



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



STAR Day Planning: Spring Term 1 - 2023
Class Film Text: *Carve Her Name With Pride*

Class Teacher: Ciara Finney
Class Book/ Text: Letters From the Lighthouse

WEEK 1 THEME/ Hook: Women of Britain Say Go!						
Tuesday 3rd January - Wednesday 4th January						
Learning Experiences/Context of the film:						
<p>Tuesday 3rd January: To celebrate our first day back, we will gather together in the hall for a screening of <i>Doctor Who</i>. The rest of the day will then be spent on immersive learning experiences linked to this.</p> <p>Wednesday 4th January: 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.</p> <p>Welcome to the 1940s Year 6! This half term we will be immersing ourselves in what life might have been like during World War II (WWII). We will ‘make do and mend’, spend time out in the Greenside Garden and will explore different roles during the war effort, and how this has changed over time, particularly regarding gender.</p> <p>What was life like during World War II (WWII)? Was it the same for everyone? How did age and gender play a role in the way war was experienced? Why was Violette Szabo selected for her role in the war effort? How did the war aid predisposed beliefs about gender? What was the women’s land army? Why was it so rare to find women in any position of power?</p> <p>Immersion experience:</p>	<p>Skills:</p> <table border="1"> <tr> <th>Independence</th> <th>Organisation</th> <th>Resilience</th> <th>Reflection</th> <th>Team Work</th> </tr> </table> <p>Reading Tree Skills: (Ongoing selection through the half term)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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 	Independence	Organisation	Resilience	Reflection	Team Work
Independence	Organisation	Resilience	Reflection	Team Work		

Over the holidays, a WWII medal was discovered in the Learning Garden. Upon introducing this to the students, we will identify Greenside's historical context from the war. The school itself was bombed in the war, and our school was built when they needed more schools due to the damage caused. We can use the website 'bombsight' to locate exactly when and where the bomb hit, and can talk through the shape of the learning garden.

What is a war hero? Why was Violette Szabo considered a hero?

Carve Her Name With Pride was set in 1940, following the declaration of war in 1939. Students will gather around the 'radio' to listen to this declaration. How would this have felt? Get into the role of different members of the family. How would you feel if you were a child and this happened? How would you feel if you were a woman and you knew your husband and potentially your father had to leave to go to war? Together, we will discuss different situations in the war and write notes about potential thoughts that might be going through your head if you were a future soldier, a child or a mother. These fears would be different as the realities going forward would also be different.

Later on in the week, students will experience what it might have felt like to be a boy during the war, and to be a girl during the war. We will split the class according to gender, with the boys out engaging in army drills, and the girls darning socks and cooking. We will then switch over, before discussing why those differences existed in such a big way and how it felt to have such different expectations based purely upon gender. As part of this, when exploring women's roles, students will make bread in the Greenside kitchen, thinking carefully about which of their ingredients would be rationed.

English:

Writing Experience:

After listening to the declaration, students will have time to write in their diaries, imagining that they themselves had just listened to this declaration and they're considering the impact that this will have on their lives. They will then choose their favourite sentences to add to thought bubbles for our display.

GPS: To use commas to clarify meaning or avoid ambiguity in writing

Reading Tree: As they approach the end of KS2, Year 6 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.

Year 6 will be working out what their new 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, Year 6 will be introduced to the class text: Letters From the Lighthouse.

- 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
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- to improve their secure knowledge of art and design techniques, including drawing, painting and
- sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination

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

Maths in the Movies / STEAM:

Maths:

This half term, Y6 will be exploring the wonderful world of fractions through the context of WWII! For our first week, we will look at simplifying fractions and showing equivalent fractions. We will apply this to war statistics as we explore the fraction of women vs. men who went to fight in the war. If 40/50 men were to leave to fight in the war effort, what fraction, in its simplest form, would be left behind? We will also express fractions in a common denomination using their prior knowledge of common multiples. This is an important foundation for building our fractions learning on.

STEAM:

Our science for this half term will be animals including humans. Y6 will learn about the different systems in our bodies, like the digestive system and the circulatory system.

In our DT& art lessons, we will also look at designing a realistic looking model Anderson Shelter, similar to that which would have been used during the war. This week, we will learn some of the backgrounds of the different shelters and when they would be used. We will consider the purpose of the shelter, and the history behind bomb shelters.

Arithmetic: During our arithmetic lessons this half term, we will be consolidating some of the trickier number topics we have covered over the course of the half term.

Class display: Our back wall will become a timeline of WWII history, starting with the declaration of war and moving through to VE Day! As we study the different dates and topics, we will add our own work to create our display.

Friday 6th January

Learning Experiences

Friday Big Write: A letter from Violette to Etienne as he leaves for war.

Messy Maths: Each week in messy maths, students will have the opportunity to deepen their understanding of topics covered in class, using a range of challenging reasoning problems. These sessions are critical in helping students to approach maths problems in different ways, covering strategies for logical problem solving. This week, students will explore simplifying fractions in a range of challenging reasoning problems.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and

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

We will introduce our new sport to students - tennis! We will go over the rules of tennis and basic skills.

Complete initial PE assessment for serving and striking.

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 common factors to simplify fractions; use common multiples to express fractions in the same denomination

WEEK 2 THEME/ Hook: When in Doubt, Lights Out!**Monday 9th January - Wednesday 11th January****Learning Experiences/Context of the film:**

This week we will be discussing the Blitz in London. Violette and her family lived in London, and in one scene we see her father come into the living room, turning on the lights. This leads to an Air Raid Warden calling from the streets to 'turn out those lights!'. We will learn about the Blitz and when London had blackout and look at propaganda surrounding encouraging people to follow the rules for the war effort.

How can we link people's experiences during the war effort to the pandemic? Are there similarities? How does the heart work and what makes it so important? How does oxygen reach the different parts of our bodies?

Immersion experience:

Working together to blackout the windows and prepare for an air raid, Year 6 will experience sirens throughout their day, which they will need to respond to quickly and quietly. Someone will be in charge of becoming the warden and looking from the outside to make sure we are conforming to the blackout expectations. Once sure, year 6 will learn to play games from the war time and will pass the time reading and listening to the radio until the all clear siren can be heard. Around the classroom, clues will also be placed suggesting things what might be taught through the half term. We will also listen to music typical of WWII. What was the role of music during the war effort?

English:**Writing Experience:**

This week, students will rewatch the scene from the film in which Violette has to rush through the streets of Paris during a bombing. We will look at stills from the

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

scene and collect ambitious vocabulary to describe the setting through the senses. What would Violette be able to smell, see and hear as she makes her way to complete her spy mission?

Year 6 will become war spies, imagining that they had their own messages to deliver in London during a Blitz bombing. What would their scene look like? Over the next two weeks, students will be writing a World War II adventure story making their way through the streets to deliver an important message - writing within the historical context.

Students will begin to write their spy narratives.

In addition to this writing experience, students will have some exciting music experiences this week, all to do with the theme of spies and suspense! Using the glockenspiels, Y6 will compose music that may set a scene for a Blitz. How do the dynamics show suspense and tension?

GPS: To use hyphens to avoid ambiguity

Reading Tree: This week in our Reading Tree session, we will make predictions based on the chapters we have read so far. We will save these in a 'Letter to the Lighthouse' which we will keep at the back of the book and revisit once we have finished reading the story. This will give us opportunities to cover areas of WWII we are not exploring on our STAR days. 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:

Maths:

In week 2 students will think about fractions as a part of a whole. We will explore this in a new way using number lines to deepen our understanding, seeing fractions in a new, more abstract representation. We will continue to think about equivalent fractions as we compare and order fractions with the same, and different numerators and denominators. What would Tania prefer, $\frac{1}{2}$ of a cake, or $\frac{6}{10}$ of a cake?

STEAM:

Our art focus at Greenside this term is all about photography! In our first session, we will look at famous war photographer Edward Malindine. We will also explore the first cameras, and the way in which cameras work.

Our skill of the week is iPhoneography, or in our case, iPadography! We will use our iPads to take photographs of the learning garden, linked to our learning about its shape due to the bombing in the 1940s. Using our digital skills, we will set up a folder and store our chosen images each week, to create an online portfolio.

- 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
- 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
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- to improve their secure knowledge of art and design techniques, including drawing, painting and
- sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history
- compare and order fractions, including fractions >1

Our science topic for this half term is animals and living things. When Violette runs through the streets, she is not only having to be careful not to be caught, but also dodge bombs. We will explore what happens to our body and our heart rate when we are faced with the fight or flight response. Why? This week we will explore the human body – specifically the circulatory system while also describing the functions of the heart, blood vessels and blood.

After exploring how heart rates would change, students will create graphs to demonstrate their findings using an app that records heart rates. This will then contribute to our class Maths display.

For our DT focus, we will continue to look at Anderson Shelters, considering materials we might use to replicate the look of the shelters using materials we have.

Arithmetic: Long division

Maths display:

The magic of the heart - Y6 will create their own graphs detailing what happens to your heart rate when faced with WWII boot camp exercises.

Friday 13th January

Learning Experiences

Friday Big Write: This week, students will write another letter from the perspective of Violette as she completes her training to become a spy. She will be writing to her daughter.

Messy Maths: This week, students will explore ordering and comparing fractions in a range of challenging reasoning problems.

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

This week we will be going over how to hold a tennis racket and the different skills a tennis player would need in a class discussion. We will practise our grip by hitting the ball continuously on the racket. We will then play a game with a similar concept where students take turns to hit the ball up and then keep the ball going, but can only bounce once before hitting it again.

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
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WEEK 3 THEME/ Hook: Britain Shall Not Burn!

Learning Experiences/Context of the film:

As we reach the middle point of this term, our work on the Blitz and London's homefront rages on. They will create shoebox scenes of London's streets as they continue writing their spy narratives. In science, students will think about Violette's training following on from their letters during their Big Write last week, using this to recognise the impact of diet, exercise, drugs and lifestyle on the way that bodies function.

Immersion experience:

This week will be all about beginning our STEAM projects. The role of propaganda and communication from the government to the people of Britain during the war is a thread that has been woven through our weeks. Now, we will think about the ways the government helped people to stay safe, particularly focusing on the shelters after looking at the Blitz last week. Having researched and studied Anderson Shelters, Y6 will set about building them.

English:

Writing Experience:

Students will continue to write their narratives about London during the Blitz, finishing and then having time to go through and edit their work before they publish it. This week they will publish onto paper and this writing will be displayed as we update our writing wall.

GPS: To use brackets, dashes or commas to indicate parenthesis

Reading Tree: This week, students will independently read a passage they haven't seen before. 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:

Maths:

This week, students will begin the four operations, using fractions. First, we will recap the skills of adding and subtracting fractions in which one denominator is a multiple of the other, before moving onto changing our numerators and adding and subtracting any pairs of fractions, including improper fractions. During these

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
- précis 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

sessions, we will also consolidate converting between mixed numbers and improper fractions. We will do this through the context of WWII.

STEAM:

We have looked at the purpose and aesthetic of the Anderson Shelters, and now we will think about how to put them together to create life-like models for a windowsill display.

Our art focus at Greenside this term is all about photography! In our second session, we will further explore the magic of our iPad cameras. We will explore the features of both taking and editing the pictures, changing the exposure and look at the work of Edward Malindine, who was a photographer commissioned to document the Dunkirk evacuation and other war events. We will then go on to look at the role of shadows and light in photography, taking some of our own photographs to capture objects in different lighting.

Arithmetic: Adding and subtracting fractions.

Writing display: Alongside our maths display, all about heart rates, our Blitz writing is sure to raise hearts as we follow the students on a mission across London.

- 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
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- in which nutrients and water are transported within animals, including humans
- to improve their secure knowledge of art and design techniques, including drawing, painting and
- sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Friday 20th January

Learning Experiences

Friday Big Write: A letter from Violette to her parents from her first mission in France.

Messy Maths: This week, students will explore adding and subtracting fractions in a range of challenging reasoning problems.

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

This week we will introduce the forehand and backhand shots. We will discuss what these are and the difference between both. Students will then take part in a ball familiarisation activity where in pairs, 1 person with racket, other person is feeder, feeder rolls ball to partner alternating between f/h and b/h side partner to stop ball and roll back to partner as confidence builds students with racket to roll ball back to partner without stopping ball 1st.

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
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

WEEK 4 THEME/ Hook: Tens of Thousands Safely Home Already

Monday 23rd January - Wednesday 25th January

Learning Experiences/Context of the film:

During our film, Violette's father asks Etienne about his experiences on the beaches of Dunkirk. Our hook this week is all about the evacuation of the beaches. We will be writing non-chronological reports using Adobe Spark to eventually present and publish.

Immersion experience:

Violette was a spy and had to be extremely strong when being questioned by the Germans. The codes were destroyed, but war spies had their own poems. In the following weeks, students will be exploring a poem all about the senses as they write their own war poetry. Today, they will become secret agents in charge of unlocking details of the Battle of Dunkirk. They will decode where and when it happened using their spy skills. Using invisible pens and ultraviolet lights, Year 6 will also discover Miss Finney's secret code, which will lead them to the title of their topic for the following two weeks- The Battle of Dunkirk!

English:

Writing Experience:

For our non-fiction writing this half term, Year 6 will be writing non-chronological reports about the Battle of Dunkirk. These reports are designed to engage and inform the reader all about the events of that period of the war. After gaining an understanding of what happened in Dunkirk and information gained during our immersion experience, we will work together to write headings outlining the key events including the Maginot Line, Blitzkrieg and the Halt Order. We will recap how to write information texts, revise the type of language needed and how to lay out a non-fiction report. These reports will be filled with historical detail and be a great record of this event.

GPS: To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Reading Tree: Domain - This week we will discuss the difference between inference and retrieval and answer a range of comprehension questions to recap and consolidate our skills.

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
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 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
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- learn about great artists, architects and designers in history
- 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 Domain: 2d: make inferences from the text / explain and justify inferences with evidence from the text.

Maths in the Movies / STEAM:

Maths:

Using war statistics, we will look at multiplying fractions by integers. For example, if half of the men each had 2 weapons, how many weapons would there be in total? We will go on to multiply fractions by fractions, and also dividing fractions by integers. We will explore this through a range of different contexts, including using manipulatives so that students can be sure to understand what is happening when they multiply and divide the fractions.

STEAM:

Soldiers in WWII had to be in very good physical health. This meant they would work hard to become physically fit, as well as abstaining from substances and foods that would be detrimental for their health, just like Violette would have done when she was training. Which other jobs require you to be in peak physical health? What impact does this have on our mental health?

In science this week we will be creating models to represent how nutrients and water travel through the human body, and the body of some animals. Using skittles, gummy worms and raisins, Year 6 will explore the learning objective in a visual and immersive way. We will use our scientific skills to record the results of our three experiments, taking photographs to document the changes. We will write up our results during STEAM next week.

We will also begin building our Anderson Shelters this week, having decided on the best materials to use to complete the models. As we begin, we will continue to evaluate the effectiveness of the materials we are using. How can we make our models look the most realistic?

In our photography session this week, we will look at two key skills. Firstly, changing perspectives with the art of photography. Students will have the opportunity to be mysterious about size and relative size in this fun photography session. In keeping with class film texts, students should experiment with using their iPads.

Y6 have been studying Greenside's relationship with WWII; how what was once a literal bomb-site is now the place that we learn and grow together. We will be capturing images of some WWII objects in and around our space, trying to imagine what it would have been like in the 1940s. We will also explore some of the emotions felt through the Battle of Dunkirk. Joy, and pride at the rescue. Pain and

- 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
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]
- divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]

worry on the beaches. We will capture some of these emotions undertaking some portrait photography, using the technique of 'fill the frame'.

Arithmetic: Multiplying and dividing fractions

Photography display: Students have spent the weeks capturing some images they will be proud of. Our display will tell the story of this process- what were some of the challenges they overcame to create their art work. Our display will show some behind the scenes as well as the final outcomes of our efforts.

Friday 27th January

Learning Experiences

Friday Big Write: A letter from Violette's parents to their daughter, keeping in touch and informing her of Tania's progress and wellbeing.

Messy Maths: This week, students will explore adding and subtracting fractions in a range of challenging reasoning problems.

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

This week we will start by recapping the forehand and backhand technique. We will then practise these techniques in pairs using the following reminder points: hold racket with 2 hands, bring racket across body, step dominant leg across body, swing racket away from body and step out.

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 simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]
- divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]

WEEK 5 THEME/ Hook: Keep Calm and Carry On DC3

Monday 30th January - Wednesday 1st February

Learning Experiences/Context of the film:

During our third DC week, Year 6 will have their chance to show off everything they have already learnt, and will also be preparing for Victory in England which we will celebrate in our final week before the half term.

Immersion experience:

This week we will engage in an editing carousel as we look closely at our drafts for our reports. Each station will see students focusing on a different section of their work, for example a spelling station. We will share our marvellous mistakes and work as a team to edit and uplevel our work.

English:

As WWII journalists, Year 6 now need to respond to feedback in their reports, just as real journalists would. Acting in a timely manner, ready to publish their work in

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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Reading Tree Skills: (Ongoing selection through the half term)

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart

newspapers, students will respond to their feedback and make changes to edit and improve their writing. They will then work with partners and become editors, ready to suggest improvements and listen to feedback.

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.
Reading Domain: a chance to recap their learning for the half term.

Writing Experience:

Having written their reports in the previous week, Year 6 will use their spy/ detective skills to find their own mistakes before they publish their work using Adobe Spark. They will finish writing it, considering the impact on the reader.

GPS: Students will complete the challenging Y6 GPS paper.

Reading Tree: Students will engage in their reading paper for their data capture.

Maths in the Movies / STEAM:

Maths:

As Violette was training and learning the ropes to become a spy, breaking gender expectations, do you think she got it all right away? No! We will use Violette as our inspiration for perseverance.

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.

We will also place any finishing touches on our steam projects.

Arithmetic: Students will complete the arithmetic paper for DC2.

- 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
- to improve their secure knowledge of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history
- 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
- précisising 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
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Friday 3rd February

Learning Experiences

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Friday Big Write: We will rewatch the part of our class film in which Violette is being gained on by the German troops. What would have been going through her head at this moment, hiding behind the tree waiting for them to reach her? What might she want to say to her family? Imagining that she could pause time and speak to her daughter, Tania? Year 6 will write letters to Tania from Violette.

Messy Maths: After completing their DC, students will engage in a reflection session, looking back over their papers to determine what they are feeling confident with, and which were the tricky questions. Which of the questions were incorrect due to a calculation error, and which because we still need to gain confidence in certain topics.

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

This week we will be working on our serve. We will discuss what this is and demonstrate what a good one looks like. Students will have a go at practising their serves to one another. We will then expand on this by adding targets to the playground for the students to practise hitting/aiming for when serving.

- 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 common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]
- divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]

WEEK 6 THEME/ Hook: Victory in Y6

Monday 6th February - Wednesday 8th February

Learning Experiences/Context of the film:

We will also explore the role of propaganda in wartime. A lot of our hooks this half term have been all to do with propaganda and the role it played during the war. This week we will be linking this to Esafety and exploring the way that phrasing can impact the way something is read and received by a reader.

Weeks 5 and 6 weekly hooks are taken directly from newspaper articles in Britain during the time of the Dunkirk evacuation. The positive approach taken by the British media was needed at the time when really this incident could have lost us the war.

We will look at the role of propaganda in regards to the pandemic. Were there times when we had to be resilient and come together? How can positivity in the media help that? Is it okay to deliver messages in a positive way providing we are being honest with the content?

Year 6 will be taking on another important role in their journey through WWII-journalism. They will receive all the information they need to create war related news stories in groups. Some groups will be given the task of delivering the news as though it was positive news, and some as though it was a negative story. We will listen to the finished results to evaluate which tools have been used to create these effects.

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

This week will be a victory in Year 6 as we celebrate our achievements so far this year and learn about how the war ended. The streets of England would have been filled with music so to ensure our classroom is too, we will learn classic WWII songs. This week will also see us preparing for our VE Day celebrations.

Immersion experience:

Year 6 will have worked so hard this half term to take on new challenges and develop their world and test ready skills! To commemorate this, we will throw our own Victory in Year 6 party, inspired by the VE Day celebrations that would have taken place in 1946.

English:

Writing Experience: To mirror our initial discussions about thoughts and feelings due the war time, students will reflect on the successes they have had throughout the half term and also on the successes that Britain will have felt when winning the war!

GPS: To use passive verbs to affect the presentation of information in a sentence

Reading Tree: Domain - this week we will be covering a range of reading domains as we take time to reflect on our most recent DC paper.

Maths in the Movies / STEAM:

Maths: Our final maths topic of the half term will be the challenging concept of finding fractions of amounts. We will think about our VE party, and find fractions of amounts if planning a larger scale event.

STEAM:

During art this week we will be exploring the work of L.S Lowry and looking at the way WWII bombings impacted his work. Students will focus on the skills involved in drawing with charcoal and they create their own city scenes. We will remind ourselves of the techniques we learnt during the last art focus.

Arithmetic: Finding fractions of amounts.

- 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
- to improve their secure knowledge of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, charcoal, paint, clay]
- learn about great artists, architects and designers in history
- 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
- 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
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- Find a fraction of a whole number

Friday 10th February

Learning Experiences

Friday Big Write: Students will select the big write they are the most proud of throughout the half term. They will spend time editing and improving this piece of writing, before typing onto their iPads to keep for their final portfolios.

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

Messy Maths: This week, students will explore finding fractions of amounts in a range of challenging reasoning problems.

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

This week we will have a short recap on how to serve and where to aim. We will then begin to play a mini single game before then moving on to a doubles game to then start a mini tournament.

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- Find a fraction of a whole number