

## GREENSIDE FILM FACTORY

Year 4 - Who am I?

Who, Where, Why?

Comedy/Tragedy

**STAR Day Planning:** Autumn 1 2018

**Y1 Class Teacher:** Katie Trapp

**Class Film Text:** *Paddington*

**Class Book/ Text:** Paddington, Traction Man

### WEEK 1 THEME: Film Immersion Days. 'Anne with an E'

Thursday 6<sup>th</sup> September – Friday 7<sup>th</sup> September

Whole Greenside film immersion days. We will watch episode one of *Anne with an E* and take part in a range of learning activities based on this including:

#### World Thinking: Big, Critical Curious Questions

#### Learning about & through Film: Film Analysis/ Film Making

- Significant Images & Ideas from *Anne with an E*
- Who am I? What makes me laugh and cry?
- What are my favourite things?
- Note to Self – Write a message to yourself describing your dreams & ambitions/ targets for this year at Greenside.
- Make a class short film – students talking to camera giving ideas/ thoughts on the opening sequence – they can give an emotional response and a film response.
- Make a marketable product
- Create a board game for Anne based on the concept of place value.



#### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
- Apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- leaving spaces between words
- saying out loud what they are going to write about composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- naming the letters of the alphabet in order
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- read and write numbers from 1 to 20 in numerals and words



### **World Thinking: Big, Critical Curious Questions**

Who is in your family? What does 'family' mean to you? What does your family like to do together? What is the most excited you have ever been and why? What is the most saddest you've ever been and why?

### **Learning about & through Film: Film Analysis/ Film Making**

How did the actors and actresses show their emotion through facial expressions? Students will be experimenting how to show different emotions through their faces. They will then explore how body language can show emotions and experiment with mime to show the range of Anne's emotions.

### **English: (Including any experiences for inspiration)**

Students will be drawing a picture of themselves to explore their own perspective of who am I? Students will then surround their drawing with adjectives they believe describes themselves.

With pictures from the episode as stimulus we will be ordering them and discussing the emotions that Anne was feeling at that particular time. Which character did you admire, love, pity the most? Why? What was the strongest emotion that you felt when watching the opening sequence of the film?

We will then be linking these emotions to personal experience. Will be drawing and titling things that make us happy, and things that make us sad. We will be exploring what we hold precious to us and why.

Students will then think about what they want to be when they are older, and how school can help/support you to get closer to your ambition.

Students will be creating a 'Anne with an E' merchandise bookmark which will be laminated and used for the rest

### **GPS:**

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- Know number bonds to 20:
- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Use a range of materials
- Use drawing, painting and sculpture

We will look at the structure of a simple sentence and using capital letters, full stops and fingers spaces. Students to reference display board with reminders of how to write a correct sentence.

**STEM:**

To begin, we will look at number recognition and understanding that a number represents a specific amount. Students will be exploring and playing old fashioned playground number related games. We will discuss and experiment which ones we enjoy and learn from, and then be creating our own to play with the class.

**WEEK 2 THEME: Darkest Peru**

**Monday 10<sup>th</sup> September – Wednesday 12<sup>th</sup> September**

**Learning Experiences:** This will be our first experience of learning through film! Year 1's will find themselves in the deep jungle of Darkest Peru. We will look at the similarities and differences between life in London and life in Peru. We will ask ourselves, what would you take with you if you were going on an adventure to Peru?

**World Thinking: Big, Critical Curious Questions**

What would you take with you to Peru? Where is Peru? What are some similarities and differences between London and Peru? How would you communicate and explain an object to someone who didn't speak the same language as you?

**Learning about & through Film: Film Analysis/ Film Making**

In Year 1, we will look at how colour can change the way we perceive film. At the beginning of Paddington, it is set in black and white. How does this make us feel? What does it tell us about the setting? What does it tell us about the time period? The film moves onto being set in colour. How does that make us feel? How does it change the way we watch the film? Is it more engaging to watch a film in black and white or in colour?

**English: (Including any experiences for inspiration)**

We will introduce the students to the Knowledge Harvest and Big Questions. We will look at what we know about the film, by examining

**Skills:**



- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
- Apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- leaving spaces between words
- saying out loud what they are going to write about composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- naming the letters of the alphabet in order
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- read and write numbers from 1 to 20 in numerals and words

the front cover. We will ask ourselves questions for Big Questions, such as who is the main character? Why does he wear a red hat? On Paddington's adventure to London, he found 4 suitcases left on the boat. These 4 suitcases will be in the class and the students will investigate who they think they belong to based on clues from items inside. This will be a stimulus for our own writing activity on what we would put into our suitcase, if we went on an adventure to Darkest Peru. What objects will they need for the jungle? Students will draw these objects and write simple sentences to reference.

Year 1 will set off on a Peruvian Jungle Adventure, searching for different animals in their natural habitats. We will create binoculars and safari hats to help us spot these different animals. This adventure will lead us into a diary entry, where we will write about our experience in the jungle and what different animals we were able to find. Pictures from our jungle experience will go on our display wall next to our journal entries.

**GPS:**

We will look at the structure of a simple sentence and using capital letters, full stops and finger spaces. Students to reference display board with reminders of how to write a correct sentence.

We will look at the structure of a diary entry and how we start with 'Dear Diary'

**Maths in the Movies / STEM:**

To begin, we will look at number recognition and understanding that a number represents a specific amount. We will count the different objects found in Paddington's suitcase and represent numbers using objects. We will create our own suitcases, and put a specific number of objects inside.

We will look at number formation and have an understanding of how to write numbers correctly. This skill will be vital for the rest of the year's learning.

We will look at capacity and measurement by creating our own marmalade sandwiches for a picnic whilst on our safari adventure. We will use marmalade jam jars to identify full, half full and empty.

**Reading Tree:**

KS1 Y1 AF1 Checking that the text makes sense to students as they read and correcting inaccurate reading.

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- Name & locate the four countries and capital cities of the United Kingdom using atlases & globes
- identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world
- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Use a range of materials
- Use drawing, painting and sculpture

KS1 Y1 AF2 Drawing on what they already know or on background information and vocabulary provided by the teacher.  
 KS1 Y1 AF2 Explain clearly their understanding of what is read to them.



**Friday 14<sup>th</sup> September**

**Learning Experiences:** Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

**Friday Big Write:** this week we will work on the GGL Big Write entitled Great Expectations - Who Am I? A Letter to Hugh.

**Messy Maths:** Students will look at number formation. They will have to write the number correctly of the objects inside Paddingtons suitcase.

**PE/ Sports:**

Students will participate in gymnastics 'assault course. they will focus on using their arms, looking straight ahead and considering the position of their footing to maintain their balance.

**Skills:**

- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives

**WEEK 3 THEME: A bear arrives in London!**

**Monday 17<sup>th</sup> September – Wednesday 19<sup>th</sup> September**

**Learning Experiences:**

This week we will be discovering London and the River Thames from fresh teddy bear eyes. We will be bringing in teddy bears from home and helping them learn about the city. We will have lots of preparing to do for our big teddy bear picnic, from invites, to food prep and table manners. We will be looking into being kind to our furry guests and helping them feel welcome in our year 1 class.

**World Thinking: Big, Critical Curious Questions**

**Skills:**



- Listen & respond appropriately
- Ask relevant questions

How do we make people feel welcome? How would you make a bridge for our classroom River Thames? What did you use to make the bridge? What did you do to prepare for the teddy bear picnic? How did you work together? What do you like about London?

### **Learning about & through Film: Film Analysis/ Film Making**

We will begin to explore how music in the movie sets the mood. Does the music being played match Paddington's current mood? How does a particular piece of music make you feel? The students will do a creative art piece to express the emotions that they personally feel when they hear songs from the soundtrack. We will be using the medium paint and exploring cold and warm colours. Students will explore different colours and the emotion that relate that particular colour with. We will then paint using Vincent Van Gogh brush technique to create the image/colours in our head as we approach the music with 'sound on/vision off' as we listen to two songs from the Paddington soundtrack, 'Thief Chase' and 'Ringing Doorbells'. Students will create an abstract paint piece expressing how the music impacted them and made them feel.



### **English: (Including any experiences for inspiration)**

As Paddington bear arrives in London he is amazed and captivated by the London landmarks. We will discover London around the classroom and all be emerged in the daily city bustle. There will be carousel role play activities where we practice our questioning and responding to help one another and guide tourists.

Carousel Activity 1: Tour guide centre. Tour guides have to advertise London Eye tickets. Students will make a poster to persuade people to visit the iconic landmark.

Carousel Activity 2: Underground station. Some people are lost, students will have to ask a train worker how to get to a certain location and the worker will have to use the underground map to try and explain how for that person to get there.

- Maintain attention & participate
- Apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- leaving spaces between words
- saying out loud what they are going to write about composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- naming the letters of the alphabet in order
- Use capital letters for proper nouns
- Form lower case letters correctly
- Form capital letters & digits
- Spell days of the week
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- read and write numbers from 1 to 20 in numerals and words
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Order & arrange objects
- Count in 1s, 2s, 5s and 10s
- Identify 'one more' and 'one less'
- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Evaluate existing products & own ideas
- Build and improve structure & mechanisms
- Use a range of materials
- Use drawing, painting and sculpture

Carousel Activity 3: Interview time! There are lots of workers in London. Students will practice their questioning skills. What is a good question to ask a potential employer? How do you respond the questions in a professional formal manner? What type of language would we use in this situation.

We will then be inviting our teddy bears from home, to our mini London, for a teddy bear picnic! Invites will be written by students and given to their special guests. Students will be looking at features of invitations. What information needs to be on an invitation? What does a proper noun have to begin with? Students will ensure they have the name of the invitee, place and time on their invitation as well as what they are invited to. We will then be making table manner posters, as everyone knows how messy Paddington can be! This will include simple sentences to help explain to our soft toy friends so that we can enjoy our marmalade sandwich picnic with a range of fun songs. Before we say goodbye to our special guests we will be making them information tags to go home with, just like Paddington. What do other people need to know about your teddy? This will be done through simple sentences.

**GPS:**

We will look at the structure of a simple sentence and using capital letters, full stops and fingers spaces. Students to reference display board with reminders of how to write a correct sentence.

We will be looking at how to write letter invites to a party, i.e. 'Dear Fluffy'. This will include using capital letters for proper nouns.

**Maths in the Movies / STEM:**

The Thames is running through the classroom but how do people cross the river? Students will work together in pairs to create bridges. What did they use? How did they create the bridge? What problems did they encounter? How did they get past these problems? After we have created our bridges we will reflect as a class on our problem solving skills and what we have learnt about making bridges. We then will count how many pieces we used for our bridge and compare it to other bridges in the class. Did you use more or less pieces for your bridge? Can we order who used the least to who used the most? Students will also count the pieces and categorise into different colours, and then order those numbers from smallest to biggest. Can our bridge be created with a pattern using the different colours?

There is lots of responsibility with having teddy bear guests. One of which is making sure we do the register and we count all our teddies are here in the morning after they have a toy sleepover. This will be done through practicing number formation. Then together as a class we will make a chart/tally of the different colour teddy bears, different features such as bow ties, girl/boy teddy bears. The students will look at different ways to record this data through different data charts. All together we will create a Venn Diagram to show all our findings. We will practice altogether counting our fluffy guests in twos as repeated addition to increase our knowledge in the 2x table.

### Reading Tree:

KS1 Y1 AF2 / 3 Predicting what might happen on the basis of what has been read so far.

KS1 Y1 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

KS1 Y1 AF5 Discussing word meanings, linking new meanings to those already known.



## Friday 21<sup>st</sup> September

### Learning Experiences:

Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

### Friday Big Write:

Our big write will be linked this week to our GGL World Peace day.

### Messy Maths:

### Skills:

- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- Order & arrange objects
- Use time & ordering vocabulary

This week we will be working on a school project linked to GGL World Peace day.

### PE/ Sports

Students will participate in gymnastics 'assault course with apparatus. Students will practice differing balancing points and to stretch unused body parts. Students will explore ways to travel, using push and pull motions, onto and off the apparatus to perform their balance.

## WEEK 4 THEME: Aspirations and Family

Monday 24<sup>th</sup> September – Wednesday 26<sup>th</sup> September

### Learning Experiences:

This week we are introduced to the Browns Family. Who's in your family? We will be looking at what family values mean to us as well as career aspirations for themselves and those around.

Paddington also contacts us with a few problems that need our help. One of which is a hat crisis, in which Year 1 are going to have to explore and solve through the experimentation of materials.

### World Thinking: Big, Critical Curious Questions

Are all families the same? Who's in your family? What do you want to be when you grow up? Can we explore different materials to make the best hat for Paddington? Can I make a story more interesting by adding adjectives?

### Learning about & through Film: Film Analysis/ Film Making

The role of the narrator. How did the film explain/show the Brown Family? Do they really live in the dollhouse or was it just the films way of explaining members of the family? Why can Paddington be heard and not seen during that segment?

Students will be creating their own narrations of their own family. First they will create an art piece of their family then we will write then record their narrations, using many adjectives, to explain their family. The final creation will be onto Book Creator to create a voice over narration to accompany their artwork.

### English: (Including any experiences for inspiration)

As we describe our family, and delve into creating a family tree (for either paddington or for the students) we will be practicing writing our adjectives. We will be creating a class tree that will live in our room for

### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
- Apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- leaving spaces between words
- saying out loud what they are going to write about composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- naming the letters of the alphabet in order
- Read own writing to peers or teachers
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- read and write numbers from 1 to 20 in numerals and words
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

the rest of the half term.

Paddington has a bit of an incident with the bathroom and doesn't get off to the best of starts with the Brown family. Year 1 will look into writing a bedtime story to help Paddington sleep in his first night in London. We will be looking at different adventure stories and the format used. What makes the book interesting? What type of words can you notice? Does this book interest you? What are characters? How are they described? And we will delve further into interesting adjectives. Students will write and create their own story book. Students will look into Jack and the Beanstalk. What do they like about the story? What would they change? Students will then tweak the stories character and setting to make it their own and write their story to help Paddington fall asleep to a happy ending.

#### **GPS:**

We will look at the structure of a simple sentence and using capital letters, full stops and fingers spaces. Students to reference display board with reminders of how to write a correct sentence.

The use and definition of an adjective.

We will look and dissect the format of a fictional story.

#### **Maths in the Movies / STEM:**

As we look at how to create our family trees students will look into 2x, 5x and 10x repeated addition involving leaves, this will then transition to arrays. This will help students gain confidence in their multiplication which will be vital for the whole year. We will be singing lots of songs about repeated addition.

Paddington calls year 1 with a bit of a problem. His hat has got all wet and ruined. He needs a new one. The students will embark on a scientific investigation to create Paddington bear a new hat. But what materials should they use? The students will be scientists for the day and discuss and write down their predictions in which material would be best and how they could carry out their fair investigation. They need to document their results and study them to come to a conclusion about what would be the best material for Paddington. They will then document a reflection to compare their predictions and estimations to their scientific findings of their material investigation. Also how could we make sure the hat doesn't get ruined by water next time? Can we make his hat waterproof?

As it's raining quite a lot in London we will explore simple addition and subtraction questions. Students will learn to write and solve number

- Count in 1s, 2s, 5s and 10s
- Solve one-step problems, including simple arrays
- Distinguish between objects & materials
- Identify & name common materials
- Describe simple properties of some materials
- Compare & classify materials
- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Use a range of materials
- Use drawing, painting and sculpture

sentences regarding how many raindrops are in each cloud, how many ducks are in the puddle, how many feathers on each wing of a duck. As a class we will also make a rainy London Maths display.



### Reading Tree:

KS1 Y1 Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

KS1 Y1 Participate in discussion about what is read to them, taking turns and listening to what others say.

KS1 Y1 AF7 Being encouraged to link what they read or hear read to their own experiences.



## Friday 28<sup>th</sup> September

### Learning Experiences:

Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

### Friday Big Write:

Students will be writing a character descriptions of different characters they meet during the film experience. This week the students will be

### Skills:

- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- Use +, - and = symbols
- add and subtract one-digit and two-digit numbers to 20, including zero

describing Mrs Brown. They will be writing in simple sentences using capital letters, full stops and fingers spaces as well as adjectives.

**Messy Maths:**

Students will be solving some of Paddington Bears simple addition and subtraction number sentences.

**PE/ Sports:**

This week in gymnastics students will focus on movement and travelling. Students will explore stretching, tucking and sinking movements to aid changing levels within a gymnastics sequence.

- Solve one-step problems, including simple arrays

**WEEK 5 THEME: Exploring London and its history**

**Monday 1<sup>st</sup> October – Wednesday 3<sup>rd</sup> October**

**Learning Experiences:**

This week, on the Monday, we will be going on a field trip to explore London, just like Paddington! We will be taking part of a London theme scavenger hunt. This will link and act as a stimulus for the learning for the rest of the week.

This week the students will begin to learn about children in London and the evacuees in World War 2, and why they couldn't stay in London. "You once, there was once a war in the explorer's country. People in England sent their children by train with labels around their necks, so they could be taken care of by complete strangers in the countryside where it was safe. They will not have forgotten how to treat strangers."

**World Thinking: Big, Critical Curious Questions**

Where do we live? What city do we live in? How are the different ways people travel around London? What do you want to find out about London history? How are children different from children in WW2?

**Learning about & through Film: Film Analysis/ Film Making**

What is a montage? Why did Paddington use a montage to show London? Looking into the effectiveness of a montage and creating our own London montage. Is the montage in real time?

**English: (Including any experiences for inspiration)**

Students will be arranging photographs taken from our field trip and arranging them in order. We will talk about time connectives, such as 'first', 'next' etc. We will then be writing a postcard using the pictures

**Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
- Apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- leaving spaces between words
- saying out loud what they are going to write about composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- naming the letters of the alphabet in order
- Read own writing to peers or teachers
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

and the time connectives to Aunt Lucy, in the retirement home for bears. Space is limited on a postcard so students will really have to plan/think about their sentences before writing them down. Paddington is very proud of when he helps the police catch the wallet thief. Students will discuss and reenact their proudest moment. They will then create awards in pairs for one another using simple sentences to treasure and praise one another for their achievements.

**GPS:**

We will look at the structure of a simple sentence and using capital letters, full stops and finger spaces. Students to reference display board with reminders of how to write a correct sentence. Students will learn the correct format of a postcard, using 'Dear' and 'From' vocabulary. Students will look at time connectives within reference to their trip around London.

**Maths in the Movies / STEM:**

After a trip round London we will be looking at the time. Students will learn how to tell the time on an analogue clock of 'o'clock and half past. We will explore by discussing what times we were at certain landmarks with photos as stimulus. In particular the students will be helping Paddington make sure he gets on the right train at the right time with word problems.

At the National History Museum there are lots of different animals. We will look at animal body parts and why they are like that. Have they adapted? How does that body part help them survive? The students will then be creating their own animal to put in the National History Museum. Alongside this they will create a diagram and a plaque describing their animal discovery for the museum to have for its guests that will explain the animal.

We will be looking at different animals and counting how many stripes or spots they have. What would 1 more be? What would 1 less be?

**Reading Tree:**

KS1 Y1 AF2 / 3 Predicting what might happen on the basis of what has been read so far.

KS1 Y1 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

- read and write numbers from 1 to 20 in numerals and words
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Tell the time to hour/half-hour
- Identify & compare common animals
- Identify & name basic body parts
- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Use a range of materials
- Use drawing, painting and sculpture
- Events of local importance
- Events of local importance

KS1 Y1 AF5 Discussing word meanings, linking new meanings to those already known.  
 KS1 Y1 AF2 Discussing the significance of the title and events

**Friday 5<sup>th</sup> October**

**Learning Experiences:**

Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

**Friday Big Write:**

Students will be writing a character descriptions of different characters they meet during the film experience. This week the students will be describing Mrs Bird. They will be writing in simple sentences using using capital letters, full stops and fingers spaces as well as adjectives.

**Messy Maths:**

Students will look at 1 more and 1 less of Paddington bears friends.

**PE/ Sports**

This week will be looking at jumping. Students will practice controlled take off and landing methods and look at jumping for height or distance.

**Skills:**

- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- Identify 'one more' and 'one less'
- Read & write numbers to 20
- Use language, e.g. 'more than', 'most'

**WEEK 6 THEME: Secret Mission - DC1**

**Monday 8<sup>th</sup> October – Wednesday 10<sup>th</sup> October**

**Learning Experiences:** Paddington gets given his coat and becomes closer to the family. This week the students will be going undercover and going on a secret mission, just like Mr Brown and Paddington to then aid them in writing their mission report.

The students will also be exploring the use of open and closed questioning as they get to hot seat the mysterious woman who is after Paddington.

**World Thinking: Big, Critical Curious Questions**

What rules/code is important at Greenside? What are question words? How do we punctuate a question? How can we ask effective questions? Has everyone got the same body parts? Can we find an old photo of our own or our families history?

**Skills:**

 ARGUMENT FORMATION	 INFORMATION LITERACY	 LEADERSHIP SKILLS	 ORGANIZATION
 ACTION PLANNING	 RESEARCH AND WRITING	 CRITICAL THINKING	 REFLECTION

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
- Apply phonic knowledge and skills as the route to decode words

### **Learning about & through Film: Film Analysis/ Film Making**

How do we know we are seeing Mr and Mrs Browns past? What showed it was their past? Why did they show us that part of their history? What did it tell us? The students will be looking into flashbacks within movies and why they are so important.

#### **English: (Including any experiences for inspiration)**

This week students will practice their questioning skills during a hot seating role play exercise. They will write down a question they want to ask the mysterious woman after Paddington and reflect which questions worked. What punctuation comes at the end of a question? Students will look at question words such as , 'why?', 'when?' 'where?' 'who?' to help them build their sentence.

The mysterious woman and the taxi driver both live by a code. What code should we live by? We will be making a Greenside Year 1 Code that we will try and live by. We will be using simple sentences to write our Greenside code, and then all students will sign with their name and handprint on the whole class display.

Like Mr Brown and Paddington the class will be going on a secret mission. They will need to alter the disguise and go undercover. They will then embark on this mission to help Paddington bear. This will help as a stimulus to write a mission report afterwards using simple sentences, time connectives and first person pronouns.

#### **GPS:**

We will look at the structure of a simple sentence and using capital letters, full stops and fingers spaces. Students to reference display board with reminders of how to write a correct sentence.

We will be using the correct punctuation at the end of sentences, (.),(!),(?).

#### **Maths in the Movies / STEM:**

Paddington is given his beautiful blue coat. The students will be making their own blue coat, and using the toggles of the coat making number bonds to 10 or 20. Students will practice writing number sentences within this coat.

This week we will be looking at the human body. We will label Mr Browns body. The students will explore how human bodies are similar and contrast to the different animals bodies we looked at in the previous week. We will have a discussion regarding are all bodies the

- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- leaving spaces between words
- saying out loud what they are going to write about composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- naming the letters of the alphabet in order
- Read own writing to peers or teachers
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Sit correctly at a table, holding a pencil comfortably and correctly
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- read and write numbers from 1 to 20 in numerals and words
- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- Order & arrange objects
- Count in 1s, 2s, 5s and 10s
- Identify 'one more' and 'one less'
- Know number bonds to 20
- Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
- Begin to measure length, capacity, weight
- Identify & compare common animals
- Identify & name basic body parts
- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Use a range of materials
- Use drawing, painting and sculpture

same? Mr Brown pretends he has a prosthetic arm and we will discuss how bodies vary and range.

During our secret mission we will be weighing objects that we find. Students will then order the objects we find on our mission from lightest to heaviest.

During this week there will be the first data (DC1) input of students progress throughout the term so far.

### Reading Tree:

KS1 Y1 AF1 Re-read these books to build up their fluency and confidence in word reading.

KS1 Y1 AF1 Checking that the text makes sense to them as they read and correcting inaccurate reading



## Friday 12<sup>th</sup> September

**Learning Experiences:** Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

### Friday Big Write:

Students will be writing a character descriptions of different characters they meet during the film experience. This week the students will be describing the mysterious woman after Paddington. They will be writing in simple sentences using using capital letters, full stops and fingers spaces as well as adjectives to describe her.

### Skills:

- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- saying out loud what they are going to write about composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
- Begin to measure length, capacity, weight

**Messy Maths:**

Students will be given the weight of the objects inside Paddingtons suitcase, they will then be ordering the contents Paddingtons suitcase from heaviest to lightest.

**PE/ Sports:**

The focus in gymnastics will be jumps and bounces. Link jumps and shapes into a simple sequence.

**WEEK 7 THEME: Heros****Monday 15<sup>th</sup> October – Wednesday 17<sup>th</sup> October****Learning Experiences:**

On this final week of Paddington we will be finishing off the movie. The students will reflect on Paddingtons journey so far and how they want the movie to end? Will it be a happy ending?

“Mrs Brown says that in London everyone is different, and that means anyone can fit in. I think she must be right - because although I don't look like anyone else, I really do feel at home. I'll never be like other people, but that's alright, because I'm a bear. A bear called Paddington.”. Using this quote we will look into British values.

**World Thinking: Big, Critical Curious Questions**

What is a happy ending? Who is your hero/role model? How do you want the story to end? What have you learnt from Paddingtons story? Is London an accepting place to live? What have the characters learnt from one another?

**Learning about & through Film: Film Analysis/ Film Making**

Paddington jumps into the projector. We will be delving into the world of old fashioned cameras and video cameras. How it is similar and different from modern cameras?

**English: (Including any experiences for inspiration)**

Mrs Brown finally decides that her husband is the hero for her new book. The students will be drawing their hero/role model and writing a description of who that person is. They will then be using the vivid description that they have created to write their adventure book. Students will ensure that their story has a beginning, middle and an

**Skills:**

ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
- Apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Link reading to own experiences
- Discuss significance of title & events
- Make simple predictions
- leaving spaces between words
- saying out loud what they are going to write about composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- naming the letters of the alphabet in order
- Read own writing to peers or teachers
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.

end. The concept of 'story mountain' will be used to help students create their work of fiction.

Students will write their final review of the film. What did they like? What part did they dislike? They will be encouraged to explain their answer and use words such as 'because' to give an explanation for their reasoning.

Students will also be given reflection time on the half term. What did they enjoy the most? What did they learn? What did they find difficult? If they did find something difficult what did they do?

### **GPS:**

Focus on writing simple sentences that contain full stops, capital letters and finger spaces. Students to reference display board with reminders of how to write a correct sentence. Looking at using the connective 'because' to give reason for their thoughts.

### **Maths in the Movies / STEM:**

Paddington bear is looking for the explorer and knocking on many doors. Using door numbers the students will be working out a range of number sentences using addition and subtraction symbols. Students will explore the specific symbols as well as the range of terminology used for different mathematical symbols.

Students will create simple arrays to represent their number sentences as windows for their front doors.

The months pass in London and the students will be creating a season wheel and exploring what month belongs in each season and what this can entail.

### **Reading Tree:**

KS1 Y1 AF2 Explain clearly their understanding of what is read to them.

KS1 Y1 AF2 / 3 Predicting what might happen on the basis of what has been read so far.



- Sit correctly at a table, holding a pencil comfortably and correctly
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Name & locate the four countries and capital cities of the United Kingdom using atlases & globes
- identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world
- Observe weather associated with changes of season
- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Use a range of materials
- Use drawing, painting and sculpture

## Friday 8<sup>th</sup> September

### Learning Experiences:

Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

### Friday Big Write:

Students will be writing a character descriptions of different characters they meet during the film experience. This week the students will be describing the Henry Brown. They will be writing in simple sentences using using capital letters, full stops and fingers spaces as well as adjectives to describe him.

### Messy Maths:

Students will read simple one step word problems and to understand what Maths symbol the question is asking the students to do. Students will practice solving simple word problems.

### PE/ Sports

This week students will be putting together all previous gymnastic skills they have learnt throughout the term

### Skills:

- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- saying out loud what they are going to write about composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- Read & write numbers to 20
- Use language, e.g. 'more than', 'most' Use +, - and = symbols
- Solve one-step problems, including simple arrays