



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



STAR Day Planning: Summer Term 1 - 2023
Class Film Text: *The Magic Flute*

Class Teacher: Ciara Finney
Class Book/ Text: A Boy Called Hope by Laura Williamson

WEEK 1 THEME/ Hook: Good vs Evil

Monday 17th April - Wednesday 19th April

Monday 17th whole school film immersion day:

We will gather together in the hall to share a film immersion experience and then spend the rest of the day on linked learning experiences.

Learning Experiences/Context of the film:

Class Film Immersion Day:

Knowledge Harvest – what do we know already?

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

Context - what is the context of our film? What was happening in the world at the time?

We will watch the film and pick out the main themes and ideas that we notice. We will make creative items for our class display based on the film during the afternoon.

Over the course of several weeks, students will be introduced to the world of opera through a variety of engaging activities. They will learn about the history of opera, the elements of an opera production, and the roles of the performers involved. They will also become familiar with the story, music, and characters of "The Magic Flute" through listening exercises, discussions, and creative projects.

Immersion experience:

"The Magic Flute" is an opera by Wolfgang Amadeus Mozart that tells the story of a young prince named Tamino who is tasked with rescuing a princess named Pamina from the evil sorcerer Sarastro. The theme of good versus evil is a central theme in this story.

On one hand, we have the good characters, such as Tamino, Pamina, and the Queen of the Night, who represent virtue, love, and justice. Tamino, for example, is a noble and virtuous prince who sets out on a journey to save Pamina from the evil clutches of Sarastro. On the other hand, we have the evil characters, such as

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
- 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

Sarastro and his followers, who represent darkness, tyranny, and cruelty. Sarastro is initially presented as the villain of the story, but as the plot unfolds, it becomes clear that he is not as evil as he first appears. He is, in fact, a wise and just ruler who seeks to bring order and harmony to the world.

After watching the film, Y6 will debate the characters, which will aid them in their character analysis, which they will write towards the end of the half term. What makes the characters complex?

English:

GPS:

Throughout the next few weeks, as we approach our GPS tests, we will be choosing a different focus each week. This week, to ensure accuracy in our narratives, we will be recapping the speech rules and discussing the use of speech synonyms to add variety to our writing.

Writing Experience:

Y6 have worked hard to build their writing portfolios over the course of the year. They have written a range of pieces for different purposes and audiences. This half term, we will focus predominantly on one text type, narratives. Using all the skills they have developed and honed, such as description, speech and character development, Y6 will write one final piece of fictional writing before they are assessed for their final grades.

Our stories will take the dynamic characters of The Magic Flute to new and exciting adventures. After introducing and going over the story, students will be given a summary of the plot outlining the main characters and their roles in the story. We will also view a range of pictures associated with the story, to help us to understand the personal journeys the characters go on.

Students will then select the character they would like to focus on, and an element of the story for them to write from that character's perspective. Particularly, we will work on making predictions about the characters' thoughts and feelings in a range of circumstances, using speech to move the story forward. This week, we will be planning our narratives and considering the success criteria.

Reading Tree:

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

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

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

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

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- identifying how language, structure and presentation contribute to meaning
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- suggest ways of improving own work
- solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Maths:

This week we will be looking at ratio, through the lens of our film, The Magic Flute. Using this context, we will think about real life application, understanding what they are and how they are used in everyday life. We will then link this to what we students already know about fractions, identifying similarities in the language used. For example, how can you show a fraction or a ratio in its simplest form? We will then solve a range of opera themed questions to consolidate and apply our understanding.

STEAM:

This half term we will embark on an exciting STEAM project, exploring the intriguing intersection of music and electricity! By delving into the world of opera, we will uncover the secrets behind the instruments that make up this beautiful art form, and discover how electronic devices have revolutionised the way we listen to music in our modern classrooms.

But that's not all – we'll also journey through the history of electricity, uncovering its magical powers and the transformative impact it has had on our daily lives. From powering our homes to revolutionising the way we learn, we'll explore the many wonders of electricity that our ancestors would have found unimaginable. Throughout this immersive learning experience, we will draw connections between these two seemingly disparate worlds, recognizing the synergy between music and science, and the magic that can be unlocked when they intersect.

Arithmetic:

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

Printing:

In the first session, we will discuss and explore the endless possibilities printing can offer an artist. Can students think of artists they know who use printing? For example Henri Matisse, who many will have explored before. Where in real life do they notice printed art? For example, on t-shirts. Once we have discussed and provided context for this form of art, we will spend our first session exploring a fun and creative way to print! One of the most common forms of printing to explore in key stages 1 and 2 is relief printing, which we will have a go at in our session.

Class display: Our back wall will look like the stage of an opera, with red curtains and sparkling stars. On these stars, which will contribute to a whimsical Magic Flute scene, students will discuss their strengths with their classmates, deciding on some key characteristics which make them a star! We will place these along with images of the students smiling, to act as a reminder of the stars who inhabit our classroom!

Friday 21st April Earth Day	
<p>Learning Experiences Friday Big Write: This week we will take part in a whole school Big Write focused around Earth Day</p> <p>Messy Maths: This week we will take part in a whole school maths challenge focused around Earth Day</p> <p>PE/ Sports: (Activities, key skills / techniques) Our focus this half term will be on cricket! This week's learning objectives will be to bowl a ball accurately and to strike a ball with a cricket bat accurately. We will do this using our usual 3 station carousel. The 3 circuits will be:</p> <ol style="list-style-type: none"> 1. Bowling accuracy - Bowling to a set of cones as targets and wicket keeper each cone representing a number of points. 2. Bowling technique (3 attempts) - Ball 1 = hold at chest (So you can see ball) and push towards spot. Ball 2 = Hold ball straight in the air above head (So you cannot see the ball) and throw down towards spot keeping arm straight. Ball 3 = Overarm bow 3. Batting practice - Each bowler takes turns to bowl at the batter who strikes the ball back. If the bowler catches the ball the team wins 1 point. The first team to 5 points wins. 	<p>Skills:</p> <ul style="list-style-type: none"> ● 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 ● develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems ● develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics ● begin to model situations mathematically and express the results using a range of formal mathematical representations ● select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems

WEEK 2 THEME/ Hook: Love Wednesday 26th April - Apple Distinguished School Visit Day						
Monday 24th April - Wednesday 26th April						
<p>Learning Experiences/Context of the film:</p> <p>Immersion experience: Exploring the theme of love in the opera, The Magic Flute, will provide a rich opportunity to analyse and interpret different character motivations, emotions, and cultural contexts. There are many different ways that love is presented in this opera. There are moments of romantic love, for example between Pamina and Tamino who fall in love at first sight, and for Papageno, who seeks a romantic partner. Additionally, there is the role of divine love and parental love. Finally, the theme of love in The Magic Flute also encompasses the idea of forgiveness. At the end of the opera, the Queen of the Night is forgiven by Sarastro and Pamina for her previous actions, and she is transformed into a more loving and forgiving person. Together, we will discuss the importance of forgiveness and its role in building strong relationships.</p>	<p>Skills:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Independence</td> <td>Organisation</td> <td>Resilience</td> <td>Reflection</td> <td>Team Work</td> </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 	Independence	Organisation	Resilience	Reflection	Team Work
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English:

GPS: Throughout the next few weeks, as we approach our GPS tests, we will be choosing a different focus each week. This week, we will recap the range of punctuation taught at KS2, particularly focusing on semicolons, colons and dashes and how they could be used in our upcoming narratives.

Writing Experience:

This week, we will begin by reviewing the elements of character development and plot structure, emphasising the importance of a clear beginning, middle, and end. Together, we will look at how to draft the beginning of our story, spending time collecting relevant ambitious vocabulary and a range of sentence types to add variety to our writing.

To extend students, a variety of Alan Peat sentence types will be modelled and available to use. This will encourage the use of the full range of punctuation taught at the end of key stage two, an important element of our final portfolios.

Verbally, we will also begin telling the rest of our stories to classmates, allowing students to develop their plot ideas whilst considering how speech will move their narratives forward.

Reading Tree:

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

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

2h: make comparisons within the text

Maths:

This week, our topic for revising and building upon is perimeter and area. To begin with, we will look at various film images of The Magic Flute and some of the objects involved in it, using rulers to calculate the area and then the perimeter. We will build upon this by finding the area and perimeter of compound shapes and triangles. To consolidate our skills, we will work together to solve a range of complex problems in a test-ready way.

STEAM:

This week we will start by playing another excerpt from The Magic Flute and focusing on the rhythm and the pulse. We will introduce the concept of electrical conductivity and how it relates to music. After planning, we will then perform an

- 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
- 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
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- identifying how language, structure and presentation contribute to meaning
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- suggest ways of improving own work
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles

experiment where students construct simple circuits using conductive materials to create music or sound effects, such as using a buzzer to create a drum set. Students will collect together materials they believe will conduct electricity most successfully, and play around with ways they can change their circuits to change the quality of the sounds made. Using their iPad devices, they will record clips using Adobe Voice demonstrating their findings. Our objective is to discuss and determine how the conductivity of different materials can affect the quality of the sound produced.

Arithmetic:

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

Printing:

This week, students will explore and experiment with a new way of printing. Monoprinting is a method where you paint or draw on a flat surface and then transfer the image to paper by pressing it down. Each print is unique and can be layered to create more complex designs. This can be done using squares of cardboard to create repeated patterns. One way of doing this could be to create a piece of wrapping paper, using whichever design they come up with on sugar paper.

For inspiration, students can look at some images created by Picasso. Pablo Picasso created a series of portraits in the 1940s using monoprinting technique, which he called "The Vollard Suite". The Vollard Suite consists of 100 etchings and was created by Picasso between 1930 and 1937, and published by art dealer Ambroise Vollard in 1939. The etchings feature a variety of subjects, including portraits of women, mythological creatures, and scenes from classical mythology.

Maths display:

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

Friday 28th April

Learning Experiences

Friday Big Write: Over the course of this half term, we will replace our Big Write sessions with Big Edit sessions! On Friday mornings, Y6 will be looking at some of their old work, with an editor's eye. Selecting a different piece each time, we will apply all of what we have learnt this year to improving some of our older pieces of writing.

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: 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.

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

This week's learning objectives will be to develop handling and accuracy skills. Our 3 station carousel will be:

1. Match the muscles - Perform dynamic stretches in preparation for cricket. Question each muscle to reinforce learning.
2. Pass move pass - Pupils have 1 ball and pass and move around the area taking a maximum of 3 steps. They score a goal if they get their ball to a goalkeeper or bounce off a rebound net and catch.
3. Rebound ball (Work on speed of pass and movement into space to receive pass – which is the most appropriate pass? Can you disguise your pass?)

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
- begin to model situations mathematically and express the results using a range of formal mathematical representations
- select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems

WEEK 3 THEME/ Hook: Enlightenment

Tuesday 2nd May - Wednesday 3rd May

Learning Experiences/Context of the film:

Immersion experience:

In "The Magic Flute," the character of Sarastro represents the Enlightenment ideals of reason, wisdom, and equality. Sarastro is depicted as a wise and just leader who seeks to educate and enlighten Prince Tamino and guide him to the path of virtue. The character of Sarastro is also associated with the sun and light, which symbolises knowledge and enlightenment.

This week, as we explore the idea of enlightenment, we will listen to descriptions of the character Sarastro, trying to create an image that matches what we know of the character. Through this we will look at the different ways people have recreated The Magic Flute and demonstrated this character in different ways.

English:

GPS: This week in our GPS, we will look at different verb forms, with the challenge of adding some more complicated verb forms into our final piece. Is there somewhere we can show the passive voice? Where in our work can we write using the present perfect verb form? This will deepen understanding of verb forms ahead of the Y6 GPS paper next week.

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

Writing Experience:

This week we will complete our drafts of our Magic Flute inspired stories. A focus this week will be on cohesion, so we will spend some time with a partner reading through what is already written before discussing ways to bring the story to a finish. Students will have feedback to respond to for this session. Some will have audio feedback recorded by the CT and others will have written feedback. Having some input on their writing ahead of finishing it will provide them with advice on how to bring their writing to a close, extending their ideas in the final writing session.

Reading Tree:

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

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

2h: make comparisons within the text

Maths:

This week we will look at magical maps of the land of The Magic Flute as we move onto another area of maths ahead of our Y6 tests- geometry: position and direction. We will look at four quadrant grids, finding locations of magical objects like the flute and the bells in our film. We will then hone our skills of reflecting, drawing and translating these objects.

STEAM:

This week we will be adding lighting to our sound effects, using Adobe Voice to record our findings and make conclusions. We will consolidate the concept of electrical circuits and how they can be used to create light and sound effects. We will look at examples of different types of circuits, such as parallel and series circuits and perform an experiment where students use circuit building materials to create a simple light and sound effect, such as a flashing light or buzzer.

Arithmetic:

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

Printing:

Our final piece of art for our classroom displays will be created using another form of relief printing, this time using string. Students should practise the skills needed for their final piece. Using squares from cardboard boxes covered with glue, they

- 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

- 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
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- identifying how language, structure and presentation contribute to meaning
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- suggest ways of improving own work
- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

can try different ways to place string to the card, allowing it to dry before painting it, carefully putting the colours onto different parts of the string to create multi-coloured outcomes.

Writing display:

This week we will display our drafts in our classroom, leaving half of our display empty to be added to once our pieces of writing are complete.

Friday 5th May

Learning Experiences

Friday Big Write: Over the course of this half term, we will replace our Big Write sessions with Big Edit sessions! On Friday mornings, Y6 will be looking at some of their old work, with an editor’s eye. Selecting a different piece each time, we will apply all of what we have learnt this year to improving some of our older pieces of writing.

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.

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

This week’s learning objectives will be to develop reactions (Catching). Our 3 station carousel will be:

1. Frogs, flies and lizards
2. Trees and leaves (Trees on a spot with a ball, leaves jogging from tree to tree without a ball)
3. Bounce twice to score. Teams attempt to bounce the ball in the opponent’s half – if it bounces more than once they win a point for their team.

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
- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
- begin to model situations mathematically and express the results using a range of formal mathematical representations
- select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems

WEEK 4 THEME/ Hook: The Final Curtain

KS2 Tests Week

Tuesday 9th May - Thursday 11th May No Crew this week

Learning Experiences/Context of the film:

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

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

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

Immersion experience:

This week is the week of 'The Final Curtain'. A lot of what we have worked towards this year will all be over soon and this week is about celebrating our students and the progress each of them have made in their Greenside journeys towards becoming world ready and test ready! We really couldn't be prouder and look forward to starting each day with breakfast and a boost of confidence and we remind them of the hard work they have put into reaching these moments.

GPS:

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

Reading Tree:

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

Maths:

Early in the week, we will continue to revise and prepare for our tests. We will discuss our 'Leap into Logic' techniques, and recap on strategies for approaching tricky challenges.
We will of course also complete our two reasoning papers using all of the things we have worked so hard to become so confident in over the course of the year!

Arithmetic:

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

Printing:

Students have honed their printing skills over the course of weeks and are ready to create their final piece, exploring miracles in their films.

Printing display:

We will display our colourful film images made using the printing techniques we have been honing throughout the half term.

- 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
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- Be able to comment on works of art
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- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- identifying how language, structure and presentation contribute to meaning
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- suggest ways of improving own work

Friday 12th May

Learning Experiences

Messy Maths: Today, students will complete their final maths paper!

Skills:

- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems

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

This week's learning objectives will be to be an effective fielder and to strike a ball accurately. Our 3 station carousel will be:

1. Silent ball
2. Batting practice - students run to a cone, bowl a ball underarm to a batter who strikes the ball back and bowlers run to another batter. students win a point if they catch the ball / batters strike the ball accurately.
3. Prison a batting and bowling game, fielders to be in the 'Ready position' and batters to be side on behind the ball and step one foot towards the ball, bending knee and strike the ball from low to high keeping feet in contact with the floor.

- develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
- begin to model situations mathematically and express the results using a range of formal mathematical representations
- select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems
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WEEK 5 THEME/ Hook: Music DC5/KS1 Tests Wednesday 17th May Poetry Slam Day!
Monday 15th May - Wednesday 17th May
Learning Experiences/Context of the film:
Immersion experience:

This is the week of music! We are thrilled to have been granted an extraordinary opportunity for our Y6 students to visit the prestigious Royal Opera House during Summer 2. This experience will allow students to perform alongside some of the world's most talented opera singers on the grand stages of this establishment.

To ensure that we make the most of this once-in-a-lifetime experience, we will be dedicating ourselves to thorough preparation. In the lead-up to the performance, our students will be learning lots of songs and spending time to refine their vocal, acting, and singing skills.

This week we will begin to learn the songs from the opera we have been learning about all half term!

English:
GPS:

Our editing skills will be fundamental this week, as we review our first drafts and make changes to what we have written. We will recap our

Writing Experience:

This week we will aim to complete and publish our narratives, adding even more to the tone and the character development now that we have learnt some of the songs that these characters would have sung in the opera itself.

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
- Be able to comment on works of art

We will also be writing poems, based on a poem that we wrote earlier in the year. Using the modelled examples of poems they have written before, Y6 will refine their skills and create a Magic Flute inspired poem for the upcoming poetry slam!

Reading Tree:

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

Maths:

Following our tests, we will spend the remaining two weeks of this half term exploring maths in a fun and engaging way as we take on the Smarties challenge! In teams, students will work through different elements of the curriculum looking at ratio, proportion, fractions and presenting data, all through their packet of smarties!

STEAM:

We will start by playing an excerpt from The Magic Flute that highlights the themes of sustainability and environmental responsibility. Through this, we will introduce the concept of renewable energy and how it relates to sustainability and then discuss different sources of renewable energy, such as wind, solar, and hydroelectric power. For the final elements of our Adobe Voice presentations, students will be challenged to design and build a simple renewable energy device, such as a wind turbine or solar panel, using materials like cardboard, paper, and straws.

Arithmetic:

We will reflect on the questions presented to students during their KS2 tests.

- 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
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- identifying how language, structure and presentation contribute to meaning
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- suggest ways of improving own work

Friday 19th May

Learning Experiences

Friday Big Write: Over the course of this half term, we will replace our Big Write sessions with Big Edit sessions! On Friday mornings, Y6 will be looking at some of their old work, with an editor's eye. Selecting a different piece each time, we will apply all of what we have learnt this year to improve some of our pieces of writing.

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.

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

This week's learning objectives will be to develop handling skills and to use the defensive shot. Our 3 station carousel will be:

1. Robin's nest
2. Balls skills and 5 and out.
3. French cricket match

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

WEEK 6 THEME/ Hook: Transformation**Monday 22nd May - Wednesday 24th May****Learning Experiences/Context of the film:****Immersion experience:**

This week will be the final week before the half term and a week to enjoy all things Greenside as we think about the transformations we are about to make as Y6 move ever closer to their move to secondary school. Following all of the hard work that has gone into their end of KS2 tests, y6 will spend time in the Greenside gardens, rehearse for our visit to the Royal Opera House and create whimsical Magic Flute inspired cookies and continue our work on our writing portfolios.

English:

GPS: Students will review the concepts covered in the selection of writing which they are editing.

Writing Experience:

With our work on The Magic Flute coming to an end, and our weekly hook of transformations we are going to think about our favourite characters in the film. What are the transformations that have been undertaken in their journey? Who do they relate to the most? For our writing piece, we will write a technical analysis of one of Mozart's characters. What is it that makes the transformations powerful? How do our perceptions of these characters change over time and how does Mozart achieve this?

Reading Tree:

This week will be all about reading for pleasure. We will celebrate our fabulous successes in reading across the year and talk about what makes us a reader. We will also spend time sharing and enjoying each others' stories, focusing on all of the really positive elements of what they have achieved over the course of this half term.

Maths:

This week smartie maths! Last week we began our in-depth studies into our plaques of smarties and this week we will continue.

STEAM:

We will draw our STEAM projects to a close this week, by finalising our presentations and concluding what we have learnt about electricity. Students will become the experts as they explain these processes to one another.

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
- 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
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram
- identifying how language, structure and presentation contribute to meaning
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing

Arithmetic:

Students will hone their skills even further as they use their arithmetic knowledge and take part in a fun arithmetic code breaker!

- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- suggest ways of improving own work