

## GREENSIDE FILM FACTORY

Year 5 - Who am I?

Who, Where, Why?

Comedy/Tragedy

STAR Day Planning: Autumn Term 1 - 2018

Y4 Class Teacher: Hannah Croucher

Class Film Text: *Castaway*

Class Book/ Text: PEAK, Roland Smith.

### WEEK 1 THEME/ Hook:

Thursday 6<sup>th</sup> – 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

- I can listen to adults and respond appropriately to adults and my peers.
- I can ask relevant questions to extend my understanding and knowledge.
- I use strategies and build my vocabulary.
- I can articulate and justify answers, arguments, opinions.
- 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
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Reading books that are structured in different ways and reading for a range of purposes.
- Books from other cultures and traditions.
- Making comparisons within and across books
- 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
- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
- Using a wide range of devices to build cohesion within and across paragraphs

## WEEK 2 THEME/ Hook: Surviving Year 5

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

**Learning Experiences:** This first half term, our Year 5 students will be catapulted into the life of Chuck Noland, a successful businessman whose life is suddenly derailed by a tragic accident. Upon entering class, students will be presented with a FEDEX box to spark curiosity. In it will show an item from the film and students will mind map in groups how they could use this item to survive if stranded on a deserted island. What are our basic needs as humans? How could you manipulate your item to help you survive?

Immersion in the text/genre.

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.

### World Thinking: Big, Critical Curious Questions

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

- What are our basic needs as humans?
- What things are/aren't important? Why?
- Significant Images & Symbols from *Castaway*

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

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

Before unpacking the big question of 'Who am I?', students will create venn diagrams to identify, compare and contrast what is represented as important

#### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



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ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- I can listen to adults and respond appropriately to adults and my peers.
- I can ask relevant questions to extend my understanding and knowledge.
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- I can articulate and justify answers, arguments, opinions.
- 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
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
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- Reading books that are structured in different ways and reading for a range of purposes.
- Books from other cultures and traditions.
- Making comparisons within and across books

and unimportant during Chuck's struggle to stay alive. Images and ideas such as material possessions, food, water and relationships will cause students to make decisions about what is/isn't a priority if they were suddenly marooned on a deserted island.

Next, we will go deeper by creating our own venn diagrams highlighting what it is we will need to survive (and succeed) in Year 5 and what may make things more difficult. Students will discuss what makes school more difficult/engaging, and answer questions like: what does my body need to achieve the best results in school? What is the correct mindset for learning? How do I learn best? Students will select which of these needs is most important for this year and complete a piece of writing explaining their reasons with examples.

**GPS:** How have student's used **causal conjunctions** to explain what is important to them? e.g. being able to hear, see, eat well, hydrate, ignore/prevent distractions.

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

**Maths in the Movies / STEM:**

We will analyse how Chuck begins to struggle on the island due to a lack of food and explore how the human body is a complex machine, requiring a lot of fuel to keep it going. This week we will be focusing on the body and the importance of hydration. As the body is made up of 60-70% water, how much of Chuck's weight is water if he weighed 100kg? Can students convert between fractions, decimals and percentages to find Chuck's water weight? Next, we will explore how our bodies respond to different liquids found on the island, we will link this to our science learning on properties and changes of materials as we discover which solutions are safe for us to drink. We will make a device for filtering water to make it safe for drinking and we will also explore how the body responds to different liquids.

We will introduce students to our Y5 arithmetic with a focus on place value.

- 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
- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
- Using a wide range of devices to build cohesion within and across paragraphs
  
- I can order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can read numbers to at least 1 000 000.
- I can write numbers to at least 1 000 000.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- I can read/write decimal numbers as fractions.
- I recognise the % symbol and understand it relates to a number of parts of 100.
- I can write %'s as a fraction with denominator 100 and as a decimal.
- I can solve problems involving % and decimal equivalence to 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25.

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

**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.

**Skills:**

Writing Skills:

- Making comparisons within and across books
- 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

**Messy Maths:** Our session this week will focus on place value problem solving with links to statistics and calculation problems.

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

Team building games. Skills based sessions working on throwing and catching.

- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
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- I can write numbers to at least 1 000 000.
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**WEEK 3 THEME/ Hook: Turbulence**

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

**Learning Experiences:**

This week is all about turbulence and how the crash scene represents a defining fracture in Chuck’s life. When students enter class, they will be met with a darkened room and blindfolds in order to spend time listening to the plane crash scene, paying close attention to the suspense, action and drama found within sounds. By exploring sound from other similar film scenes, students will make connections to the emotions being represented and discussing their predictions about what may be taking place on the screen. What can you hear? What images are being created in your head as you listen? How does it make you feel?

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

How is sound used to build suspense?  
How is time represented through sound?

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

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

Using sound bites from the film and extracts from texts with similar tragic action events, students will begin to build a vocabulary bank full of emotive and descriptive language to inform their writing task.

**Skills:**



- I can listen to adults and respond appropriately to adults and my peers.
- I can ask relevant questions to extend my understanding and knowledge.
- I use strategies and build my vocabulary.
- I can articulate and justify answers, arguments, opinions.
- 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.
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

What words come to mind with each sound? How has the author captivated your attention? What inferences can be made? Students will use this information to construct a piece of descriptive writing from Chuck's perspective, outlining what is happening within those frightful moments as the plane is coming down.

**GPS:** emotive and descriptive language. What words have you included to create emotions? Action? Suspense? How have you moved your audience?

**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:**

Chuck's plane lands within the Pacific Ocean and Chuck drifts to the island of Monuriki, a tiny island near to Fiji. This week students will be exploring map reading and plotting coordinates, exploring translation and directional language then creating their own 3 dimensional Castaway Island for display. How will your Castaway Island be structurally sound? What materials might you need? Students will build up layers of card to create their own 3D castaway island with various geographical features. Our arithmetic focus this week will be on adding and subtracting large numbers mentally.



- Reading books that are structured in different ways and reading for a range of purposes.
- Books from other cultures and traditions.
- Making comparisons within and across books
- 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
- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
- Using a wide range of devices to build cohesion within and across paragraphs.
- I can order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can read numbers to at least 1 000 000.
- I can write numbers to at least 1 000 000.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can identify, describe and represent the position of a shape following a reflection or translation using the appropriate language.
- I can explain that a translation or reflection does not change the shape.
- 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
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**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.

**Skills:**

- Making comparisons within and across books
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

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

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

Team building games. Skills based sessions working on throwing and catching. Dodgeball with focus on tactics developing from Autumn 1.

- Predicting what might happen from details stated and implied
- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
- Using a wide range of devices to build cohesion within and across paragraphs.
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**WEEK 4 THEME/ Hook: A New Home**

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

**Learning Experiences:**

Now that we have created our own Castaway islands, it's time to look closely at the remote island of Monuriki, Chuck's home for over 4 years. He encounters the sharp rocks of the coral reef, strong winds of a tropical storm and strange sounds from the coconut trees. This week we will spend time researching all about the habitats and structure of this volcanic wonder. This information will inform our STEM projects; creating diramas and cross-section diagrams to represent the layers above and below the surface.

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

How might the volcanic land affect the habitats growing above ground? What might the best source of food and water be on the island? What might you do differently to Chuck in order to stay alive?

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

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

This week we will plan for a piece of informative writing, researching information about Monuriki and selecting an area to write a detailed report about. As it is non-fiction, students will be challenged to include a diagram and language / features specific to the chosen topic and text type. Reading around alternate structures of science reports, ensuring the layout, language and information is clearly accessed.

**GPS:** topic specific vocabulary, informative language

**Skills:**



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- I can ask relevant questions to extend my understanding and knowledge.
- I use strategies and build my vocabulary.
- I can articulate and justify answers, arguments, opinions.
- 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
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Reading books that are structured in different ways and reading for a range of purposes.
- Books from other cultures and traditions.
- Making comparisons within and across books
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

**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:**

Maths in the Movie this week will link to our scientific learning about the island. Monuriki is an area known to home many sea turtles and other rare animals, but just how many are bred each year? Students will use statistics to calculate the number of rare animals including turtles that also call Monuriki home and use the data to create our own charts and graphs then pose our own analytical questions.

Following on from our island inquiry, our STEM challenge will be to create a layered cross-section diorama to represent the land layers above and below the surface of the volcanic Monuriki. What materials might be needed? Have I represented all the surface layers accurately? We will calculate what percentage each element of the island represents and create pie charts.

Our arithmetic focus this week will be on adding and subtracting large numbers mentally.

- Predicting what might happen from details stated and implied
- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
- Using a wide range of devices to build cohesion within and across paragraphs.
- I can order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can read numbers to at least 1 000 000.
- I can write numbers to at least 1 000 000.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can complete information in table and timetables.
- I can read and interpret information in tables and timetables.
- 

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

**Learning Experiences:**

**Friday Big Write:** We will begin to write a collection of pieces that will form Chuck's Diary. This week's entry will focus on life before the accident, highlighting some of the events and emotions Chuck experienced when spending time with family, with colleagues and with Kelly.

**Messy Maths:** this week our focus will be on multiplying and dividing as we solve a range of problems associated with the number of rare animals bred on Monuriki each year.

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

Team building games. Skills based sessions working on throwing and catching, moving onto the use of these skills for cricket, extending students to use a bat and ball.

**Skills:**

- Reading books that are structured in different ways and reading for a range of purposes.
- Books from other cultures and traditions.
- Making comparisons within and across books
- 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
- Identifying how language, structure and presentation contribute to meaning.
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- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- 

## WEEK 5 THEME/ Hook: WILSON!

Monday 1st October – Wednesday 3rd October

### Learning Experiences:

It's four years later and Chuck Noland has become half the man he used to be. His survival skills have improved and has made an invaluable friend named Wilson. But who is Wilson? Is he a fragment of Chuck's malnourished hysterical imagination? Or a mechanism for emotional survival? This week we will explore how Wilson is represented as Chuck's best and only friend and the reasons why Chuck may have created him to survive.

### World Thinking: Big, Critical Curious Questions

What makes a good friend? Why does Chuck create Wilson? Would things be different for Chuck if he never had Wilson?

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

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

This week we will read through the dialogue exchanged between Wilson and Chuck; using drama to reenact what Wilson might have said in response to Chuck and the topics they may have discussed over the fire. Students writing task this week will be to write a story to Wilson, from Chuck, that Wilson might enjoy. The purpose of this text is to entertain therefore, students will need to think carefully about how they might engage the audience specifically.

**GPS:** we will explore idioms and sayings to include in our fiction story

**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.

### Skills:



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ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



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- I can listen to adults and respond appropriately to adults and my peers.
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- I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Reading books that are structured in different ways and reading for a range of purposes.
- Books from other cultures and traditions.
- Making comparisons within and across books
- 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
- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus

**Maths in the Movies / STEM:**

As Wilson is the central theme this week, we will spend time during STEM creating our very own Wilson with paper mache and calculating the angles and degrees found within a circle. Using a balloon, paper and PVA glue, students will gently mould and create their new friends, bringing them to life with a face, hair and personal features. Our mathematics will be about circles and we calculate the angles found within 2D and 3D shapes.

Our arithmetic focus this week will be adding whole numbers up to 4 digits.

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
- Using a wide range of devices to build cohesion within and across paragraphs.
- I can order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can read numbers to at least 1 000 000.
- I can write numbers to at least 1 000 000.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- I can identify 3D shapes from their nets.
- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I know that angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can draw a given angle in degrees.
- I can measure angles accurately.
- I can identify that angles at a point on a straight line, and a half turn, total  $180^\circ$ .
- I can identify angles that are multiples of  $90^\circ$ .

**Friday 5<sup>th</sup> October****Learning Experiences:**

**Big Write:** This week we will continue Chuck's diary as he describes his first day on the island including a few of the difficulties faced.

**Messy Maths:** Our focus this week will be on angles as we solve problems relating to shapes and degrees.

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

Team building games. Skills based sessions working on throwing and catching, moving onto the use of these skills for cricket, extending students to use a bat and ball.

**Skills:**

- Reading books that are structured in different ways and reading for a range of purposes.
- Books from other cultures and traditions.
- Making comparisons within and across books
- 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
- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
- Using a wide range of devices to build cohesion within and across paragraphs

## WEEK 6 THEME/ Hook: DC1 Dear Kelly

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

### Learning Experiences:

The woman Chuck left behind was his beautiful kind girlfriend, Kelly, who we inferred Chuck wanted as his wife one day. Throughout the film we notice Chuck returns to his memories of Kelly and uses his thoughts of her to persevere. This week we create letters to send to Kelly as well as calculating the distance it would take to send it from Castaway island to Kelly in the USA. Our STEM challenge will prepare us for our great escape attempt in order to return to Kelly back home.

### World Thinking: Big, Critical Curious Questions

What's the most important thing you should tell Kelly? Is she wrong for choosing another husband while Chuck is away? How should Chuck feel about her moving on?

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

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

Alongside all of our DC1 assessments, we will draft the most important things we want to share with Kelly to formulate a letter. What feelings, experiences or emotions do you want to relay to her? What inferences can you make about his feelings through his actions in the film? Our letters will be published and placed into bottles that will float in the ocean of our wall display.

**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 the distance between Castaway island and Kelly's home in the USA as we practise converting units of distance including m and km. How far might the bottle need to float to reach the shores of USA? What will the distance be if the bottle is blown off course and washes up at a number of other countries before finally arriving in the USA?

Our STEM project for this week links to Chuck's desire to reach home as he courageously attempts to escape on a life raft and wooden

### Skills:



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CRITICAL THINKING



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- 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.
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- I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Reading books that are structured in different ways and reading for a range of purposes.
- Books from other cultures and traditions.
- Making comparisons within and across books
- 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
- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
- Using a wide range of devices to build cohesion within and across paragraphs.

constructed raft. Time will be set aside for students to plan the materials and dimensions of their rafts as they will be challenged to carry the weight of a golf ball across a treacherously rough tap water ocean! We will use our measuring skills, reading weighing scales and tackling time related problem.  
Our arithmetic focus this week will be converting units of measure.

- I can order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can read numbers to at least 1 000 000.
- I can write numbers to at least 1 000 000.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- I can solve problems involving converting between units of time.

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

#### Learning Experiences:

**Big Write:** This week Chuck's Diary entry will focus on the final tragedy within the film, his despair when he returns home and realises Kelly has moved on and life isn't the same as it used to be.

**Messy Maths:** The focus of our Maths session this week will be solving converting problems relating to distance from place to place.

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

Team building games. Skills based sessions working on throwing and catching, moving onto the use of these skills for cricket, extending students to use a bat and ball.

#### Skills:

- Making comparisons within and across books
- 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
- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
- Using a wide range of devices to build cohesion within and across paragraphs.
- I can order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can read numbers to at least 1 000 000.
- I can write numbers to at least 1 000 000.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

### WEEK 7 THEME/ Hook: Coming Home

#### Monday 15<sup>th</sup> October – Wednesday 17<sup>th</sup> October

#### Learning Experiences:

By this time, Chuck is desperate to escape the island so when an offcut of a portaloos washes ashore, he must think carefully about how to build a sturdy raft to sail away on. What things has Chuck considered when building the raft? What was a challenge for him when sailing?

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

#### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Did Chuck make the right decision? Why? Was he wrong to leave Wilson behind?

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

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

If we want to escape from a deserted island, we must build a sturdy raft and be ready for the journey ahead. How might we do that? Create a Survival Manual! Students this week will be writing step by step instructions to create a survival guide including building a raft, shelter, what food and supplies you will need. Have you included instructional language? How is the organisation of this text different?

**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:

Our construction skills will be put to the test this week as we plan and measure the area and perimeter of our rafts ready for crafting. Number knowledge will be required to solve equations for area and perimeter. We will also need accurate measurements of length to inform our survival guide writing.

Last but not least, we will add the finishing touches to our rafts and then craft and sail them to find out who was able to keep their golf ball buddy safe on their raft over the rough tap water.

Our arithmetic focus will be on solidifying our place value number knowledge.

- I can listen to adults and respond appropriately to adults and my peers.
- I can ask relevant questions to extend my understanding and knowledge.
- I use strategies and build my vocabulary.
- I can articulate and justify answers, arguments, opinions.
- 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.
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Reading books that are structured in different ways and reading for a range of purposes.
- Books from other cultures and traditions.
- Making comparisons within and across books
- 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
- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
- I can use a thesaurus
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
- Using a wide range of devices to build cohesion within and across paragraphs

### Friday 19<sup>th</sup> 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 to keep the golf ball afloat the longest.

**Messy Maths:** this session will be to do with area and perimeter, working out calculations for raft measures.

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

#### Skills:

- Making comparisons within and across books
- 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
- Identifying how language, structure and presentation contribute to meaning.
- I can use dictionaries to check the spelling and meaning of words
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Team building games. Skills based sessions working on throwing and catching, moving onto the use of these skills for cricket, extending students to use a bat and ball.

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer paragraphs.
- Using a wide range of devices to build cohesion within and across paragraphs