

GREENSIDE FILM FACTORY

Year 4 - Who am I?

Who, Where, Why?

Comedy/Tragedy

STAR Day Planning: Autumn Term 1 - 2018

Y4 Class Teacher: Claire Davis/Georgina Webber

Class Film Text: *The 100 Foot Journey*

Class Book/ Text: The Incredible Journey

WEEK 1 THEME/ Hook: Anne with an E

Thursday 6th – Friday 7th 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

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot. In non-narrative material using simple organisational devices [for example, headings and sub-headings]
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences



- proof-reading for spelling and punctuation errors, reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

WEEK 2 THEME/ Hook: The 100 Foot Journey

Monday 10th September – Wednesday 12th September

Learning Experiences:

Immersion in the text/genre. We will introduce our theme and ask our big questions about The 100 Foot Journey.

Knowledge Harvest – what do we know already?

Big questions for our display – what do we want to find out?

We will watch the film and pick out the main themes and ideas that we notice. We will make creative items for our class display based on the film during the afternoon.

On Wednesday we will be going on a trip!

World Thinking: Big, Critical Curious Questions

What is 100 foot? How is the journey so symbolic? Why is the location so important in this film?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

We will consider the big question of 'Who am I?' with regard to the different characters in the film - what is their relationship with each other, what are they like, what do they like? This film has elements of both comedy and tragedy as the family make a success out of a very sad situation and they learn to have fun along the way. We will look at how each of the different characters builds new relationships as their new lives develop and how they bring the comedy out of the tragedy. We will create a family tree and profiles for each of the characters that describe how they convey comedy and tragedy.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



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ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Reading Tree Skills: (Ongoing selection through the half term)

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied

GPS: asking questions, writing statements, exclamations and commands about our first impressions of the film.

Reading Tree: We will introduce our class book *The Incredible Journey* and consider how this book might compare or be different to our film.

Maths in the Movies / STEM: We will introduce students to our Y4 arithmetic with a focus on the four operations. Baseline speed timetables / four operations assessments - Are you one with the timetables? We will also work to deepen our understanding of place value display as we explore the different distances covered between locations in the film.

This week our *Maison Mumbai* makeover begins! We will turn the classroom into the setting for the film as we recreate the colours and ambience of an Indian restaurant set within the context of a French village. There will be spices, there will be colour, there will be music and there will be omelettes! Vive La *Maison Mumbai*!



- summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
- use a variety of statements, questions, exclamations and commands
- count in multiples of 6, 7, 9, 25 and 1000.
- find 1000 more/less than a number.
- count backwards through zero to include negative numbers.
- recognise place value in 4 digit numbers.
- recognise place value in 1 decimal place.
- order/compare numbers beyond 1000.
- identify, represent and estimate numbers using different representations.
- round any number to the nearest 10, 100 or 1000.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms

Learning Experiences:

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: Our session this week will focus on place value as our problems involve the journey the family have been on.

PE/ Sports: (Activities, key skills / techniques)

Team building games. Skills based sessions working on throwing and catching. Students will be participating in a variety of small games that will have a focus on teamwork and the development of their fundamental motor skills of throwing and catching; how to throw a ball using the overarm technique correctly. We will be working collaboratively with our Year 3 peers to show them the correct technique and at the end of the session and play a game of dodgeball to apply our skills.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve number and practical problems that involve place value, counting and rounding with increasingly larger numbers
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns.

WEEK 3 THEME/ Hook: Vive La France!

Monday 17th September – Wednesday 19th September

Learning Experiences:

The family come to France to set up their new lives after having to leave Mumbai due to political unrest and not being able to find a place to settle in England. They find the small village of [Saint-Antonin-Noble-Val](#) in the [Midi-Pyrénées](#) by accident after their car breaks down and they discover the wonderful food available there and Papa Kadam decides this will be the perfect place to set up their restaurant. However, they pick a location 100 feet from the Michelin star restaurant La Saule Pleureur and not everybody is happy with this idea.

World Thinking: Big, Critical Curious Questions

What circumstances caused the Kadams to find themselves in Saint Antonin Noble Val? Why was the idea of an Indian restaurant so difficult to imagine? What is the significance of the location?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Mr Kadam needs to get the support and permission of the local mayor in order to open Maison Mumbai in the village. This week we will write a letter to the mayor persuading him to let the Kadams take on the restaurant. This will be written by Mr Kadam and will use lots of emotive

Skills:



- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and sub-headings]
- how to organise paragraphs around a theme
- using conjunctions, adverbs and prepositions to express time and cause (when, so, before, after, while, because)
- retrieving and recording information/identify key details from the text.

language and rhetorical questions to try to persuade him that this location is the perfect spot for something new and different. We will sample some Indian spices and dishes that Mr Kadam is proposing on their menu to inspire our persuasive letters. We will taste a range of French foods - including having a traditional French breakfast, so we can identify with the experience that the Kadam family had when they first arrived in the village.

GPS: a range of persuasive devices including rhetorical questions, conjunctions, emotive adjectives and opinions.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2b – retrieving and recording information/identify key details from the text.

Maths in the Movies / STEM:

The Kadam family set to work with planning their restaurant. The building is very run down and in need of a total renovation to get them up and running. Before they can do anything they need to measure the space and plan what will go where. We will begin to plan out the space for our own restaurant as we get to grips with measuring using a range of different units and convert between them. There will be lots of opportunities for measuring on a large scale as we move into the cottage! We will also link our STEM work to our science strand as we will be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help us to understand their special functions. We will explore food chains in relation to where the food comes from that the Kadam's use.

Our arithmetic skill this week will be adding and subtracting

- reading skills also as outlined above
- add numbers with up to 4 digits using the column method.
- subtract numbers with up to 4 digits using the column method.
- complete basic conversions between different units of measure –
- 1.Km,m 2.hour/minute 3.cm/mm
- 4.m/cm 5.l/ml 6.g/kg
- measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms



Friday 21st September GGL World Peace Day

Learning Experiences:

Friday Big Write: Our big write will be linked this week to our GGL World Peace day.

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

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed

PE/ Sports: (Activities, key skills / techniques)

This week we continue to build on our throwing and catching skills. There will be three activity rotations that will allow us to develop these skills and move towards throwing and catching a smaller sized ball. Once we have mastered these techniques, we will be playing relay inspired games together to showcase our skills to the teachers.

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

WEEK 4 THEME/ Hook: Building Maison Mumbai

Monday 24th September – Wednesday 26th September

Learning Experiences:

The family set to work on creating their restaurant and Hassan is able to open his precious spice box. However, they come up against a lot of resistance from Madame Mallory - the owner of La Saule Pleureur. She asks for their menu and by the time of their opening night has bought all the locally available ingredients they would need to serve. A cold war erupts between Papa and Mallory. The war peaks on Bastille Day when one of Mallory's chefs, Jean-Pierre, and two others vandalize the Kadams' restaurant by spray-painting words which translate to "France for the French" on the outer wall and firebombing the interior. Hassan catches the arsonists in the act and scares them off, but his hands and legs are burned

World Thinking: Big, Critical Curious Questions

Why do the Kadam's struggle for acceptance? How do they manage to integrate? How does Mr Kadam continue with his plan? What are the real reasons behind Madame Mallory's contempt?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week we will plan our menu for Maison Mumbai based on the spices and dishes we have become familiar with. We will sample a range of ingredients that the family find in France and see how they adapt them with their spices to create beautiful new dishes to entice the residents of the village. However, Madame Mallory is harder to win over than the mayor! We will write another persuasive letter - this time from Madame Mallory, to try convince the mayor to shut the restaurant down.

GPS: we will build on our use of persuasive devices and this time focus on expanded noun phrases.

Skills:



- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and sub-headings]
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing
- using expanded noun phrases to convey complicated information concisely
- make inferences from the text, explain and justify evidence from the text.
- other reading skills as above
- convert between different units of measure
- measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.
- express perimeter algebraically as $2(a+b)$ where a and b are the dimensions in the same unit.
- find the area of rectilinear shapes by counting squares.
- estimate, compare and calculate different measures
- estimate and use inverse operations to check answers to a calculation
- Be able to suggest ways of improving own work
- Be able to comment on works of art

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text, explain and justify evidence from the text.

Maths in the Movies / STEM:

Despite the attempts by certain members of La Saule Pleureur, plans for the restaurant continue. This week we will draw out plans for the restaurant lay out and link this to our learning on area and perimeter. We will develop our work on measuring and converting as we identify spaces to place the kitchen, the dining area, the reception space and the garden. Will take our designs from paper to reality as we measure and plan out the spaces in the cottage. Our restaurant preparations will continue as we learn the art of table laying, presentation and serving. We will continue our learning on the parts of the human body involved with the process of eating - mainly the teeth and the digestive system. Our arithmetic focus this week will be on adding and subtracting using inverse.

- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey



Friday 28th September

Learning Experiences:

Friday Big Write: We will begin to write a collection of pieces that will form Hassan's Diary. This week's entry will focus on building the restaurant and will include the memories of his mother, the legacy of her spice box and the Kadam family's struggle for acceptance.

Messy Maths: this week our focus will be on area and perimeter as we solve a range of problems associated with the planning out of the new restaurant.

PE/ Sports: (Activities, key skills / techniques)

This week, we will continue to build on our learning to throw and catch skills by working at longer distances, catching with one hand and throwing with accuracy. We will also be starting the first session of our

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- convert between different units of measure
- measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.
- express perimeter algebraically as $2(a+b)$ where a and b are the dimensions in the same unit.
- find the area of rectilinear shapes by counting squares.

'Personal Best' classes in which we will be experiencing a 'Boot Camp' inspired circuit where we see what we can achieve together in a variety of fitness activities. We will record our personal bests and try to build upon these over the course of the year.

- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns.

WEEK 5 THEME/ Hook: Acceptance

Monday 1st October – Wednesday 3rd October

Learning Experiences:

After the attack Madame Mallory, who knew of the arson and vandalism, dismisses the culprit and personally cleans the graffiti from Maison Mumbai. Hassan, having heard from that Mallory hires potential chefs by taste-testing an omelette and deciding whether the person is indeed a great chef, asks if he may cook an omelette for her to his recipe. Due to his injured hands, Mallory helps under Hassan's supervision. After tasting the omelette, which had Indian influences to it, Mallory recognises Hassan's potential and invites him to work for her as an apprentice. Mr Kadam is initially against the move, but ultimately strikes a deal with her and the family finally feel accepted by everyone.

World Thinking: Big, Critical Curious Questions

How important is it for the family to be accepted? Why does Madame Mallory find it so hard? What has she got to lose? Why does Hassan want to work for her?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week we will undertake Madame Mallory's omelette challenge. The humble omelette is very simple on paper but is very hard to execute correctly. We will create our own omelette recipes using the ingredients that we have now become so familiar with and cook them before presenting them in front of a panel of very well respected judges to see if we are accepted to Michelin standards! Our persuasive pieces will outline why our particular omelettes are the best, will include lots of fantastic detail about the ingredients and will tell the story of how they came to be. Expect lots of cracked eggs this week!

GPS: we will build on our use of persuasive devices and this time focus on clauses and extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if,

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and sub-headings]
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing
- Term clause is introduced (subject, verb): extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, until, even though, therefore, despite, due to the fact that
- identify and explain how meaning is enhanced through word choice.
- other reading skills as above
- complete basic conversions between different units of measure
- estimate, compare and calculate different measures, including money in pounds and pence.
- recall multiplication and division facts for multiplication tables up to 12x12.
- use place value, known and derived facts to multiply and divide mentally including – 1.0 and 1 2.dividing by 1
- multiplying together 3 numbers

because, although, until, even though, therefore, despite, due to the fact that.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2g – identify and explain how meaning is enhanced through word choice.

Maths in the Movies / STEM:

This week we will turn our attention to the other very important part of opening a restaurant - money! As we undertake Madame Mallory's omelette challenge, we will need to consider the cost of each of the ingredients. When we have the cost of one omelette we will need to calculate the cost of enough omelettes to feed a family, a class, a restaurant, a village! We will learn about dealing with money and link our other Maths skills of the four operations to a range of calculations. There will also be an extended challenge this week introducing fractions in terms of our recipes.

The arithmetic focus this week will be on multiplication.



Friday 5th October

Learning Experiences:

Big Write: This week we will continue Hassan's diary as he describes making the omelette and his attempts to be accepted by Madame Mallory as an accomplished chef in his own right.

Messy Maths: Our focus this week will be on money as we solve problems linked to the opening of the restaurant.

PE/ Sports: (Activities, key skills / techniques)

This week, after playing a variety of warm up games to get our hearts racing, we revisit our personal best training circuit and see if we have made any improvements. We will be talking about goal setting, and working together to set one goal for ourselves to achieve next week in our PE session. We will be exploring the tactics and strategies used to win dodgeball games and using these, combined with our throwing and catching skills to be the best!

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- complete basic conversions between different units of measure
- estimate, compare and calculate different measures, including money in pounds and pence.
- complete basic conversions between different units of measure
- solve problems relating to all aspects of money

WEEK 6 THEME/ Hook: DC1 Michelin Stars

Monday 8th October – Wednesday 10th October

Learning Experiences:

Skills:

This week will be our first data capture week and we will start the big push for Maison Mumbai. Hassan's cooking, which gradually evolves into a fusion of Indian and French cuisine, results in Madame Mallory's restaurant receiving its second Michelin Star. The award draws national attention to Hassan's cooking, and he is offered and accepts a job in Paris. Mr Kadam and Madame Mallory make amends and both restaurants flourish. As it is data capture week, will be achieve our own 'Michelin stars'?

World Thinking: Big, Critical Curious Questions

Why is a Michelin star so important? How does Hassan develop his own personal style of cooking? What breaks down the barriers between Madame Mallory and Mr Kadam?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Alongside all of our DC1 assignments, we will design, consider and create the menu for our Maison Mumbai. Our menu will be based around the signature dishes we have discovered over our journey and will reflect the ingredients we have harvested from our garden. We will also edit and prepare a piece of writing for our portfolios.

GPS: DC1 related work

Reading Tree: Domain 2c – summarising the main ideas from the text.

Maths in the Movies / STEM:

There will be a big focus on our work for the DC1 assessments this week but we will also turn our attention to setting up our own restaurant as we undertake cleaning, prepping the space, decorating, polishing our serving skills and making the garden ready for our opening.



- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and sub-headings]
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms



Friday 12th October

Learning Experiences:

Big Write: This week Hassan's Diary entry will focus on him winning the Michelin Star for Madame Mallory. All his hard work has culminated in this moment and will lead him to becoming a famous chef in France.

Messy Maths: The focus of our Maths session this week will be solving two step problems relating to the opening of the restaurant.

PE/ Sports: (Activities, key skills / techniques)

In order to celebrate our first DC week, we will starting round 1 of our Y3/4 dodgeball competition. We will warm up with our throwing and catching skills and recap the tactics and strategies we have explored.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction 2 step problems in context, deciding on which operations and methods to use and why.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns.

WEEK 7 THEME/ Hook: Opening Night

Monday 15th October – Wednesday 17th October

Learning Experiences:

Just as the Kadam family work together to open their restaurant, all week we will be pushing for our own opening night. The film features lots of new developments for restaurants - the setting up of Maison Mumbai, the second Michelin star for Madame Mallory, Hassan achieving acclaim in Paris and then his return to the village where he works to get the elusive third star. Our restaurant will open this week and we will invite all of our families to dine in style at our Maison Mumbai!

World Thinking: Big, Critical Curious Questions

Skills:



- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

What is the culmination of all the hard work? How have the relationships all come together? Why is teamwork so important in this venture?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

If we want people to come to our restaurant, we must invite them! But we must invite them in a way that means that could not possibly refuse. We will put all of our persuasive techniques to use as we invite guests to our restaurant and create the publicity materials. As well as our written pieces, we will create filmed promotions, posters and flyers to entice people to dine at the Greenside Maison Mumbai.

GPS: We will review our results from DC1 and set targets for ourselves for moving forward.

Reading Tree: In this session we will review our results from DC1, creating perfect answers, identifying where points have been dropped and the types of questions that students are finding challenging.

Maths in the Movies / STEM:

This week will see the ultimate STEM project as we combine all of our learning and world ready skills to open the Greenside Maison Mumbai. We will have to work to a tight budget as we shop for ingredients, price the menu, cook and serve our dishes to our paying guests who will of course be getting a bill. We will have to calculate the bills for each table, take the money and work out the change. Once service is over, we will have to add up our takings and work out our final profit after we have deducted our outgoings.

Our arithmetic focus will be on strategies for quick mental calculations.

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- how to use layout devices such as headings, sub-headings, bullets, and tables to structure text
- using a range of cohesive devices and shifting levels of formality through vocab and grammatical structures
- analyse own progress and identify areas of success and where further development is needed.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms



Friday 19th October

Big Write: In our big write this week we will reflect on our project - what went well, what we could do to improve and what would make the difference in getting that elusive third star.

Messy Maths: this session will be to do with calculating bills, working out change and calculating profits in relation to the restaurant.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

PE/ Sports: (Activities, key skills / techniques)

This will be our final session of the term, and we will be celebrating with the finals of our year 3 / 4 dodgeball competition. Building on our skills of throwing and catching as well as tactical awareness. We will revisit our personal best goals and set them again for the coming term.

- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction 2 step problems in context, deciding on which operations and methods to use and why.
- solve problems relating to all aspects of money
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns.