbers, students will learn how to multiply decimal numbers. They will work through different questions which will develop their ability to reason mathematically and solve problems using multiplication.

**Arithmetic:** Addition and subtraction calculations will make up the arithmetic focus for the week. Questions will include those that require different strategies being applied. Students will need to use their understanding of number to decide on the most appropriate calculation.

- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- recognising vocabulary and structures that are appropriate for formal speech and writing
- gain, maintain and monitor the interest of the listener(s)
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- using further organisational and presentational devices to structure text and to guide the reader
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- identify common factors, common multiples and prime numbers
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- describe the ways in which nutrients and water are transported within animals, including humans

**Art display:** We will be displaying our finished charcoal drawings this week, along with some of the process we have undertaken to get to our finished products.

**Friday 30th September**

**Learning Experiences**

**Friday Big Write:** A diary all about Luisa, under pressure and strong as ever!

**Messy Maths:** This week, it's multiplication focused on Messy Maths. Rapid recall of times tables will introduce the learning. Students will then move onto more complex problems related to the concept. How does knowing your times tables fluently help in other areas of Maths?

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

Hockey: game application and assessment

This week we will have a mini competition and play quick fire games to assess how our skills are developing. We will film sections of the mini game to support further discussion of the skills.

**Skills:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance

**WEEK 6 THEME/ Hook: Fleur de Mayo**

**Monday 3rd October - Wednesday 5th October**

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

This week is all about Isabela, and we will review clips of her, using her powers to create beautiful displays of flowers shooting from her hands.

This week will also explore the evolution of the character Isabela, how she feels that she has to be perfect all the time, when really she doesn't want to always create flowers which are pink and purple to play into the stereotype that she is girly and perfect. Does this expectation of women remind them of any other media portrayals that hold people to a certain standard of beauty? We will explore the detrimental effects of this.

**Immersion experience:**

Speaking of the media, the media is exactly what we are exploring this week! We will revisit our own gifts, which we spoke about in week 3. Can you use your digital skills to create special effects that show you using your powers? How do they create magical powers in films like Harry Potter which have human actors rather than cartoons?

**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:

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

We will continue to create our eye-catching and interesting guides to the life of a Madrigal. Have we included details about all of the different characters? This week we will add interviews and quotes from them, writing in role and considering what they might say and how. What would their favourite hobbies and foods be? Can students use humour to make their writing stand out? We will think about how this is presented.

**GPS:** To use rhetorical questions within non-fiction writing. This week we will also recap on the four sentence types, questions, statements, demands and exclamations.

**Reading Tree:** Reading Domain: 2c Summarise main ideas from more than one paragraph.

**Maths in the Movies / STEAM:**

This week we will explore 'The Magic Machine', a wonderful story about the importance of looking after the soil, which in turn looks after us. As part of this, students will be challenged to create their own poetry and artworks, all about the magic of the Greenside gardens - *The Magic of Soil*.

This week students will be tasked with making their vision boards, now that they have gathered their designs and listed everything they need to make them. Referring back to their story, how does this fit into their narratives?

This week we will continue the creation of our future jigsaw/ vision puzzles. We will pause to consider how things are going and have a discussion about what we can do to improve the design. Are there any issues you're coming up against? Can anyone help you to solve the problem? Can you share any of your skills with a peer, perhaps they could use your help.

**Maths:** Students will develop their understanding of division. What methods do you already know? First, students will consolidate their understanding of the short division method - they will progress to dividing decimals. Once they are secure with this concept, they will be ready to move onto one of our favourite parts of the Year 6 Maths curriculum: long division. Students will break this challenging method into manageable steps, growing in confidence to divide increasingly large numbers.

- 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
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- recognising vocabulary and structures that are appropriate for formal speech and writing
- gain, maintain and monitor the interest of the listener(s)
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- using further organisational and presentational devices to structure text and to guide the reader
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- identify common factors, common multiples and prime numbers
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- describe the ways in which nutrients and water are transported within animals, including humans

**Arithmetic:** Multiplication fluency will be developed this week. Students will use their knowledge of times tables to solve related calculations. Just as they have in previous weeks, they will need to decide if a formal written method is always the most efficient? Could you partition this instead?

**Friday 7th October**

**Learning Experiences**

**Friday Big Write:** This week, the focus of our diary entry will be Isabela and the expectation on her to be perfect

**Messy Maths:** Students will focus on further deepening their conceptual understanding of division. They will apply this knowledge to different types of problem solving questions.

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

Hockey: skills development and tactics.

We will move forward with our dribbling and passing skills practice, introducing shooting practice. To do so, we will have three main stations:

1. Passing/dribbling practice: in partners, students will dribble and pass the ball back and forth while running at a moderate pace from a starting line to a finish line.
2. Shooting & defence practice: students will practice shooting at an open net with three types of shooting: shovel, wrist, and slap shots. They will shoot these types of shots from different distances, recognising the purpose of each type of shot.
3. Mini game

At the end of the session we will finish with a whole class discussion and reflection on the skills covered this week.

**Skills:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance
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**WEEK 7 THEME/ Hook: The Future DC1**

**Monday 10th October - Wednesday 12th October**

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

This will be our very first DC week and first opportunity to really show off what we already know, as well as considering the future like our character Bruno might. Where are our gaps? What is the purpose of a DC at this point? Is the future set in stone or is it up to you to work hard to achieve what you want to achieve going forward?

We will talk through what it means to be World and Test Ready, and ways in which we can help support each other in reaching our own 'personal best'. This is not

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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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

about what anyone else is doing but about achieving your own best in all different elements of the curriculum and in life.

**Immersion experience:** This week, to immerse ourselves in our first Year 6 DC week, students will take part in a Maths revision carousel to go over key concepts covered in our number and place value lessons this half term.

**English:**

**Writing Experience:**

This week we will peer review our writing and use the feedback to uplevel and improve on our non-fiction pieces. To extend our GDS students, they will be tasked with writing from a different perspective about a character of their choice.

**GPS:** Students will complete a Y6 GPS paper.

**Reading Tree:** This week the focus will be on the strategies to use when approaching the KS2 reading test. How have your retrieval skills developed this half term? Using a range of past SATs papers, we will discuss key question types and the most successful ways to answer these. Managing time is a key part of success in this assessment and we will break the paper down into manageable sections for students.

**Maths in the Movies / STEAM:**

Our legumes are what we hoped, when we planted them last year, would really help us to boost the nitrogen content of our soil. All legume plants can fix nitrogen in the right conditions. Nodules are the swollen rounded lumps that are formed on the roots of the legumes. However unless they are forming nodules, they are unlikely to be fixing much nitrogen. Here we will dig out a section of our legumes and observe what we see, rating them on a scale and recording this data. We will also record images of this area over time both artistically and digitally, comparing this with the data we found last year.

**Maths:** The key focus this week will be developing test ready skills as students take on the arithmetic and reasoning Maths DC papers. How do you need to develop your test ready approach to Maths papers? We will look at the Maths learning from the half term before beginning the assessments.

**Arithmetic:** Students will use their knowledge from KS2 as well as what they have learnt so far in Year 6 to take on an arithmetic SATs assessment.

- 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
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- recognising vocabulary and structures that are appropriate for formal speech and writing
- gain, maintain and monitor the interest of the listener(s)
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- using further organisational and presentational devices to structure text and to guide the reader
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- identify common factors, common multiples and prime numbers
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

- be able to suggest ways of improving own work
- be able to comment on works of art
- be able to choose materials and techniques which are appropriate for their task
- be able to talk about works of art, giving reasons for their opinions
- be able to communicate through visual and tactile forms

**Friday 14th October**

**Learning Experiences**

**Friday Big Write:** How does Bruno feel now that he is out in the open and allowed to live with his family once more?

**Messy Maths:** Students will focus on further deepening their conceptual understanding of division. They will apply this knowledge to different types of problem solving questions.

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

Hockey: skills development and tactics.

With an understanding of dribbling, passing, and shooting, we will introduce our final hockey skill: goal keeping. We will have three main stations to do so:

1. Dribbling, passing, shooting drills: students will have to cycle through an intricate obstacle course that challenges each of these skills with designated lines to dribble on, specified cones to pass through, and a net to shoot on at the end. This drill will synthesise all of these skills to prepare for a proper game of hockey.
2. Goal keeping: students will take turns being the goalie in a hockey net. Soft balls and proper safety equipment will be used. They will recognise that they are not to dive for the ball, as may be a habit formed in football. They will have to block the ball with their goalie hockey stick. This will further their stick handling skills and will serve as the final preparation for a proper game.
3. Mini game

At the end of the session we will finish with a whole class discussion and reflection on the skills covered this week.

**Skills:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- 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
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

**WEEK 8 THEME/ Hook: Light Where You Least Expect It**

**Monday 17th October - Wednesday 19th October**

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

**Skills:**

There is light where you least expect it! This week is all about reframing our thoughts about making mistakes. Mistakes and gaps in knowledge are the very best thing we can find now because they show us where we need to make improvements by lighting the way for us. What is it that we can celebrate? What do we need to make a note of going forward?

**Immersion experience:**

For our immersion experience this week we will focus on the last few scenes, and the song 'All of You'. In this song, the idea is that you don't have to have magical powers to be considered a miracle because all of you are special and important. We will take note of the things we are doing well and the different interests and values we can add to the classroom. What have our highlights been? Together we will listen to and appraise this song, focusing on the texture, timbre and the tempo of the music that makes us feel uplifted and good.

**English:**

**Writing Experience:**

This week we will look back over both of our writing tasks from this half term, along with the exemplification guidance for our Y6 objectives. What do students think they are doing really well? Are there areas we still need to cover? In looking over our pieces of writing, and sharing some from writing groups we will consider targets moving forward. There is light

**GPS:** Having completed our GPS paper, this week we will look back through and consolidate our grasp on word classes.

**Reading Tree:** Reading Domain: 2d make inferences from the text and justify inferences with evidence from the text

**Maths in the Movies / STEAM:**

Finally, we will spend some time finishing our STEAM projects and reviewing our progress. When we evaluate the process, is there anything we would change? What are you happy with about your creation? Students will write up a reflection of the project and include their assessment of the development of their World Ready skills.

**Maths:** After reflecting on the DC Maths assessments, students will continue with their Maths learning. They will continue to deepen understanding of the long division method; then move onto working with common factors & common multiples and prime numbers up to 100. Students will make connections between

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
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- recognising vocabulary and structures that are appropriate for formal speech and writing
- gain, maintain and monitor the interest of the listener(s)
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- using further organisational and presentational devices to structure text and to guide the reader

these different types of numbers and identify patterns. Reasoning skills will also be developed as they continue to articulate and justify their answers.

**Arithmetic:** Students will be challenged to answer division questions involving recall, mental and written methods. Becoming over reliant on one learnt method is easy to do, so they will be encouraged to decide on the most efficient way to answer each question.

- select from and use a wider range of tools and equipment to perform practical tasks accurately
- identify common factors, common multiples and prime numbers
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- be able to suggest ways of improving own work
- be able to comment on works of art
- be able to choose materials and techniques which are appropriate for their task
- be able to talk about works of art, giving reasons for their opinions
- be able to communicate through visual and tactile forms

### Friday 21st October

#### Learning Experiences

##### **Friday Big Write:**

This week we will focus on the intriguing character of Abuela. Throughout the course of the film, she comes to the realisation that the gift of the family Madrigal is in fact not just down to the magical powers possessed by her relatives, but down to the spirit of family. How will this reflect in the final diary entry of the Autumn Term?

**Messy Maths:** This week's session will be a chance to consolidate and extend the different concepts covered during the half term.

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

Hockey - final game!

This week we will undertake our final assessment of our hockey skills by taking part in a competition. Students will play a series of games to discover who is the winning hockey team. At the end of the session we will discuss how far we have come and students will reflect on the development of their skills.

#### **Skills:**

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

