



# Hill View Primary School – Year 6

## Project Overview

### Cloud Busting

(4 Weeks)



#### Rationale

The children will explore behaviours that can be considered to be bullying. Through discussing, debating and role-play they will examine the impact of these actions on an individual. Poetry can be a powerful medium to analyse a whole range of feelings and emotions, and by using kennings, haiku and limericks will highlight the need to maintain an anti-bullying culture. Alongside this the children will explore the idea of change and growth mind-set.

#### Hook

Take part in a class 'Cloud Busting' experience, becoming actively aware of all forms of emotions, with a focus on bullying in its different forms. Discuss the effect of bullying and recognise that something needs to be done to counteract this.

#### Outcome

Performance poetry to an audience, recorded to be published on the website.

#### Emotional Intelligence

- Recognise the emotions of other people, show empathy and respond appropriately.
- Build lasting and meaningful relationships and develop effective interpersonal skills.
- Manage their feelings productively in a positive manner and show self-control.

#### Thinking

- Seek meaning through reflecting on their experiences and feelings, asking philosophical questions and challenging their own ideas.
- Give reasons, explain and justify their ideas and opinions using precise language.

#### Focus Subject - English

##### Main writing tasks

Explore the power of poetry to convey emotion, feeling and sensitive issues through reading 'Cloud Busting' and identify the feature of kennings, haiku and limericks.

Explore situations where 'A big mistake' has been made. Write a poem using the repetition 'A big mistake' to convey the feelings, emotions and thoughts associated with the mistake.

Explore kennings, generating a list of powerful combinations and use to write a riddle from either the bully or victim's standpoint.

##### Other writing tasks

#### Focus Subject - PSHE

Identify a range of bullying situations and identify what a bully is and why and what isn't bullying and why. Discuss why people might become bullies and take part in a debate. Identifying bullying behaviour in everyday and school life. Respond using assertive behaviour in role play. Explore idea that people can change and grow, adapting to experiences and situations in a positive way. Create a poster detailing what to do if you are bullied.

#### Focus Subject - Science

Describe the movements of the Earth, Moon, Sun and other planets in relation to each other, presenting in a media of their choice.

<p>Reflect on own emotions in a range of situations, choosing those which have the most powerful impact and write a limerick on self.</p> <p><b>Writing skills to cover</b></p> <p>Introduction to non-negotiables</p> <p>Poetry:</p> <ul style="list-style-type: none"> <li>-Writing for a range of purposes.</li> <li>-Selecting vocabulary suitable for the reader.</li> </ul> <p>Bullying narrative/diary writing:</p> <ul style="list-style-type: none"> <li>•Integrate dialogue in narratives, to advance the action.</li> <li>•use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>•use paragraphs to organise ideas</li> </ul> <p><b>Spelling, Punctuation and Grammar</b></p> <p>Homophones and near homophones</p> <ul style="list-style-type: none"> <li>- nouns that end in ce and cy and verbs ending in se and sy</li> </ul> <p>Adjectives ending in ant ending into nouns ending in ancy.</p> <p>Word classes - nouns, verbs, determiners, prepositions, adverbs, conjunctions.</p> <p><b>Talk 4 Writing strategies</b></p> <p>Boxing up</p> <p>Tool Kit</p>		
<p><b>Application Subject - Art</b> Create self-portraits through sketching, linked to different artists (Van Gogh, Litchenstein, Warhol)</p>		
<p><b>Application Subject - Computing</b> Manipulate images to support the presentation of poetry</p>		
<p><b>Home Learning</b> - Find a poem which expresses an emotion you can identify with and learn it by heart (Or a verse) to recite in school.</p>		
<p><b>Visits and visitors</b> - N/A</p>		