



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



**STAR Day Planning:** Summer Term 2 - 2023

**Class Film Text:** *Matilda The Musical*

**Class Teacher:** Ciara Finney

**Class Book/ Text:** Wonder

**WEEK 1 THEME/ HooK:** The Power of Knowledge

**Monday 5th June - Wednesday 7th June**

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

Class Film Immersion Day

We are so very excited to be delving into Roald Dahl's world of Matilda. I know that Y6 are big fans of music written by Tim Minchin for the stage adaptation of this fantastic story. Our Y6 production will also be Matilda, so we will be truly immersed in the fabulous characters.

This week we will explore the power of knowledge and the way this is depicted in our film. The musical emphasises the importance of education and the power of knowledge. Matilda is a highly intelligent and precocious girl who loves books and learning. Her thirst for knowledge allows her to find solace and escape in stories and helps her challenge the oppressive systems around her.

**Knowledge Harvest** – what do we know already?

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

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

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

**Immersion experience:**

To immerse us in this film, after watching it, students will be asked which of the characters they resonate with the most, and why. We will create portrait silhouettes of these characters, decorating them with the character traits. What would be on Miss Honey's? Ms Truchball's?

**English:**

**Writing Experience:**

This week, students will be tasked with considering their school production and the characters they relate to. They have created their artwork and now they will write a letter to that character, introducing themselves and explaining why they have

**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
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing

chosen the character. The characters you drew can serve as a great inspiration for this activity. Think about why you chose those characters. Was it their personality, their story, or maybe even their challenges and triumphs that resonated with you? Take a moment to reflect on what makes these characters special to you.

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

**Reading Tree:** We will introduce our class novel: Wonder. Our focus this week will be on reading domain: 2B retrieve and record information / identify key details from fiction and nonfiction.

Reading Domain:

**Maths:**

In our maths lessons this week, we will be focusing on our ongoing project at the Greenside Bakery. This project provides a fantastic opportunity for us to reinforce the concepts we have learned throughout the year. We have already utilised ratios to determine the appropriate amounts of ingredients, and now we will delve into understanding the potential profit we can anticipate from our bakery endeavour. This practical application will solidify our understanding of these mathematical principles and help us see their real-world significance.

**STEAM:**

Our STEAM project this half-term will incorporate our learning about Matilda the Musical, and our production! Y6 students will dive into the world of theatre production by focusing on the magical stage effects used in Matilda. They will explore the science, technology, engineering, art, and maths behind creating captivating stage illusions.

**Arithmetic:** This week, students will multiply and divide decimal numbers. In our arithmetic sessions across this half term, we will focus on maintaining the skills we have developed and used across the year.

**Art Focus:**

During this half term, our art challenge revolves around the creation of an in-class art installation that is connected to the wonderful world of "Matilda the Musical." Our main objective is to employ various artistic skills we have acquired throughout the year, incorporating elements from different art forms. In this endeavour, students will play a crucial role in both the design and execution of the installation. Once completed, classes will have the opportunity to appreciate and draw inspiration from each other's unique installations, which will contribute to our collective journey towards a grand whole school installation to culminate the year.

- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments
- 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
- to improve their expertise of art and design techniques, including drawing, painting and
- sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

**Class display:**

To showcase our upcoming performance of "Matilda the Musical," the back wall of our classroom will serve as an exhibition of various set and prop design concepts. This final wall will feature a series of imaginative ideas, capturing the essence and atmosphere of the production. Through this visual display, we aim to bring the world of Matilda to life and ignite excitement among our class. The wall will serve as a constant source of inspiration as we work towards bringing our vision to the stage, allowing us to refine our ideas and create a truly memorable performance.

**Friday 9th June****Learning Experiences****Friday Big Write:**

As part of our big writes, we will focus on character analysis of the main characters in Roald Dahl's "Matilda." By delving into the depths of the characters' traits, motivations, and actions, students will develop a comprehensive understanding of the story's protagonists. Encouraging them to present well-rounded perspectives, this task will sharpen their ability to construct balanced arguments. This week we will start, of course, with Matilda!

**Messy Maths:** Each week in Messy Maths we will be consolidating our knowledge of the concepts we have covered in the week. We will also be unpicking these further with a focus on reasoning and problem solving.

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

Our focus this half term for PE will be on athletics. We will be practising a different area of athletics each week as preparation for sports day.

This week we will work on sprint starts. We will discuss the starting position and its benefits before then going into 100 metre sprints and relay running.

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments
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**WEEK 2 THEME/ Hook: The 1980s****Monday 12th June - Wednesday 14th June****Learning Experiences/Context of the film:**

Y6 will continue their learning through Matilda with a 1980s immersion day. What was life like in the 1980s? What was England like & what was day to day life like?

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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We will look at dance & clothing, leading us to consider what our characters would have dressed like, spoken like and been like in general. How will this help us in our production?

**Immersion experience:**

As we begin to learn our songs properly, students will imagine they are at Matilda's school and engage in some roleplay as students and teachers in that strange establishment. We will learn and stage the School Song, focussing also on the dance that will be included in the production.

**English:**

Y6 will become school inspectors, taking a tour of Matilda's school. What would they think if they were to step into this unusual establishment? How is it different to Greenside?

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

**Writing Experience:**

As part of an exciting English task, the Y6 students will step into the shoes of school inspectors, embarking on a fascinating tour of Matilda's school. This immersive experience will allow them to observe, evaluate, and provide comprehensive reports on various aspects of the school. Dividing their reports into distinct sections, they will delve into three key areas: the quality of the food, the condition and design of the building, and the teaching and learning that takes place within its walls.

**Reading Tree:** Alongside our class text, we will also look at script extracts from different versions of Matilda which have been performed over the years. This week we will focus on the reading domain: 2G identify / explain how meaning is enhanced through choice of words and phrases- do we understand all the language in our playscript?

**Maths:**

We will think about capacity and volume in a visual way this week as we review the scene in which Matilda swaps her father's products, consolidating our understanding of measure and converting between units of measure using the metric and imperial systems. We will recap on the difference between capacity and volume, using bottles to visualise this. Students will develop their estimation skills using real world context and decide when it is appropriate to use different metric units of measure. Next, with the main focus on word problems, students will use

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- linking ideas across paragraphs using a wider range of cohesive devices: the use of adverbials
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments
- 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 calculator, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]
- to improve their expertise of art and design techniques, including drawing, painting and
- sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

their knowledge of multiplying and dividing 10, 100 and 1000 to convert metric measurements. They will use rulers, metre sticks and other scales to support.

**STEAM:**

Students will use mathematics to understand and analyse various aspects of stage production. They can calculate and budget for materials needed for creating the stage effects. They can also use measurements and proportions to design and construct scaled models of the stage or props. Students can analyse patterns and sequences in music or choreography and explore the mathematical concepts involved.

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

**Art Focus:**

In our art class this week, our primary focus will be on charcoal, which we extensively explored during the Autumn term. This session will provide an opportunity for us to reinforce and consolidate the charcoal drawing skills we acquired previously. By revisiting this medium, we aim to refine our techniques and further develop our artistic abilities.

**Maths display:**

As part of the "Mathilda's Musical Measures" display for Y6, we can incorporate captivating maths puzzles connected to Matilda the Musical. These puzzles could take the form of engaging word problems or intriguing riddles that necessitate the application of mathematical concepts to find solutions. By placing these stimulating puzzles on vibrant and visually appealing cards or cutouts, we can entice students to test their problem-solving abilities and encourage them to embrace mathematical challenges within the context of Matilda's enchanting world.

**Friday 16th June**

**Learning Experiences**

**Friday Big Write:**

Throughout the coming weeks, our focus will be on crafting character analyses for the main cast of "Matilda the Musical." This exercise will serve as a platform to enhance our abilities in presenting well-rounded arguments, as we delve into the intricacies of these eccentric characters and convey their essence to our readers. This week, Mrs Wormwood!

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

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- develop flexibility, strength, technique, control and balance [for example, through

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

This week we will be focussing on javelin and shot put. We will be discussing the correct stance and the transferral of weight from back foot to front footer to engage the role of the whole body for an effective throw.

- athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to
- achieve their personal best.

**WEEK 3 THEME/ Hook: BeYou-tiful NTS Tests Y1 Y3 Y4 Y5**

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

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

Matilda celebrates individuality and uniqueness. Each character in the musical has their own distinct personality and quirks, and the show emphasises the importance of embracing one's true self and not conforming to societal expectations.

There is so much to celebrate in the individuality of every student in this class. This week will be all about being proud of who you are, embracing the things that make you different!

**Immersion experience:**

This week is all about celebrating ourselves and what makes us unique! to immerse ourselves in this notion, we will have an artefact sharing! Students will be asked to select meaningful objects or artefacts that represent different aspects of their lives and personalities. We will ask them to consider items that reflect their hobbies, interests, cultural background, family, achievements, or personal values. These can include photographs, certificates, trophies, artwork, musical instruments, favourite books, sports equipment, or any other item that holds personal significance.

**English:** This week, we will continue our exploration of crafting Ofsted-style school reports for Matilda's school. Throughout the year, we have dedicated significant time to refining our writing and editing skills, and this assignment is no exception. Our focus will be on discussing the significance of verifying the transcriptional elements of our writing to ensure credibility and accuracy. We will also reflect on the impact of our written words, considering their potential influence on readers.

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

**Writing Experience:**

**Skills:**

Independence	Organisation	Resilience	Reflection	Team Work
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- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments
- to improve their expertise of art and design techniques, including drawing, painting and
- sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- use simple formulae

If time permits, students will have the opportunity to transform their reports into newspaper-style articles, delving into the dangers associated with this peculiar school. Through this exercise, we will not only strengthen our abilities as proficient writers but also deepen our understanding of the power and responsibility that comes with effective communication.

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

**Maths:**

As the situation intensifies for the characters in Matilda the Musical, Mr. Wormwood needs to consider the financial implications of his dishonest car dealership, knowing that the formidable Trunchbull could easily expose his fraudulent activities. This week in Y6, we will use the concept of Mr. Wormwood's dealership to explore algebra, building upon the foundational work we have accomplished thus far. Our focus will be on introducing one and two-step input and output machines, drawing parallels to the operations within the car business.

**STEAM:** Students will explore the technological aspects of stage production. They can research and present on the lighting techniques used to create different moods and enhance the storytelling. They can also learn about sound engineering and the use of microphones, speakers, and sound effects in the musical. Additionally, they can explore the use of projection mapping or other digital effects in modern theatre productions.

**Arithmetic:**

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

**Art Focus:**

This week, we will revisit our skills in photography which was our focus in the Spring Term this year. How can we use this medium to add to our installations?

**Writing display:** In an imaginative fusion of art and documentation, we will proudly showcase our Ofsted-style reports, complemented by captivating photographs captured during our art focus this week. We will edit pictures to make Greenside look like Matilda's spooky school!

- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of 2 variables

**Friday 23rd June CPD Day**



**WEEK 4 THEME/ Hook: One Small Step****Monday 26th June - Wednesday 28th June****Learning Experiences/Context of the film:**

On Monday 16th May Y6 will go on yet another exciting journey, this time to Oxford on their residential trip. They will be using their world ready skills to organise themselves away from home; their resilience to take on new challenges and of course their independence away from their families. Students will have a wonderful time away for two nights and will be full of stories and reflections when they return home. One world ready skill Y6 have never lacked is their teamwork- they are wonderful at supporting one another and lifting each other up. We journey on our ship of imagination and we can't wait.

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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We will be extremely World Ready this week!

**Friday 30th June****Sports Day****WEEK 5 THEME/ Hook: Friendship****Monday 3rd July - Wednesday 5th July****Learning Experiences/Context of the film:**

Throughout their time at Greenside, the Y6 students have embarked on a remarkable journey, creating countless cherished memories. Their recent residential trip was particularly memorable, further enriching their experiences. This week, we will delve into the significance of friendship and its role in Matilda's journey within the musical adaptation. We will explore how our own friends have aided us in overcoming challenges, drawing parallels with Matilda's story. Our focus will be on reflection and nostalgia as we revisit our primary school days, reminiscing about the past and perusing through pictures capturing the moments we shared at Greenside.

**Immersion experience:**

This week, our main focus will be on fine-tuning and perfecting the musical numbers for our upcoming production. Specifically, we will be concentrating on finalising the powerful and uplifting song, "Revoluting Children," which highlights themes of empowerment and friendship. To enhance our understanding and immersion in the experience, we will closely examine the staging and performance aspects of this particular song. By delving into the intricacies of its execution, we aim to bring out the full impact and emotional resonance of the performance.

**English:**

**GPS:** This week we will look at writing impactful metaphors and similes.

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments



**Writing Experience:** This week, our focus will be solely on the music aspect as we delve into songs from "Matilda the Musical" that revolve around the theme of friendship. We will examine the emotional depth and resonance of these songs, aiming to select the perfect ones for our upcoming graduation later this semester. As part of our musical analysis, we will encourage students to choose a song from the musical and conduct a detailed exploration of its lyrics, musical composition, and the emotions it evokes. They will have the opportunity to analyse the song's metaphors, wordplay, and musical techniques, while also expressing their own personal interpretation of its meaning and relevance to the overall story.

**Reading Tree:**

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

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

**STEAM:**

This week, we will focus on preparing the necessary props for our production of Matilda the Musical. We have ordered all the materials we need and will begin creating the various props and sets required for the performance. Additionally, alongside prop creation, we will incorporate STEAM-style activities into our preparations. These activities will provide opportunities to explore elements of science, technology, engineering, arts, and mathematics, fostering a well-rounded and enriching experience as we prepare for the approaching production of Matilda the Musical.

**Arithmetic:**

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

- to improve their expertise of art and design techniques, including drawing, painting and
- sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

**Friday 7th July**

**Learning Experiences**

**Friday Big Write:** Throughout the coming weeks, our focus will be on crafting character analyses for the main cast of "Matilda the Musical." This exercise will serve as a platform to enhance our abilities in presenting well-rounded arguments,

**Skills:**

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

as we delve into the intricacies of these eccentric characters and convey their essence to our readers. This week, Miss Honey!

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

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

This week we will be focusing on hurdles and long jump. One of the first steps in learning to hurdle that we will cover is to establish the lead leg and develop a 3 stride hurdle rhythm. In the second group of jumpers, we will help students develop their skills and understanding of jumping, whether for height or distance. They explore how different parts of their body can help them gain more power and distance, especially the role legs and arms play in effective jumping.

- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to
- achieve their personal best.

**WEEK 6 THEME/ Hook: Even If You're Little DC6**

**Monday 10th July - Wednesday 12th July**

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

Our penultimate week in Y6! This week there will be much to prepare as we finalise our props and set for our production. Alongside this important preparation, we will look at filmmaking in the 80s. How were films made and how is that different now? What has changed in the journey of filmmaking?

**Immersion experience:**

Film was an extremely important element of life in the 80s because it provided people with a welcome respite from the struggles of day to day life.

For our production, we have relied on watching other school's performances of Matilda the Musical to help to show us how to use the space we have and to give us ideas about the choreography. We would like to have something to leave behind us to show the following classes the way we performed our play. Over the course of the next two weeks (the final two weeks of Y6!) students will be tasked with creating a film of our play- rehearsals and final performance including tips and behind the scenes information for anyone who watches.

**English:**

Our musical is fast approaching. To go alongside the film, students will recount their favourite memories from their time at Greenside, which can be used to voiceover

**Skills:**

Independence	Organisation	Resilience	Reflection	Team Work
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- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests

the clips of the film they are making, to create a memento they can look back on for years to come.

### **Writing Experience:**

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

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

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

### **Reading Tree:**

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

### **Maths:**

This week will be an opportunity for students to reflect on their learning throughout their primary school journey, and a chance to work in a carousel to recap some of the tricky concepts we have learnt through the Y6 curriculum.

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

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

**Arithmetic:** Y6 will play their favourite end of term Maths game involving coordinates and the four operations - this time, the theme will be the 1980s.

- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

## Friday 14th July

### Learning Experiences

**Friday Big Write:** Throughout the coming weeks, our focus will be on crafting character analyses for the main cast of "Matilda the Musical." This exercise will serve as a platform to enhance our abilities in presenting well-rounded arguments, as we delve into the intricacies of these eccentric characters and convey their essence to our readers. This week, Mr Trunchball.

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

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

Today, we are going to be developing our ability to run over longer distances and for longer periods of time. We will be taking part in games and activities that will teach us how to pace ourselves as well as try to sustain a certain pace.

### **Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to
- achieve their personal best.

## WEEK 7 THEME/ Hook: All the World's a Stage

### Monday 17th July - Thursday 20th July

### Learning Experiences/Context of the film:

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

With so many wonderful activities, like our Garden Party, Graduation and final shirt-signing goodbyes, this is sure to be a week they will remember for a very long time.

### **Immersion experience:**

Preparing ourselves for our performance of *Matilda* will be immersive and very exciting. Before their 17th July performance, students will need to spend their day making sure everything is ready for our audience.

### **English:**

### **Skills:**

Independence	Organisation	Resilience	Reflection	Team Work
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- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests

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

**Writing Experience:**

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

**Maths:**

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

**Arithmetic:**

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

- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

**Friday 21st July**

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