



GREENSIDE FILM FACTORY
Year 5 - Who am I?
Who, Where, Why?
Comedy/Tragedy

STAR Day Planning: Autumn Term 2 - 2018

Y5 Class Teacher: Hannah Croucher

Class Film Text: *Space Jam*

Class Book/ Text: *There's a Boy in the Girl's Bathroom*, Louis Sacher

WEEK 1 THEME/ Hook: The World's Greatest

Monday 29th October – Wednesday 31st October

Learning Experiences:

Immersion in the text/genre. We will introduce our theme and ask our big questions about Space Jam.

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

Who is Michael Jordan? Where did it all start for him? What makes him so 'great?'

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 main characters in the film being Michael Jordan, an iconic NBA player, and Bugs Bunny, an iconic fictional cartoon character. How did their relationship come about? What conflict and resolution can we recognise? How has this film included elements of comedy?

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

Reading Tree: We will introduce our class book, *There's a Boy in the Girls Bathroom*, by Louis Sacher.

Maths in the Movies / STEM: We will begin the term as we mean to go on- on the basketball court! Students will begin Maths by finding out their personal

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

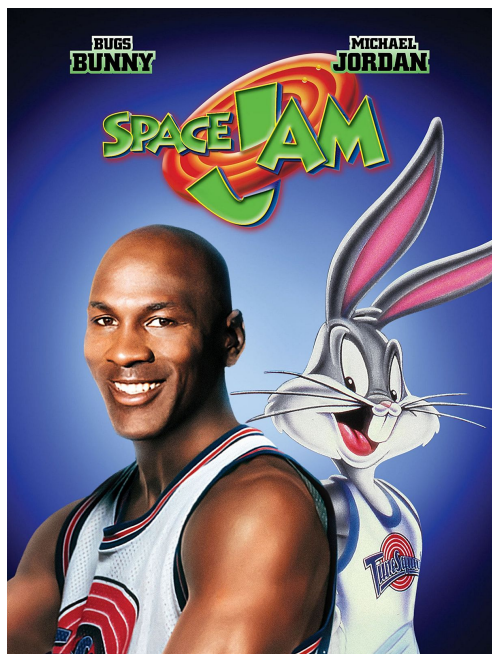
Reading Tree Skills: (Ongoing selection through the half term)

- 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
 - 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
 - summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

basketball statistics. Can you dribble a basketball? With both hands? Around cones? How's your passing? Footwork? We will set up small stations for students to collect information about themselves then we will use this information for our player profiles and to compare over the following weeks to show improvements. We will take our best statistics and create a place value wall display, showing how we can partition numbers, show each in a place value house and identify the digits and value of numbers.

We will create [player profiles](#) for display this week, taking headshots in sports singlets and writing down our own statistics relating to sports and our goals in the future. This will be collected to create our very own 'Wall of Fame'- Player Assessment #1.

We will introduce students to our Y5 arithmetic with a focus on adding and subtracting by 10, 100 or 1,000.



- 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
- 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
- I can interpret and present discrete and continuous data using appropriate graphical methods including
- I can complete information in table and timetables.

Friday 2nd November

Learning Experiences:

Friday Big Write: You are the commentator! For our first big write, we will place ourselves courtside and narrate a basketball game, placing ourselves alongside MJ and commentating the action from the sideline.

Messy Maths: Our session this week will focus on place value problem solving using statistics from Michael Jordan's career with his first NBA draft team, the Chicago Bulls.

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

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

As Autumn 1 practised students throwing and catching skills, this term we will extend this and add to our repertoire of skills linked to the game of dodgeball. We will continue to practise throwing and catching within a range of simple attacking and defending team games.

- I can count forwards/backwards with positive and negative whole numbers, including through 0.
- I can add numbers with up to 4 digits using the column method.
- I can estimate and use inverse operations to check answers to a calculation.

WEEK 2 THEME/ Hook: Kidnapped!

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

Learning Experiences: Our star has been kidnapped! The infamous Michael Jordan has been kidnapped, but by who?! Our learning experience this week will surround the kidnapping of Michael Jordan, taking on the role as a member of the public and the reporter in charge of this terrible crime. How will we inform the world of this kidnapping? We will explore the different perspectives of the Looney Tunes and the reasons why they kidnapped MJ.

World Thinking: Big, Critical Curious Questions

Is what the Looney Tunes did okay? Why/why not? Should they be punished for the kidnapping? Why/why not? If lots of people like them, does that make it okay?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Our star has been kidnapped! We must notify the world. Through newspaper reports, students will plan, draft and revise their very own newspaper reports to share what has happened. We will read around a range of different newspaper articles, looking closely at the language used and ensuring we are constructing texts that include the appropriate information with little bias and all the features of newspaper reports.

GPS: Our GPS focus this week will explore the use of prefixes. What is a prefix? How does this change the meaning of the word? How will this help our spelling scores? (-dis, -de, -mis, -over, -re). Keywords such as discover, decide, misunderstood and overreact may be useful when students are planning their newspaper reports.

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:

Addition and subtraction strategies will be our focus this week, ensuring we can apply a range of strategies including the use of a number line, partitioning and rounding. As we have gathered statistics for our Wall of Fame profiles, this information will be used to calculate the necessary equations for our learning.

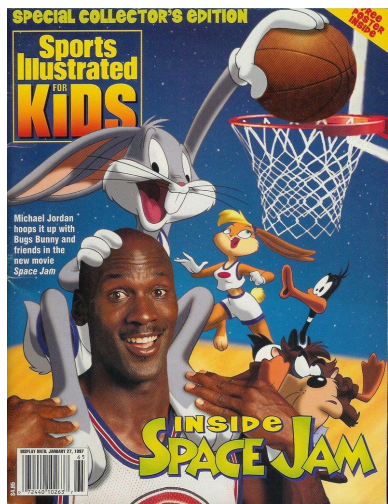
Skills:



- 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
- Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
- 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.
- reading skills also as outlined above
-
- I use further prefixes/suffixes and understand guidance for adding them.
- I can apply my growing knowledge of –
- 1.root words 2.prefixes 3.suffixes (morphology and etymology)
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can add numbers with up to 4 digits using the column method.
- I can subtract numbers with up to 4 digits using the column method.
- I can solve addition and subtraction 2 step problems in context, deciding on which operations and methods to use and why.
- 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

We will complete our player profiles for our Wall of Fame and use collage skills to create the front cover of our newspaper articles.

Our arithmetic focus this week will be multiplying and dividing by 10, 100 or 1,000.



Friday 9th November

Learning Experiences:

Friday Big Write: Lets ask the criminals! Following on from our newspaper report, our big write will surround the perspective of those responsible for the kidnapping of MJ- the Looney Tunes. What have they got to say for themselves? We will write a explanation piece from a Looney Tunes perspective, sharing their involvement in the crime and why they chose to take part.

Messy Maths: this week our focus will be to apply addition and subtraction strategies to word problems by firstly decoding the problem to find the equation.

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

This week we continue to build on our attack and defense through team games. Team building will be a focus throughout as we practise showing sportsmanship.

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
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can add numbers with up to 4 digits using the column method.
- I can subtract numbers with up to 4 digits using the column method.
- I can solve addition and subtraction 2 step problems in context, deciding on which operations and methods to use and why.

WEEK 3 THEME/ Hook: Welcome to the NBA!

Monday 12th November – Wednesday 14th November

Learning Experiences: Welcome to the National Basketball Association! As the opening scenes flow through a range of clips, highlights and reels of Michael

Skills:

Jordan, this week we will go deeper and research more about MJ and his cast members; finding out as much as we can about their careers, statistics and teams. We will look closely at old photographs, team emblems and uniforms as well as the timeline of these players leading up to MJ's retirement to play baseball.

World Thinking: Big, Critical Curious Questions

What is the NBA? What does one need to join 'the greats'? Discussion about attitude, perseverance, work ethic etc.

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Using the information gathered during our learning experiences, students will begin to create a biography of one famous basketballer. The cast and options will include: Michael Jordan, Charles Barkley or Tyrone 'Muggsy' Bogues. Thinking carefully about the information needed for a biography as students may like to construct a chronological or non-chronological biography. What key events will students include in their biography? How will students know if the information they have gathered is accurate? What is plagiarism?

GPS: Our GPS focus this week will surround suffixes as we aim to convert nouns or adjectives into verbs using suffixes such as -ate, -ify, -ise etc.

Reading Tree: Domain 2c - summarise main ideas from more than one paragraph.

Maths in the Movies / STEM:

We will revisit our Player Profiles and undertake Player Assessments to compare improvements- Player Assessment #2. As the theme for this week is 'Welcome to the NBA,' we will spend time during class unpacking statistics we have gathered, practising identifying the digit and value of each basketballers' averages and information. Once we are familiar with this, we will collect information about NBA player's attempts at the basket, made and missed; practising rounding this information to the nearest 10, 100, 1,000 or more! As an added challenge, students can extend themselves by attempting the same activity with decimal numbers.

Our STEM focus will begin with making our very own basketball out of paper mache to add to our wall displays. Shape will be the focus of our learning during this challenge as we will attempt to identify a range of shapes beginning with the circle as it has no straight edges.

Our arithmetic focus this week will be multiplying and dividing by 10, 100 or 1,000.



- 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

- 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

- I can round any number to the nearest 10, 100 or 1000.
- I can round any number up to 1 000 000 to the nearest 10,100,1000,10 000,100 000.
- I can recognise place value in 4 digit numbers.
- I can read numbers to at least 1 000 000.
- I can write numbers to at least 1 000 000.
- I can multiply by 10, 100 and 1000 mentally.
- I can divide by 10, 100 and 1000 mentally.
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Friday 16th November

Learning Experiences:

Friday Big Write: Our big write this week will require students to think carefully about how to shoot hoops. Their aim will be to create instructions on how to shoot a basketball shot, breaking the instructions down into clear steps.

Messy Maths: Messy Maths is all about rounding this week. Rounding to the nearest tens, hundreds, thousands and back down to tenths, hundredths and thousandths. Good luck team!

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

We will continue playing competitive games alongside our team building lessons. Competitive games this week will include basketball and netball, practising the use of attack and defense 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
- I can round any number to the nearest 10, 100 or 1000.
- I can round any number up to 1 000 000 to the nearest 10,100,1000,10 000,100 000.
- I can recognise place value in 4 digit numbers.
- I can read numbers to at least 1 000 000.
- I can write numbers to at least 1 000 000.
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WEEK 4 THEME/ Hook: Are you Looney enough?

Monday 19th November – Wednesday 21st November

Learning Experiences: The Looney Tunes are world famous, so let's take a moment or two to honour their astounding work. This week will be all about the Looney Tunes. We will watch some of their best episodes, selecting which Tune is our favourite and why.

World Thinking: Big, Critical Curious Questions

How do the Tunes create comedy through fiction? What is it that makes them so funny?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Help us MJ! We need your help to save the Tunes from Moron Mountain! This week we will write persuasive texts to MJ begging him to help the Tunes. We will recap the scene where Bugs convinces MJ to help and we will analyse the language used/needed for a great persuasive piece. As Moron Mountain is full of evil creatures that will torment whoever is stuck there, Bugs is desperate for MJ's help.

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

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
- 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

Reading Tree: Domain 2g - identify/explain how meaning is enhanced through choice of words/phrases.

Maths in the Movies / STEM:

Following on from our exploration of the Looney Tunes, it is obvious the Tunes are mischievous! The Looney Tunes will provide the information for our Maths learning this week, creating multiplication and division problems based on the fictional Looney Tunes episodes. We will create and solve problems about Bugs Bunny vs Elmer Fudd or Road Runner vs Wile e Coyote. Can we represent our learning using a range of strategies including repeated addition, arrays or equal sharing?

They will also need to use the more formal written strategies for these calculations: HTO x TO, ThHTO x HTO and HTO divided by TO etc

We will continue to create our basketballs through the use of paper mache, thinking about colours as this will inform our next STEM challenge, creating our own NBA team brand. We will begin drafting our own team logo to prepare for painting in week 5 which will match our basketball designs.

The arithmetic focus this week will be on 2-digit multiplication.

- 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
-
- 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

Friday 23rd November

Learning Experiences:

Big Write: Come to Moron Mountain! Our big write challenge this week will be to create the persuasive blurb inviting people to visit Moron Mountain. This will be an advertisement piece highlighting the exciting but quirky attractions Moron Mountain has to offer.

Messy Maths: Messy Maths will follow on from our weekly strategy learning, solving multiplication and division problems based on the Looney Tunes episodes. Word problems will be the focus this week as we are practising decoding Maths problems before solving.

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

This week we will try our hand at competitive racket sports including tennis and badminton while continue our team building skills lessons to work on sportsmanship and working together.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ow
- 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 problems relating to multiplication and division

WEEK 5 THEME/ Hook: Game 1

Monday 26th November – Wednesday 28th November

Learning Experiences:

It's game 1 vs the moron mountain villains. This week we analyse and unpack the rules in the game of basketball and talk about times when we're down in the dumps, losing hope or losing 66-8 on the basketball court. MJ shares some 'secret stuff' with the team in the hopes to lift their spirits which will bring us closer to our science discussion about sports drinks and sugar.

Skills:

World Thinking: Big, Critical Curious Questions

Has there ever been a time when you/your team felt hopeless? What are some strategies to cope when all is lost? What is sportsmanship?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week we will take a stance (for or against) the use of performance enhancing drinks in the sports industry. As we see the entire team lift their spirits and play better after being tricked into drinking some 'secret stuff,' we will find out what is really inside these drinks and what does it do to our bodies? By first reading around information about the drinks in circulations today e.g. Lucozade, Powerade, we will use this information to form our arguments. This links nicely to our Science topic for this half term- the Human Body. Understanding how the body functions will be pertinent to the creation of their writing as we hope to see these links through their draft writing.

GPS: Our GPS focus this week will surround persuasive and argumentative language including modal verbs, intensifying language and critical vocabulary.

Reading Tree: Domain 2e – predict what might happen from details stated and implied.

Maths in the Movies / STEM:

Continuing our focus on sports drinks, we will spend time learning about volume and making connections to fractions and percentages. We will spend time measuring using standard then non-standard units. Next we will calculate the percentage of sugar, water and other ingredients in each drink, converting this to fractions as a follow up.

highlighting the amount of ingredients in each drink. We will revisit our statistics from week 1, checking in to see if we have made improvements to our scores- Player Assessment #3.

This week we will continue building our Wall of Fame by creating our own NBA brand. This will include drafting a logo to paint, paying close attention to colour choices and correct use of a paintbrush.

Our arithmetic focus will be to convert fractions from proper to mixed and improper.



- 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

- I can use all four operations to solve problems involving –
- 1.measures – length, mass, volume, money
- I recognise the % symbol and understand it relates to a number of parts of 100.

Friday 30th November

Learning Experiences:

Big Write: Our big write challenge will be to design and then describe a pair of our favourite basketball/sports shoes.

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

Messy Maths: The focus of our Maths session this week will be solving problems involving volume and measures.

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

Year 5 & 6 will continue to build on skills surrounding competitive racket sports games including tennis and badminton.

- 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
- I can use all four operations to solve problems involving –
- 1.measures – length, mass, volume, money
-

WEEK 6 THEME/ Hook: Show me the money

Monday 3rd December – Wednesday 5th December

Learning Experiences:

As we are now well aware, Michael Jordan is a world famous basketballer with a brand that makes millions of dollars a year. Before the end of the term, we will dive into the Jordan brand and find out just what MJ has done to ensure his name and brand lives on to the next generation. We will also look into the Looney Tunes brand, Warner Bros and find out more about the company that has brought us Space Jam, Wonder Woman and Harry Potter.

World Thinking: Big, Critical Curious Questions

What makes a successful brand/business?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

As we have spent time creating our own brand and basketball logo, it is time now to create the infamous singlet. What material would work best? Which number and why? Colours and patterns? Our writing task will be to draw a diagram of our singlet and inform others of what you have included and why. Students will need to be detailed in their explanation of how they concluded their ideas and design, colours and shape.

The use of connectives, present tense and clear headings will be part of our success criteria. Students will add these to the 'Wall of Fame' alongside our logos and player profiles.

GPS: this week we will learn how brackets, dashes and commas are used to indicate parenthesis.

Reading Tree: Domain 2b – retrieve and record information/identify key details from fiction/non-fiction.

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 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
- I can use all four operations to solve problems involving –
- 1.measures – length, mass, volume, money

Maths in the Movies / STEM:

Air Jordan, Retro 11s, High Tops, Low cut and many more. For our Maths in the Movies this week we will explore costs of items from the Jordan brand, linking in our calculations using money and decimals. Can students practise purchasing and selling Jordan items giving the correct change? Can students convert between pence and pounds correctly? From here, we will solve contextual word problems and role play shop scenarios. This will include multi-step problems and students will need to think carefully about what they are being asked to do.

We will undertake our final statistics collection, checking in to see if we have made improvements to our scores- Player Assessment #4. As this is our final week, it will be great to do some comparison work here and think about differences, creating a chart to show our improvements.

Our STEM challenge this week will have students creating their very own basketball game using recycled materials. We will collect shoe boxes and plan our very own basketball mini game. Can students align their catapult to the goal accurately? What will they need to improve after the first draft? We will log our steps to success, decorate and try our classmates games.

Our arithmetic focus this week will be to add decimals up to 2 places, linking well will our use of money in Maths in the Movies.

STEM ENGINEERING DESIGN PROCESS Building a Basketball Hoop



Friday 7th December

Learning Experiences:

Skills:

Big Write: What makes a great leader? Our big write focus this week will be to explain using clear topics what makes a great leader and why? Is it sports talent? Is it money? Is it kindness? Is it all of the above? Year 5 will have their chance today to explain their thoughts, using what we know/have learnt about Michael Jordan.

Messy Maths: word problems including money will be the Messy Maths challenge in year 5 this week, including the use of real prices of Jordan brand clothing and footwear.

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.

- 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.
- I can sue all four operations to solve problems involving –
- 1.measures – length, mass, volume, money

WEEK 7 THEME/ Hook: DC2 How did you do that?!

Monday 10th December – Wednesday 12th December

Learning Experiences:

Now that the second half of the final is underway, MJ begins to notice that in Looney Tune Land, there are no rules and the world of fiction has far more possibilities than on earth. Let's look closely at some of the fictitious moments in the finals match between the Morons and the Tunes.

World Thinking: Big, Critical Curious Questions

Is it cheating if the other team did it first? Why weren't the villains punished for their evil behaviour on and off the court?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Alongside all of our DC2 assignments, we will create fictional short stories about our favourite Looney Tunes character that will become part of the final game between the Morons and the Tunes. What can and can't your character do in Looney land? How will you create comedy through writing? Can you create a picture in someone's mind? Descriptive writing will be an important part of our success here and our peers will be assessing our work to see who is the best comic writer. In order to ensure we are producing the most comical pieces of writing, we will read around our favourite entertaining stories and also watch film clips for inspiration- including an episode or two of the Looney Tunes.

GPS: DC2 related work

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 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.

Reading Tree: Domain 2d - make inferences from the text/explain and justify inferences using examples 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 continue our exploration of fractions, ensuring we are comfortable converting before we can begin adding and subtracting improper fractions. This will link perfectly to our Looney Tunes writing as we will create fictitious stories to match our fraction equations. These can be swapped with a buddy as an extra challenge and peer assessment.

Our arithmetic focus this week will be to add fractions with different denominators.

Although we will have a busy week with DC2 assessments, we will find time to continue painting our NBA brands to add to our 'Wall of Fame.'

- 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

- I can compare/order fractions whose denominators are multiples of the same number.
- I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- I can recognise mixed numbers and improper fractions and convert from one form to the other.
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
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WEEK 8 THEME/ Hook: Christmas/I believe I can Fly

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. To close off our Space Jam topic, we will recap some of the key moments in the film, inspiring, sad and funny.

World Thinking: Big, Critical Curious Questions

What were your favourite parts of the film and why? Who is your favourite character and why?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

To end the term on a high, students will watch, listen and read around the song I believe I can fly, by R Kelly. Looking closely at the meaning behind the song, purpose for writing and connection to the film and Michael Jordan. From here we will draft our own song lyrics or rap with the purpose to inspire others to reach for their goals.

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

Skills:



- 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

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: This week will be our final chance to improve our basketball skills scores before the holiday break and add to our player profiles- Player Assessment #4. Lastly we will use our statistics from the term to calculate the fraction, decimal and percentage results e.g. what percentage were missed shots on day 1, 2 and 3? What is this in decimals and fractions?

Our arithmetic focus will zoom in on converting fractions to decimals and percentages, linking nicely to our Maths in the Movies topic.

We will aim to complete our basketball hoops in order to take them home for some fun at home with the family.

- 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 form

- I can read/write decimal numbers as fractions.
- I recognise the % symbol and understand it relates to a number of parts of 100.
- Y5 – I can write %'s as a fraction with denominator 100 and as a decimal.
- I can solve problems involving % and decimal equivalence to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25.
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