

Health and Wellbeing

I can...

- use complex movements and make smart decisions to create or deny space during a game of basketball, showing good understanding of rules, strategies, and efficiency in drills and gameplay.
- Work cooperatively and support others during rehearsals and performances for our pantomime.
- Work together when making and designing props, costumes, and stage sets to support the pantomime, using recycled materials and repurposing items where possible.
- show respect, empathy, and encouragement when giving feedback to others during drama and group tasks.
- use drama and role-play to express ideas and emotions clearly and confidently.
- listen carefully to others and share my own thoughts respectfully in discussions and rehearsals.
- recognise how my body and voice can be used safely and effectively when performing.
- identify how being part of a team performance helps to build confidence, resilience, and wellbeing.

P.E

- use complex movements and make smart decisions to create or deny space during a game of basketball, showing good understanding of rules, strategies, and efficiency in drills and gameplay.

Numeracy/Maths

I can...

- use money in real-life contexts through our classroom economy.
- calculate costs when buying items.
- calculate change when selling or paying for items.
- budget wages earned in our classroom economy.
- make choices about spending and saving.
- apply multiplication and division facts to solve problems in real-life contexts.
- recall and use multiplication and division facts for all times tables to support problem-solving.
- tell the time accurately using analogue and digital clocks.
- use am and pm correctly when reading and recording time.
- tell past and to times to the nearest minute.
- identify 24-hour times and convert between 12- and 24-hour clocks.
- calculate durations and solve time problems in real-life contexts, such as planning rehearsals or show times.
- select the most appropriate unit of time or timing device for different activities.
- use timetables and schedules accurately to plan.
- estimate and calculate journey times for travel based on distance, speed, or time. (for some learners)

Literacy and Language

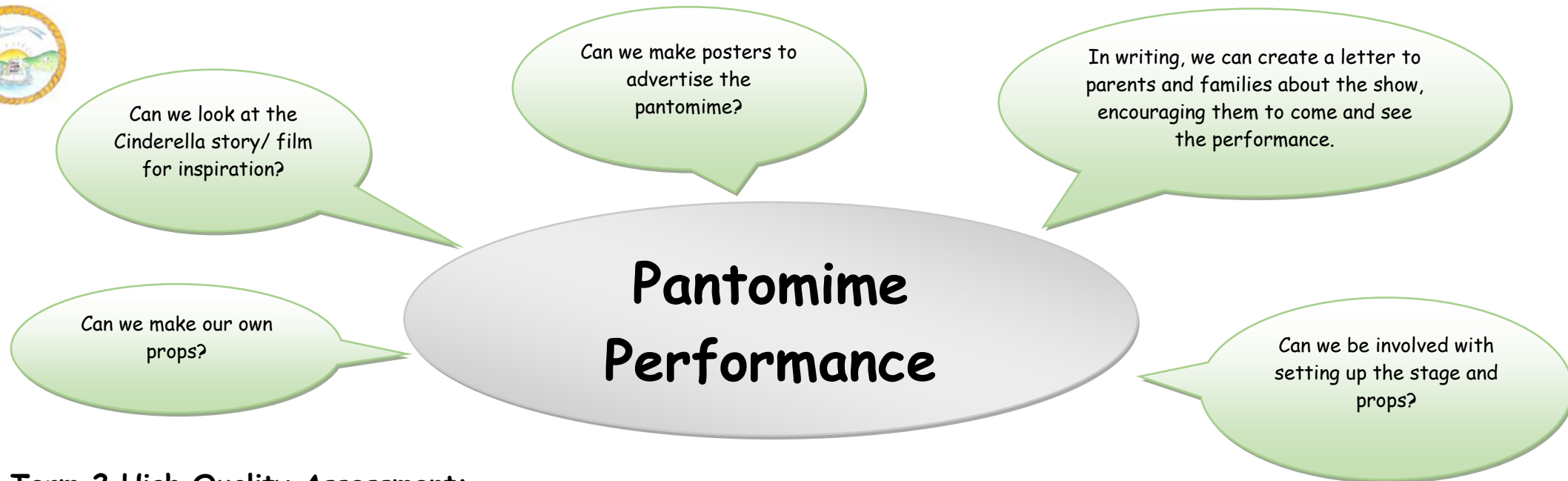
I can...

- read in guided reading sessions with my teacher, as a group and independently during daily ERIC sessions.
- engage well with our class novels (*Then* by Morris Gleitzman and *The Best Christmas Pageant Ever* by Barbara Robinson).
- complete grammar and comprehension activities.
- independently use a dictionary and thesaurus.
- learn and revise spelling patterns and complete a weekly spelling test.
- take pride in my presentation and try hard to improve my handwriting.
- use a range of sentence openers, conjunctions, and ambitious vocabulary to make my writing more interesting.
- discuss and analyse different types of poems, including those with similes, metaphors, onomatopoeia, and nonsense words.
- experiment with poetic techniques to create my own poems, jingles, and raps linked to our pantomime and Christmas themes.
- plan, write, and edit imaginative stories using a clear structure (beginning, build-up, problem, resolution, and ending).
- show characterisation and setting through description, action, and dialogue ("show, don't tell").
- include a range of sentence types and lengths to create pace, tension, or emotion in my writing.
- re-tell or continue a story from a specific genre (comedy, adventure, classic fiction, myths and legends, etc.).
- create persuasive posters, scripts, and advertisements for our pantomime, choosing appropriate tone and vocabulary for the audience.
- read scripts with expression and fluency, showing understanding of punctuation, character, and stage directions.
- use paired reading to give constructive feedback on fluency, expression, and accuracy.
- listen and respond thoughtfully in discussions, showing understanding of what I hear.
- contribute ideas and suggestions confidently when working on our pantomime performance or writing tasks.
- use Bloom's questioning (remember, understand, apply, analyse, evaluate, create) to discuss and evaluate texts, characters, and performances.

Primary 6/7 (Term 2)

Pantomime Performance

Cinderella
& **Rockefeller**



Term 2 High Quality Assessment:

Pupils will take part in a full-scale pantomime production of *Cinderella Rockerfella*, exploring performance, teamwork, creativity, and communication across the curriculum. Through planning, rehearsing, performing, and creating, pupils will develop skills in expressive arts, literacy, and numeracy while building confidence and resilience. They will make and design props and stage items using recycled materials, take inspiration from the *Cinderella* movie, and create posters and letters to invite parents and families to the show. Pupils will apply numeracy skills to plan and manage aspects of the pantomime, such as budgets, tickets, and rehearsal schedules, and use literacy skills to read scripts, write promotional materials, and evaluate their own and others' performances. The pantomime will serve as a showcase of learning, creativity, and collaboration for the term.

Health & Wellbeing	Numeracy	Literacy
• Work cooperatively and supportively with others to plan, rehearse, and perform the pantomime. • Use voice, movement, and expression safely and effectively when performing. • Show confidence and resilience when performing in front of others. • Listen to and respond politely to feedback from teachers and classmates. • Reflect on my own contribution and the importance of helping and supporting others. • Help make props and stage items, using recycled materials responsibly. • Encourage and support others during rehearsals and creative tasks.	• Apply knowledge of addition, subtraction, multiplication, division, and money in real-life contexts such as the classroom economy. • Use time skills to read, record, and calculate durations for rehearsals, performances, and scene changes using both 12- and 24-hour clocks. • Make and follow simple schedules and timetables for rehearsals and performances. • Solve problems and make estimates when planning props, costumes, or stage layouts. • Measure materials carefully when making props or sets.	• Read pantomime scripts with fluency, expression, and understanding of character and punctuation. • Take part in paired and group reading activities to rehearse and improve performance delivery. • Write and design pantomime-related texts such as posters, programmes, advertisements, and letters to parents, using persuasive and descriptive language. • Create poems, jingles, or short raps linked to the pantomime and Christmas theme, experimenting with sound and rhythm. • Plan, draft, and edit imaginative or narrative writing based on pantomime characters or stories. • Use speaking and listening skills to communicate ideas clearly and effectively during rehearsals, feedback sessions, and performances. • Watch and discuss the <i>Cinderella</i> movie for inspiration for characters, settings, and story ideas. • Reflect in writing on what went well in rehearsals and identify ways to improve.