



GREENSIDE FILM FACTORY

Year 3 - Who am I?

Who, Where, Why?

Comedy/Tragedy

STAR Day Planning: Autumn Term 2 - 2018

Y3 Class Teacher: Joanne Rundle

Class Film Text: *The Railway Children*

Class Book/ Text: Novel of the Railway Children

WEEK 1 THEME/ Hook: Location, location, location!

Monday 29th October – Wednesday 31st October

Learning Experiences:

Immersion in the text/genre. We will introduce our theme and ask our big questions about The Railway Children.

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.

World Thinking: Big, Critical Curious Questions

Where do the children move to? Do they find this difficult? Why is change difficult? Is change always a bad thing? What changes are good?

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 look at the character traits of the children and how they interact with each other. We will also look at mood poetry using the idyllic scenes in the countryside and create a poem from mother encouraging the children they will like the countryside. To accompany our poems, in art, we will create translucent countryside images to show the calming nature of the countryside, with the farm house and railway.

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

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

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

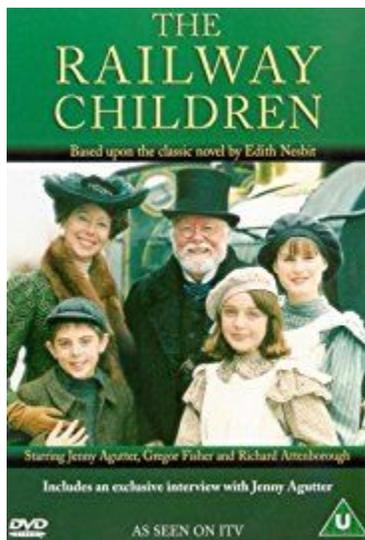
- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- 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
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Reading Tree: We will introduce our class book - The classic novel of the Railway Children. How is the novel different to the film? Do you notice if there is more or less speech in the novel compared to the film? By comparing the novel and the film, which one helps you to understand the story in more detail? Why do you think that is?

Maths in the Movies / STEM: We will start the half term reviewing our knowledge about time and how the children in the film always knew when to watch the train go past, and where they met the older gentleman who helped them. We will look at the analogue clock, which Peter keeps referring to when he won his wrist watch, and the differences between the analogue and digital clock. We will also be looking at the amount of miles the children travelled from their home in the city, to their new life in the countryside, and will look at comparing the amounts of miles needed to travel, for basic amenities, for example in the countryside the children have to walk 3 miles to get to the nearest shop, while in the city they would only have to walk down the road. In Music we will explore ways in which sound can be made, changed and organised as the Railway Children has a lot of different soundtracks used to portray emotions at different parts of the story. We will use the music to think of words to describe the scenes to use in our mood poems. We will look at instruments used to create the music in the film and discuss whether the class would have used different instruments and why. We will develop our science knowledge - classifying items that are 'translucent, transparent or opaque' as we create some translucent art images to accompany our mood poems. We will be using this for display, to show everyone that comes into Y3, just how beautiful the Three Chimneys is, and how relaxing the countryside is!

Arithmetic focus: column subtraction and other methods.

- 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
- use a variety of statements, questions, exclamations and commands
- Be able to classify materials
- Be able to explain their reasoning
- 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
- Recognise the value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- tell and write the time from an analogue clock



Friday 2nd November

Learning Experiences:

Friday Big Write: Letter talking about the new people they have met in the new location and what they think about them eg the station master, the old man they wave at, the people on the boat.

Messy Maths: Word problems involving reading clocks and telling the time.

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

This week we will be undertaking our first rotations of gymnastics with our gymnastics coach. This will run alongside personal training stations and ball games, where we will be able to build up our general fitness and focus on the muscles of the body.

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 2 THEME/ Hook: Rats attack!

Monday 5th November – Wednesday 7th November (Tuesday Great Expectations rehearsal)

Learning Experiences:

This week we will be looking at the transition from the family moving from the city to the countryside and the challenges the children face. We will be looking at where in England they move to, the countryside landscape and how this differs to the busy city life. Life is very different for the children in the countryside, and at the beginning, a very difficult adjustment process. We will understand how the children feel when they walk into the cold, dark house where they will be spending their time. The children always watch the railway carriages go past at specific times of the day, we will look at these times and see the amount of time between them.

World Thinking: Big, Critical Curious Questions:

What changes are there when you move homes? What makes a house a home? Who do you like to spend time with at home? Would you ever like to move house? Why? Why not?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

We will be describing the beautiful countryside, and thinking about the types of houses people lived in. We will be using our descriptive languages to paint a picture for father, who is away, to let him know what the countryside is like. We will tell him all about the creatures, people and jobs in the Three Chimneys, and how we wish he could see it all too! Using our 5 senses and adjectives, we will describe the what the journey felt like, from leaving the city, to arriving in the countryside. What can we see? What can we feel under our feet outside? Can we smell the animals in the fields? We will be displaying this up to show everyone how the railway children felt. We will tell father how different the countryside house is to the old city house. We will be playing a drama game

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- 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
- retrieving and recording information/identify key details from the text.
- read 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 their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
- write and calculate mathematical statements for division using the multiplication tables that they know

'Catch the moment', acting out what it would have been like just having arrived at Three Chimneys for the first time, a candle lights up the large, bare kitchen. The cart man has just carried in their boxes. How do they feel?

GPS: prepositions - where they heard the rats, what was on the table, describing the new house

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:

In Maths in the movies we will be looking at the times of all the trains the Railway Children like to watch go by, and which train they meet the old gentleman at. We will look at the duration between the trains, and create our own train timetable. Which train journey takes the longest amounts of time? Which journey is the shortest? If you were travelling from the children's old home, to the new home in the countryside, which train would you take and why? We will be looking at the longest train journeys in the world and see how they compare to the longest train journey in the UK. We will also look inside an old railway carriage to see how the railway children travelled. Do you like travelling by train? Or by car? We will compare who likes to travel by bus or train in Yr 3 and the reasons why! This will be displayed on our STEM wall! How do you think the children would have felt moving away? One of the characters loved the train journey and suggested they should move every week as it was just so exciting! We will be looking at the differences between the towns and cities and using our geographical knowledge to plot each new location on the map and see how far they have travelled.

Arithmetic focus: dividing by 10 and 100.

- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables

Friday 9th November

Learning Experiences:

Friday Big Write: Letters to father describing the new house and telling them how they feel. We will be writing a letter to father about how the children prefer life in the countryside and explaining the characters they have met so far!

Messy Maths: This week we will be solving problems relating to train timetables and how long journeys last.

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

This week we continue to build on our gymnastics, personal training and ball skills. We will start to look at the game of Dodgeball and how we can start to use tactics in this game in order to enhance our performance.

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
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight

WEEK 3 THEME/ Hook: Tell me a story, mother.

Monday 12th November – Wednesday 14th November

Learning Experiences:

This week we will be looking at mother's job, as a writer and learning about how to write a great plot! Mother is able to earn money with her writing, and supports the children after they move. This also makes the children more independent. We will learn about the author of The Railway Children novel, and her style of writing. We will also be looking at transportation in the Victorian times and how this changed transport in the future. Do you think everyone liked travelling by train? What were the risks?

World Thinking: Big, Critical Curious Questions

Do you think an author is a good job? Do you like reading stories? What stories do you like? Why? What jobs do you think are fun to do? How does mother support the children? Do you think they enjoy her stories? How do you know? Do you like travelling by train? What are the benefits? What are the negatives? Any risks involved?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Mother likes writing stories, and writes them to get some money for when father is away. We will be writing stories this week, focusing on what should be included in a beginning, middle and an end. We have already looked at the traits and descriptions of settings and we will now focus on plot writing. We will be writing a story about what happened when the children went into the darkness, under the bridge. We will be challenged to include some dialogue between characters to help develop our stories. We will also look at E Nesbit's writing style. She directly addresses the reader at times, for example when she writes 'Praise helps people very much sometimes' and we will see if we can include some similar statements to the reader in our story.

GPS: inverted commas (speech marks)

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.

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
- 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
- measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.
- 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
- 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
- Be able to order events and objects into a sequence
- Be able to comment on works of art
- Be able to describe and identify reasons for and results of historical events, situations and changes in the periods they have studied
- add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$)
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Maths in the Movies / STEM:

The steam engines are magnificent vehicles! Just one of the modes of transport in the Victorian times! This week we are all about travelling!

We will be looking at all the different shapes on the steam engine and how they work, learning about the engineering. We will be creating a 3D steam engine using many different shapes. What shapes do you think the steam engine would be made of? How large do you think the steam engine was? We will review our perimeter knowledge by measuring the size of the carriages. Do you know how it pulls so much coal? Why was coal used? We will be looking at the reaction of the first steam engine, and when in history this happened. Do you think everyone used the railway? Do you think this was safe to use? We will look at the history of the railway and how it has changed over the years. In the Railway Children, the coal is stored at the station in a pile, which Peter falls down! Why do you think the coal was stored there? What are some properties of coal? How are they different to other rocks?

In art, we will be looking at illustrations of the railway, and how it was portrayed by different artists. Do you think all artists liked the invention of the railway? Why could some portray it in a negative light?

Arithmetic focus: adding and subtracting fractions.

Friday 16th November**Learning Experiences:**

Friday Big Write: This week we will be writing a sequel to the Railway Children in keeping with the original film. We will keep the location the same but change the plot. What else could happen at Three Chimneys?

Messy Maths: This week we will be solving problems relating to 3D shapes and their properties.

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

We continue with our rotations based on gymnastics, personal bests and games.

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.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns.
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them

WEEK 4 THEME/ Hook: All aboard!

Monday 19th November – Wednesday 21st November

Learning Experiences:

This week we are going on a trip to see an enormous steam engine at the Science Museum! How exciting! We will learn about why the steam engine used coal, and the problems this caused, and how the coal miners felt. We will be looking at how coal keeps the railway children warm, and the consequences involved of acquiring it from the track. We will consider whether the children should have taken the coal and what we would do if faced with a similar situation.

World Thinking: Big, Critical Curious Questions

What energy sources are there in the world? How do trains work today? Do they run by coal? Do you think coal should be used? Why? Why not? What health risks does it have? What is your favourite way to travel? Where was the first steam engine in the world?

Learning about & through Film: Film Analysis/ Film Making

English: In English we will be practicing explaining why the children went and took coal - because it was so cold in the house. We also saw the children do a good deed and collect many presents for Mr Perks, to make him happy on his birthday. Despite being too proud, Mr Perks ends up seeing the good act, and accepting the presents after the children explain how much the village appreciate him. We will be playing a drama game named 'good intentions' and will be acting out the coal stealing scene. This will include two sides of the class: one side saying they should take the coal, the other side saying they shouldn't. This will help develop our explanation writing. We will review each other's writing and see how we can add more detail. We will use commas to list our reasons, and causal conjunctions to explain.

GPS: conjunctions showing cause, including when, as, since, if, 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:

When gathering all the presents for their good deed, the children carry them in a wheelbarrow which looks very heavy! They pull it up and down the fields in the countryside, and it is so heavy all three children need to help! We will be looking at mass and weight, how heavy do you think the wheelbarrow was? Let's fill one up and see! We will be using a wheelbarrow and seeing how much it weighs, and how heavy it gets, when we add more presents for the train

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
- indicate grammatical and other features by: using commas after fronted adverbial
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing
- identify and explain how meaning is enhanced through word choice.
- estimate, compare and calculate different measures
- recall multiplication and division facts for multiplication tables up to 12x12.
- use place value, known and derived facts to multiply mentally
- multiplying together 3 numbers
- be able to make plans and maps in a variety of scales using symbols and keys
- be able to use geographical terms
- be able to use secondary sources to obtain simple geographic information
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- using conjunctions, adverbs and prepositions to express time and cause
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g)

conductor! The children also see other children working with the coal, and this looks like tiring work. From looking at coal, we will also look at different rocks, and how they compare to limestone or slate for example. Which rock do you think is the softest? Which rock is useful for building a house? We will weigh different amounts and work out how heavy it really was. Mother also loses weight when she is sick, we will look at weight differences and why people's weight changes.

We will also be looking at different train stations on the world map, where do you think the largest one is? Where would the smallest train station be? Which stations are the busiest in London? Which train station in London do you live closest to? How can we find out from the film where the Railway Station was filmed? We will draw a map and show the different train stations (including Bluebell railway station, where the Railway Children was filmed!).

Arithmetic focus: multiplying two digits by one digit.

Friday 23rd November

Learning Experiences:

Big Write:

Writing a letter to mother, explaining why they had to get in touch with the older gentleman to help them get medicine for her.

Messy Maths: Mass and weight related - scales questions

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 also continue with our gymnastics, working on enhancing our performance.

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
- estimate, compare and calculate different measures
- complete basic conversions between different units of measure

WEEK 5 THEME/ Hook: Let's debate!

Monday 26th November – Wednesday 28th November

Learning Experiences:

This week we will looking at mystery and adventure films, which category do you think The Railway Children falls under? Why? We will be looking at the world of debating, famous debates that have happened in the past and how debating can create an impact on people's opinions. We will be looking at the infrastructure of victorian homes, how many bedrooms they typically had, and the difference in the rich and poor homes. Were the Railway Children living in a house built for the rich or poor? How do you know? In the different houses we will be going on an angles hunt! How many different angles can you find?

World Thinking: Big, Critical Curious Questions

Skills:



- speak audibly and fluently with an increasing command of Standard English
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Do you like mystery films? Do mystery films excite you? Do all adventure films follow the same format? Are homes the same now as they were in the Victorian times? What are the main differences? Do you prefer the Victorian homes?

Learning about & through Film: Film Analysis/ Film Making

English: This week we will be having a debate! Is *The Railway Children* a mystery or adventure story? That is the big question! We will look at the features of a debate, and have a class debate.

We will look at key parts of the film including the children waving their home made flags, and Bobbie riding the engine drivers cab, do you think this makes the film an adventure film? Or how mother refuses to talk about father's disappearance, do you think this makes the film a mystery? We will be explaining our opinion and also debating moral decisions, for example whether the children were 'right' to contact the doctor and gentleman for help, when mother is too proud? What is involved in creating a good debate? How do you show respect when debating? How do you get your point across? We will also be using the power of 3 to persuade, and show how we can persuade someone to agree with our point. We will be using headings and sub-headings to help us to organise our writing.

GPS: Statements to inform, commands and task specific vocab

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

Maths in the Movies / STEM:

This week we will be comparing the old and new house in the country and having a hunt for any angles we can find! Which angles are right angles? How do you know this? What angle is Bobbie hanging off the steam engine? We will be designing our own house in the countryside using as many different angles as we can! Let's create some unusual shaped windows, with obtuse and acute angles! How can we remember the differences in the different angles? Let's think about fun rhymes to remember each angle! We will be looking at the different music that would be playing in each room of the house, classical music in the bedroom or dining room? Piano music in the parlour? We will learn how to compose musical pieces using a structure. As well as thinking about the music in each room, we will be thinking about the toys and items they would have had in the Victorian era, and what items would be inside the children's bedroom. We will think back to our Science Museum trip and think about the past time toys we saw. Do you think the toys would have been the same as today? Computers and televisions? What did the children do for fun in *The Railway Children*? What do the pictures from the past show? We will be researching this era using technology and a range of other sources. The railway children could have used chalk to play games outside, for example hopscotch, but where would they get the rocks from? Where do rocks come from? Which rock would have been the most suitable to draw on the ground with? We will carry out an experiment to decide which rock is the hardest. Arithmetic focus: fractions of amounts.

- articulate and justify answers, arguments and opinions
- 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 non-narrative material using simple organisational devices [for example, headings and sub-headings]
- how to organise paragraphs around a theme
- 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
- Be able to compose musical pieces combining musical elements within a structure
- Be able to find out aspects of the past from a range of sources of information
- Recognise that soils are made from rocks and organic matter
- recognise that angles are a property of shape or a description of a turn

Friday 30th November

Learning Experiences:

Big Write: We will be writing a debate about whether toys in the past were more enjoyable than the toys in the present day. Why was it better to play Chess, than to play on the computer in the present?

Messy Maths: Maths problems involving angles and 3D shapes

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

We continue with our gymnastics and personal training sessions this week, working on developing muscles in our arms.

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 6 THEME/ Hook: Presents for mother

Monday 3rd December – Wednesday 5th December

Learning Experiences:

This week we will be looking at mother's birthday! She has provided for the children while being in the countryside and now she deserves a special birthday. We will look at how much her birthday presents cost and how many presents the children can get her and the money used in the past. We will be looking at how money has changed over the past 100 years, and what has stayed the same. Why do you think these changes have happened?

World Thinking: Big, Critical Curious Questions

Do you think we use the same currency as the past? Have we always used pounds and pence? Do you think we use pounds and pence in other countries? Have you ever spent money abroad? When you want to celebrate a special event, what gifts do you buy for special people in your life? What has been your favourite gift? What do you spend money on?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week we will be writing to mother to explain the birthday presents we have bought her, using adjectives to describe the objects. We will be explaining using detailed points eg we have bought you a notebook for all of your story ideas! We will be thinking about mother's character traits and what she would like to receive.

GPS: DC2 related work

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

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
- 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.
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- be able to identify differences between their own lives and those of people who have lived in the past
- be able to describe and identify reasons for and results of historical events, situations and change in the periods they have studied

Maths in the Movies / STEM:

We will turn our attention to money word problems as the railway children saved up their money for presents for mother! We will look at how many books we can buy her with a specific set of money or how many buns the children can buy her for her birthday tea! How many books shall we buy her? How many shall we buy if she reads on each week? Come and enter the Railway Children corner shop, where we can see what is on offer! We will also look at different currencies all over the world and how they look similar or different to money that is used in England. We will be looking at the history of money, and how it has changed over time. What material do you think the coins were/are made of? Why do they have these properties? Are they similar or different to the properties of chalk, or slate? Do you like the look of the old coins or do you think they look better now? Why? Do you think we should keep pounds and pence? What do you spend money on? Do you think people in the past spent money on the same things you do now?

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Friday 7th December**Learning Experiences:**

Big Write: Letter to mother telling her what items they miss from their old house and explaining the traditions they used to do eg going to the shops or going out to restaurants, as they had more money before.

Messy Maths: Calculating amounts of change from a given amount

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

We continue with our gymnastics and personal training sessions this week, working on developing our core muscles for strength.

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: DC2 Children hard at work**Monday 10th December – Wednesday 12th December****Learning Experiences:**

This week we will be learning all about worklife of the victorians! We will look at the jobs the characters had in The Railway Children and how the jobs were different in the countryside compared to the city. Some of the jobs were tiring, and sometimes even children had to work too!

World Thinking: Big, Critical Curious Questions

Would you prefer to live in the city or the countryside? Is there anything you can do in the countryside, that you can not do in the city? Have you ever been to the countryside before? Where is your favorite place in the world?

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

English: (Including any experiences for inspiration)

Alongside all of our DC2 assignments, we will be looking at explaining different jobs in the victorian times, and the jobs children also had. We will persuade parents as to why children should not work and the health and safety dangers children in the victorian times faced.

We will also edit and prepare a piece of writing for our portfolios.

GPS: DC2 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 DC2 assessments this week but we will also turn our attention to measuring the distance of the coal mines where the children in the victorian times had to work. We will look at the length of the tunnels in the railway station and find out about the longest tunnel and train in the world! How long do you think this train will be? Is it as long or longer than the corridor at Greenside? Let's compare.

We will look at the jobs in the households, for example at the beginning of the story the family had a servant called Ruth, but in the countryside they have to dress themselves. Which job do you think would have been the hardest in the countryside? How about in the city? Do you think the jobs would have been different? We will look at when children stopped working, and went to school, and why. Do you think it would have been dirty work, being a coal miner? Why did the coal miners get so dirty? Would they have been as dirty if they were mining a different rock? Why?

The arithmetic focus: adding and subtracting between 100 and 1000

- 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 find out aspects of the past from a range of sources of information
- Be able to describe and identify reasons for and results of historical events, situations and changed in the periods they have studied
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- discuss and record ideas
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Friday 14th December

Learning Experiences:

Big Write: Letter to father explaining how grateful they are that they do not have work work in the factory and explaining some of the jobs their friends on the railway have to do.

Messy Maths: word problems related to measurement and distance

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

This week we continue with our gymnastics and personal training sessions. We will also be playing a game of kickball to celebrate our success in DC week.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- 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 8 THEME/ Hook: A victorian christmas

Monday 17th December – Thursday 20th December

Learning Experiences:

This week we will celebrate the season with our spectacular Christmas in Crews performance along with the EYFS traditional nativity.

World Thinking: Big, Critical Curious Questions

How do you think Christmas is celebrated in different parts of the world? Do you think The Railway Children celebrated Christmas differently in the city compared to the countryside?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week we will explore the Victorian Christmas. We will look at christmas traditions and what presents the RC would have liked. We will look at the new train set Bobbie made for her son and how the Victorians celebrated Christmas. We will also reflect back on our time together this term and think about our successes and what we need to do to build on them as we move into the New Year.

GPS: We will review our results from DC2 and set targets for ourselves for moving forward.

Reading Tree: In this session we will review our results from DC2, creating perfect answers, identifying where points have been dropped and the types of questions that students are finding challenging.

Maths in the Movies / STEM:

We will be looking at electricity in the Victorian times and how the Railway Children were able to see in the home that started off in so much darkness! What light sources did the Victorians use? How is it different to the light sources we have now?

We will also look at ordering numbers, for example how many people lived in Yorkshire (where the Railway Children was filmed) compared to how many people lived in London? Why do you think more people lived in London? Where would you prefer to live and why? Before we find this data out, we will try to use our estimating skills. Were you surprised at the answer? Was your estimation close?

Our arithmetic focus will be on strategies for quick mental calculations and we will be taking part in a range of Christmas themed maths activities.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- 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
- estimate the answer to a calculation and use inverse operations to check answers.

