Learning in Context: Performance Class: P6 Planning Block: 2/4 Name: Iona Greenwood-Frame School: Pitlochry High School

Maths and Numeracy

Number, shape, money

Addition and Subtraction MNU 2-03a

Using estimating/rounding, (which we covered last term), to make sure their answer is sensible.

Mental methods: *Near doubles. Number bonds, partitioning mentally (for 2-digit numbers).*

Written methods: *Column method, grid method (for partitioning), counting on/back number line method.*

Money MNU 2.09 a,b,c:

(Linked with school show/toy drive)

Working within a budget- plan a holiday using the budget.

Looking at bank statements- understanding the different ways people plan for and keep track of their money.

Understanding the different forms of money- physical, digital, card, etc.

Needs vs want.

Working out money calculations, finding totals and change, comparing best deals and budgeting using addition, subtraction and decimal knowledge.

Shape and symmetry MTH 2-16a,b,c

MTH 2-19a- Angles link with different types of triangles

Exploring 2D and 3D shapes being able to describe their features- regular, irregular, number of vertices, edges, face, etc.

Looking at 2D shapes and tiling.

Looking at the different types of triangles and the angles within them, using protractors to measure and check. Making our own triangles and testing each other.

Place Value and number problems including decimals 2-02a (link with estimating and rounding)- didn't get to last term.

Using place value and decimal knowledge to multiply and divide by 10,100 and 1000. Recap of decimals covered last term, understanding that each column to the left is ten times bigger than the one on the right of it.

Health and Wellbeing

Online safety & social media:

HWB 2.03, HWB 2.04 2-06a

Knowing that we don't always have good mental health and understanding the support that is available if we need it. Linking this with online behaviour and how/what we should access when we are in different moods.

How to stay safe online

Identify and describe risky behaviour online, how to protect your identity and personal information online and what to do if you feel unsafe/experience something unsafe online.

RHSP- Online and Offline friends, where do we go online? Being Smart Online and My Five Trusted Individuals.

Advertising HWB 2-37a

Looking at advertising during our persuasive writing in literacy, understanding how products are aimed at certain audiences and that special techniques are used to influence our decisions. Linking with social media and AI and that the things we see online aren't always true. – Making internet safety posters.

My World of Work

HWB 2.19, HWB 2.20- linked to enterprise

Looking at jobs within the performance industry

Enterprise- Teamwork, taking on a responsibility, having a role that matches your strengths**.** How to plan and carry out your ideas, proper process, etc.

Decider Skills - Name the Emotion is down in the planning for this term as well, but I will also be recapping Right Now (5,4,3,2,1), RESPECT, and the STOPP skills.

For P.E planning with Mrs Leck:

Gymnastics and Dance - See Mrs Leck Planning for more details.

P.E with Mrs Frame:

RHYTHM & TIMING ACTIVITIES

Revisiting P.E expectations and sharing in front of others.

School Show Practice- choreographing and remembering movement sequences.

In Class- Following and learning simple dance routines.

Looking at dance to tell a story.

Literacy and English

Listening and Talking

Creating Texts

2-10a- Acting out pre-existing scripts as well as the scripts that we write, showing appropriate expression.

Creating texts ENG 2-03a, LIT 2-08a, LIT 2-09a- Sharing opinions and using persuasive techniques such as emotive language and exaggeration to take part in class debates and peer assess persuasive presentations.

Reading

Creating texts LIT 2-11a. I can:

Talk about the language used by authors and layout of texts, comparing fiction and non-fiction texts.

Understanding, analysing and evaluating LIT 2-16a, LIT 2-18a-

Looking at how language, grammar and structure change depending on the genre of writing. (Scripts and persuasive writing).

Reading scripts using appropriate expression, analysing and evaluating choices the author has made.

Reading and listening to persuasive texts, analysing which techniques are being used and when the audience is being influenced. Looking at adverts as well as persuasive arguments/debates.

Weekly comprehension lesson/task from Nelson Fiction and Nonfiction Books 3. ENG 2-12a, LIT 2-13a **LIT 2-17a**

Daily ERIC time, Reading Groups twice per week, groups heard once per week by class teacher.

Writing

Enjoyment and choice LIT2-20a.

Opportunities for creative writing/continuing a story throughout the term using the Writing to the Top Programme.

Creating Texts (Persuasive) LIT 2- 26a, ENG 2-27a, LIT 2-29a

Creating adverts for a product of our choice using persuasive techniques.

Writing a persuasive letter for the toy swap using persuasive techniques, considering the target audience, purpose and structure of the text.

Tools for Writing- 2-24a- Creating persuasive posters for the school show and our toy swap, considering how layout and

WOW website:
Classroom clash games for P6:
Digital Services- Cyber attack
Financial Services- Investable

Other laptop activities:
Play Interland on Glow and Digizen responsible citizen game to explore appropriate online behaviours and actions.

graphics can be combined with persuasive writing techniques to persuade the target audience.

Script writing
ENG 2-30a, 2-31a
Reading and adding to pre-existing scripts, considering the pre-existing story and writing style.
Creating our own scripts, using appropriate language, grammar and structure to match the genre of writing and to create a story that makes sense.
Self and peer-assessing our work against set success criteria.
Weekly spelling rule, homework and test.
VCOP- Weekly VCOP lesson supported through writing to the top and Nelson programmes.

Expressive Arts

Expressive Arts 2-01a: Preparing and performing for a show with an audience.
Script writing and performing: EXA 2-14a, EXA 2-21a- Using our scripts to create and perform mini performances for the class.
In preparation for the school show, learning how to use voice, movement and expression to tell a story and act in the show, thinking about the storyline and genre of the text and beginning to create a well-rounded character.
Music- Mrs Barry
Preparation for the school show.
Art- Mr Maitland
DANCE- EXA 2-10a, 2-09a: Alongside dance choreography for the school show, P6 will also be dancing P.E., social dance with Mrs Leck and rhythm and timing activities in class P.E. This will give students a chance to express thoughts and feelings through dance, follow and create simple dance sequences
Dance- 2-08a, 2-09a, creating simple dance sequences to music and to help create a story thinking about shape, keeping movements fluid, synchronising and working in groups to create simple routines.
Same as P.E Dance- School Show Practice- choreographing and remembering movement sequences.
In Class- Following and learning simple dance sequences. Looking at dance to tell a story.

French

MLAN 2-02a, 2-03a. and B
Take part in simple conversations

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Technologies

Technology:
Cyber Resilience and Internet Safety TCH 2-03a
See HWB for details.

Using Digital Products TCH 2-01a*- Using Excel spreadsheets to look at budgeting. Using video and camera on iPads to record short scripts/puppet shows with links to literacy.*

Product design/creativity and dexterity. TCH 2-04a,b
Helping to make props as required for school show.

2-04a. MLAN 2-05b
Lots of learning the content then practising through talking with peers, walks and talks and role-playing.
MLAN 2-08a- Finding simple information in a text using known short phrases and vocabulary. -Looking at fictional profiles of people in French and using them to answer simple questions on it.
Writing simple sentences sharing information about yourself-
MLAN 2-13b

- Talking about family-Describing your family make up- brothers, sisters. Link with colours, body parts and numbers to describe their age and what they look like.
- Talking about pets- Describing them with colours and size. Saying which pets you have.
- Body parts- Head, Shoulder, Knees and Toes in French. Labelling parts of the body with French vocabulary.
- Christmas greetings- Saying Merry Christmas, link to class advent calendar and school show.
- Revising Numbers 1-31 with a link to the date.
- Where we live- Revision of where we live, the type of home and country/town. J'habite…

Social Subjects

People in society

People in society, economy and business: Enterprise Organising school toy swap and taking part in school show**.**

Ethical trading and equality among societies2-20a:
Looking at fair trade and how this impacts other countries and global trade.

Essential goods and services and ways to pay for them 2-21a
Planning how we will work the money aspect of the toy swap. Will it be free? If it costs, how much? How will we take the money? What will we do with the money?
Setting up and running business and roles within it 2-22a
Project working, looking at choosing roles to fit strengths, collaborating and sharing ideas to reach a shared goal.

Religious and Moral Education

Beliefs

Values and Issues-
RME 2-05a
Buddhism-
Comparing values, we have learned with values of Buddhist faith as well as values of a belief group independent of religion. – Describing and expressing an opinion on it.

2-09a Understanding that other's beliefs may be based on their religion and how to agree/disagree respectfully.

RME 2-03a- Christian festivals/traditions (Christmas and the Nativity Story). Retelling the Christmas story, link with carols in the school show and dance in expressive arts and P.E.

Science

Topical Science:
SCN 2-20b
Watching Newsround for modern science advancements.
Looking at the history of theatre/performance technology, e.g. sound recording/storing, camera/video technology, microphones etc.

Creativity Applying oneself Digital literacy Problem solving Working with others Resilience Analysing and evaluating Leadership

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Key:

- Assessment

- Completed

Pupil / Teacher Collaborative

What do pupils already know?	Questions (Pupil generated)	How will we find answers to our questions? (Pupil generated)
Performance is an art and there have been different types of performance for thousands of years. Performing is a talent that people practise for other people to enjoy. They know about props. Backstage is behind the stage. Some performing art roles: Actress, Director, Props, Lights and effects, Cast- the other parts when acting, People who move things when the lights go down, Crew- In lots of performing arts roles. Electrician- lights etc. Genres of Dance: Hip-Hop, Highland Dancing, Ballet, Bollywood Dance, Break Dancing, Tap dancing, Ballroom dancing. Genres of Music- K-pop, pop,	How do stunt performers do things safely? How long do actors have to practise for? Why do they need stunt doubles? How long have people been performing for? How do they make and design sets? How much do movies cost? How many costumes do movies and tv shows use? How do they decide what to make and what people will like? How do song writers come up with songs? Want to know more about lights and cameras What's the difference between acting and drama? Want to know about the people who write the scripts.	Practising for the school show. Group work Working on projects as a group. Watching videos Making posters Making sculptures of shows and theatres. Acting out scenes, dances and songs. Sharing music