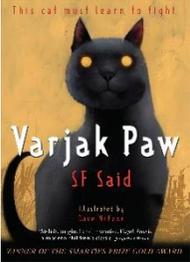
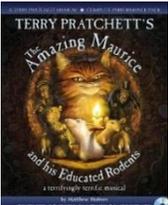


<p>Inspiration/Theme: A Night at the Theatre How does a theatre production come together?</p>	<p>Curriculum Driver: The Arts</p>	<p>Outcome of learning: Sequel chapter published on graffiti artwork.</p>	
<p>Core texts/artefact/film</p>	<p>Provocation -Inspire, Immerse</p>	<p>Display outcomes</p>	<p>Topic specific speaking frames</p>
 <p>'Varjak Paw' by SF Said</p>  <p>'The Amazing Maurice and his Educated Rodents' by Terry Pratchett (play)</p>	<p>Hook Children will use drama to immerse themselves in the story of Varjak Paw</p> <p><u>Trips/Visitors/Marvellous Middle</u> Children will prepare for their performance as actors, dancers and theatre technicians.</p> <p><u>Celebration/Fabulous Finish</u> Children will take part in a performance of Terry Pratchett's 'The Amazing Maurice and his Educated Rodents'. Venue – Wiltshire Music Centre at a cost of £15. The children will share their Varjak Paw sequels with year 3 (Hedgehogs will share with Kingfishers).</p>	<p>The children will design and create a piece of graffiti after work inspired by Varjak Paw.</p> <p>Children will publish newspaper articles.</p> <p>We will display photographs of the rehearsals and final performance of 'The Amazing Maurice' including the backdrops created by children.</p>	<p>The language of evaluation: This is supported by the fact that..... In my opinion.....furthermore.....however Possible improvements may include..... My view is that.....</p> <p>The language of opinion: Therefore / In my opinion / I believe It is my opinion that.....however others may/ might believe...</p> <p>The language of Mathematical reasoning: I like this method because... I know that.... therefore I know that... The answer is correct/incorrect because... I agree/disagree because.... I worked systematically and realised that....</p>
<p>Topic Table</p>	<p>Book Corner</p>	<p>Maths Challenge table</p>	<p>Home Learning</p>
<p>Key questions</p> <ul style="list-style-type: none"> • What is a volcano? • Why do some volcanos erupt? • Who lived during the Mesopotamia era? <p>Key images/artefacts Volcanos, diagrams of volcanos, images from the Mesopotamia era, artefacts from the Mesopotamia era.</p> <p>Key vocabulary Mesopotamia, historical, volcano, erupt, dormant, lava, natural disaster, relief effort, Sumerians, empire, Babylon.</p> <p>Science Table Images of living things, living creatures, habitats, classification keys, animal and plant diagrams.</p>	<p>Key questions</p> <ul style="list-style-type: none"> • Who is Varjak? • Can you summarise the book in 2 paragraphs? • What is the moral of the story? • Would you leave the house? • How would you describe Varjak? <p>Key images/artefacts Book cover, artwork from the book, photo of the author.</p> <p>Key vocabulary Mesopotamian, dreams, moral, powers, tension, shimmer, cackle, vile, aggressive, resilient.</p>	<p>Key questions Percentages:</p> <ul style="list-style-type: none"> • What is...% of ... • If ...% of a number is ... What number did I start with? • What is the equivalent fraction? Decimal? <p>Key images/artefacts Equivalent fractions, decimals and percentages. Percentage fraction towers.</p> <p>Key vocabulary Fraction, decimal, percentage, whole, denominator, numerator, part, proportion, quantities, simplify.</p>	<p>There are many ways in which you can help your child at home... Please support your child with his/her home learning. Your child will receive their home learning on a Friday to complete and return to school by Wednesday.</p> <p>Spellings: Spellings are made up of five words from the National Curriculum, our week's spelling rule lesson and yellow spellings that are taken you're your child's own work. The ten spellings go home in your child's home learning book on a Friday and are tested the following week in school.</p> <p>P.E. Kit: Please keep your child's PE kit in school all week. It is essential that they have outdoor shoes to take part in outdoor PE learning activities. They may also wish to have jogging bottoms.</p> <p>Coats: Please ensure that children have waterproof coats with them if there is any possibility of rain: outdoor playtimes will go ahead wherever possible. Wellington boots also help us to maximise our outdoor learning opportunities.</p>

English	Maths	RE	Art
<p>Outcome of learning: Children will be immersed into the exhilarating story of Varjak Paw and will use their understanding to put themselves into the position of characters in the book. They will use their writing skills to give advice to characters and will compose their own narrative dreams. They will explore newspapers and report on an unsolved mystery in the book, finishing the term using their description and speech skills to write an exciting sequel. Alongside this learning, children will be part of a theatre company to rehearse and prepare for their performance.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary consider how authors have developed characters and settings in what pupils have read, listened to or seen performed selecting appropriate grammar and vocabulary, understanding how it can change and enhance meaning describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning consistent and correct use of tense throughout a piece of writing <p>Reading key skills:</p> <ul style="list-style-type: none"> Discuss words and phrases that capture the reader's imagination. Identify themes and conventions across books they have read. Draw inferences about characters' feelings, thoughts, emotions and actions. Ask questions to improve their understanding, identifying how language, structure and presentation contribute to meaning. 	<p>Outcome of learning: Children will use their skills in fractions and decimals to explore percentages. They will investigate angles in geometry, plot coordinates on a grid and translate and reflect shapes.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Compare quantities as a percentage out of 100 Convert fractions to hundredths to find percentages Measure angles on a line/point Draw angles and use them to describe common shapes Solve word problems involving angles inside regular polygons Name and plot points on a grid Translate shapes and describe its movements Describe reflections in a mirror line 	<p>Outcome of learning: Children will justify opinions to Big Questions about religion and the world around us.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Respect other people's opinions. Justify your own opinion. Think objectively about situations. 	<p>Outcome of learning: Children will design and create a piece of graffiti artwork inspired by the book Varjak Paw. Some children will also be involved in the design and creation of backdrops and props for our performance.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use the work of artists to inspire ideas. Use our skills and imagination to develop a piece of graffiti art. Explore different materials including pencil, chalk and paint.
	<p>Y6 Maths Curriculum (Hedgehogs only)</p>	<p>PE</p> <p>Outcome of learning: Children will be building their skills in athletic sports and will be preparing for this year's Sports day.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Select and perform appropriately in response to the sporting situation. Stay calm and control my emotions during and after competing. 	<p>MFL</p> <p>Outcome of learning: Children will perform a weather forecast in French to the class. Children will be able to suggest what clothes would be suitable to wear in certain weathers.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understand and describe a variety of weathers. Learn the French words for items of clothing and describe them using colours.
<p>Science</p> <p>Outcome of learning: Children will design an investigation to explore why living things live in certain habitats and what events can change where they live.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Recognise that there are a wide range of living things around the world that can be classified in different ways. Describe different habitats and how animals are adapted to living there. 	<p>Outcome of learning: Children with focus on position and movement, graphs and averages and negative numbers.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use algebra to express movement (translation and reflection) Describe the position of objects in relation to a common starting point Use and recode the coordinates of different points Use four quadrants to translate and reflect objects Calculate the mean to find out other information/averages Draw, read and interpret pie charts and line graphs, exploring their different uses, including converting units of measurement and currency Use fractions, percentages, angles and algebra to interpret data Add and subtract negative numbers Use negative numbers in word problems 	<p>Music</p> <p>Outcome of learning: Children will be learning the songs for their performance for 'A Night at the Theatre'. They will understand how the songs fit with the script and can add to the success of the show and, using music from the BBC 10 Pieces 3 project, children will learn about specific pieces, different composers, orchestration and styles.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Be confident to sing all the songs with clear diction and a sense of performance. Include actions to support the words. Evaluate each other's performance. Understand how a show is put together and how each individual has an important role. Perform confidently in the final show 	<p>Geography/History</p> <p>Outcome of learning: Children will create a presentation explaining the key features of the Mesopotamia era. Create a model showing the geographical features of a volcano and the process of eruption.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Contrast a non-European society (Mesopotamia) with British history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms Ask and answer historically valid questions about change, cause, similarity and difference, and significance. Describe the key features of a volcano and understand why some erupt and some lie dormant.
		<p>PSHE</p> <p>Outcome of learning: Children will identify their own strengths and know that they are valued at school and discuss the importance of rules and keeping them</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Understand our rights and responsibilities for the learning environment Understand that we are valued and how to develop ourselves Understand how responsibility affects us and why rules are in place 	<p>DT and Computing</p> <p>Outcome of learning: Children will create digital stop frame animation to present at the end of term performance. This animation will represent part of the play.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Explore different animation methods. Develop attention to detail and accuracy of work. Patience of working well within a group for a common goal.