



Year 5/6 Project-THE GREATEST SHOWMAN!



One of the 50 things we would like you to experience in your primary years is a trip to the circus to watch a circus performer. Even though we cannot arrange a trip at the moment, we thought it would be fun to design a project around it instead. The following ideas can be completed in any order, you can choose the ideas you like the most and you can add your own ideas if you can think of something we haven't! We can't wait to see your final pieces, don't forget

to share your learning with us through our social media platforms or by sending your responses to our school email.

English

Instructions: Come up with a new circus act and write instructions for how to perform this. You could film your attempt and share the performance for others.

Newspaper Report: An animal has escaped from the circus and is roaming the streets of Pontefract! Can you write a newspaper report on this, include the opinions of local residents, the reaction from the circus and what the local authorities are going to do about it.

Descriptive Writing: Imagine you are peering through the curtains of the Big

Top, using your senses, write a description of what you can see, hear and feel. Use a clip from YouTube to help you.

Persuasion: Design a persuasive poster to get people to visit a circus or you could write a letter to Boris Johnson to persuade him to make animals in the circus illegal.



Maths

Put together a timetable of events for different performances. Ensure your acts have enough time to change if they need to! You could write your own circus themed problems, for example: *A clown juggles 6 balls, 2 of the balls are yellow, 3 are blue and 1 is red. What percentage of the balls are blue?*

Science

Look at different circus performers and discuss what movements they do. Find a video of circus performers and see if you can spot examples of different forces. Use PowerPoint to present your findings. Sort different circus acts into pushes, pulls, twists and squeezes and explain how to speed up or slow down the process.





Look at a tightrope walker and investigate whether or not the pole they hold needs the same weight at each end of the pole to balance. Investigate balanced forces using wooden sticks balanced on a wall and putting unequal and equal weights on the ends of the sticks.

Jugglers use balls in the circus so conduct an investigation on different surfaces and the effect it has on how far the ball rolls. Don't forget to write up your results. You could even present your results in a graph.

Geography

Research circuses from around the world, especially Cirque du Soleil, look closely at a specific country. Create a poster to advertise the circus from the foreign country.



Look at how circuses travel from place to place. Using different modes of transport think of a list of places they have to travel to. Work out how long it would take to get from place to place with each mode of transport. Can you just use one mode of transport? Or do they have to use multiple modes? Circus companies travel and perform all over the world! See if you can

locate different circuses on a map of the UK and other countries.

If you were going to take a circus on tour, where would you take it? Why? Which factors would you need to consider when deciding on locations for a circus. Present your findings to local authorities.

Other ideas!

Where was the first circus invented? Who was PT Barnum? How have circuses changed over time? Draw a timeline to show how circuses have evolved in the UK.

Some zoos have animals performing in the circus. Debate whether or not it is right for animals to be part of a circus.

Is it any different from being part of a zoo?

Explore old fashioned circus posters and recreate them. Sketch a drawing of a performer.

Look up key circus words in another language! Use different languages to introduce a circus act.



If you can think of other curriculum links we would love to hear about it, the list really is endless!

