

GREENSIDE FILM FACTORY
Year 2 - Who am I?
Who, Where, Why?
Past > Present

STAR Day Planning: Spring 1 - 2019

Y2 Class Teacher: Laura Gilroy

Class Film Text: Charlotte's Web

Class Book/ Text: Charlotte's Web by E.B. White

WEEK 1 THEME/ Greenside Film immersion day - *The Time Tree*

Thursday 3rd January

Learning Experiences:

Our Greenside Film Immersion Day will be focused around our new theme - Past > Present - Who Am I? We will come together to watch ***The Time Tree*** and take part in a range of linked learning experiences including:

- What do you think are the main 3 biggest ideas explored in the film?
- Three girls from different times in time - similarities and differences
- A Character's Story: The 3 girls in the film have an interesting story to tell – your assignment is to tell the story from Anne, Jo or Rachel's point of view – what would the girls think were the important points to tell people.
- Write a poem *The Time Tree* - Students can be given a format or just free verse: the film should inspire the poem.
- Travelling through time: If you could travel to any time in the past when would you travel to? Why did you choose that time? What would you most like to see or do?
- Trees: Why do you think the short film uses the tree as an important idea and image? Make a piece of Tree Art - Students can use a specific medium of material.
- The Time Tree - Alternative Big Ideas. You are invited to use the same title: ***The Time Tree*** and the idea of children meeting from different time periods. You can then create a different story line for your own Short Film Script or Story-Board.
- The Film & the Book: Why do the people in Ann's time treat her so badly and call her a witch? Assignment: design your own book cover or film poster to promote the 'big ideas' that you think are important in the story. Meeting someone from 1596: Imagine you met a girl or boy the same age as you who lived in 1596 - MDXCVI. Assignment: What questions would you want to ask her/ him about life at that time?

Skills:

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

Writing for different purposes

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using questions and question marks appropriately
- Using appropriate punctuation such as full stops, question marks and exclamation marks
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Use knowledge of materials to sort different objects into categories
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Compare and order numbers from 0 up to 100; use <, > and = signs
- Read and write numbers to at least 100 in numerals and in words

Students will use watercolours to add a colourful background and all the webs will be joined together to create one massive home for Charlotte.

This week students will be entering the world of Charlotte's Web and familiarising themselves with the main characters and their different personality traits.

World Thinking: Big, Critical Curious Questions

What makes a friend? Why does Fern's dad want to kill Wilbur? Do you think this is fair, why/why not? How does Fern show that she is a friend to Wilbur? Why does Wilbur escape from the barn?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will compare the beginning of the film with reading the first chapters of the book. They will be introduced to some new vocabulary and will use their reasoning skills to predict what these words mean before confirming them through use of dictionaries. We will use our knew knowledge of the characters of Wilbur and Fern to create a web display of adjectives and phrases showing the differences and similarities between the characters' personalities. Students will also write a letter to Mr Arable to persuade him to allow Fern to keep Wilbur using powerful questions and statements of fact to back up their reasoning as well as exclamation marks and commands to add even more force to their arguments.

GPS: asking questions, writing statements, exclamations and commands about why Mr Arable should allow Fern to keep Wilbur.

Reading Tree:

- Draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts
- make inferences from the text
- predict what might happen on the basis of what has been read so far

Maths in the Movies / STEM: In the opening scene we can see Wilbur being born in the barn along with his siblings, there are many piglets in the litter! We will begin looking at multiplication through repeated addition using litters of piglets and other animals to help us understand equal groups and how they relate to our 2s, 3s, 5s and 10 times tables.

This half term we are introducing STEM groups throughout KS1. Each week groups will be looking at arithmetic skills so that KS1 become mathematical superstars. This week's focus will be addition.

Writing for different purposes

-Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

-Read aloud what they have written with appropriate intonation to make the meaning clear.

-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

-Using questions and question marks appropriately

-Using appropriate punctuation such as full stops, question marks and exclamation marks

-Use a range of materials creatively to design and make products

-Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

-Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

-recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

-calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs

-show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot

-solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

-describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Students will explore the identities of different species that present in this treasured children's story. They will use their knowledge of the food chain to determine where different animals fit into the food chain. This requires critical thinking and allows the students to look at the story from a unique scientific perspective.



Friday 11th January

Learning Experiences: Students will be using the English and GPS skills they have learnt this week to independently write a persuasive letter, and applying their Maths skills to solve reasoning problems in Messy Maths.

Friday Big Write: Students will write a letter from the perspective of Wilbur to Mr Arable. Students will use statements, commands, exclamations and rhetorical questions to persuade Mr Arable to spare Wilbur's life.

Messy Maths: Problem solving and reasoning questions relating to multiplication through repeated addition.

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

Students will record their personal bests on skills previously taught each week (throwing and catching a ball independently, throwing and catching a bean bag with a partner, aiming a bean bag into a hoop).

Students will create a simple dance routine to a given piece of music either in pairs or part of a small group. The theme will change each week to combine with crew themes eg animal, space, catwalk etc using appropriate music and movement .

Skills:

Writing for different purposes

-Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

-Read aloud what they have written with appropriate intonation to make the meaning clear.

-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

-Using the correct tense when writing

-Use number bond facts to help solve problems

WEEK 3 THEME/ Hook: What's in a Web?

Monday 14th January – Wednesday 16th January

Learning Experiences: This week students will be analysing the main setting of the film and thinking about why the farm is a good place to set the story and the natural wonders that can be found there. We will go outside in to the garden and look for spiders' webs and think about the intricate process these animals carry out to create their homes. This will lend itself to the students creating a set of instructions to make the perfect web and completing their own webs from these instructions using wool.

World Thinking: Big, Critical Curious Questions

Why do animals live in a barn? Why do spiders' webs have so many strands? How would you feel if you were Wilbur after being taken to the barn by Fern?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will choose a character to represent from Charlotte's Web and will photograph each other in action using their ipads. The photos will then be saved to their google drives and printed ready to be used in their setting task where they will draw a barnyard and insert their characters to the scene. From this barnyard setting students will then pick out key elements which they will include in their writing of a setting description. Students will be pushed to really think about extending their sentences and will apply fronted adverbials in order to do so and provide lots of additional detail.

Students will also be writing a set of instructions for how to create the best webs and will use prior knowledge of sequencing to ensure the instructions are set out correctly. We will test out the instructions by then proceeding to make our wool webs and assessing our results.

GPS: Applying fronted adverbials to setting description.

Reading Tree:

- Draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts
- make inferences from the text
- predict what might happen on the basis of what has been read so far

Maths in the Movies / STEM: We can see many different animal species in Charlotte's Web which all work together in the barn despite their differences. We will be using our previous learning of multiplication through repeated addition of litters of piglets to introduce using the 'x' symbol in multiplication questions and

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Writing for different purposes

-Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

-Read aloud what they have written with appropriate intonation to make the meaning clear.

-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

-Using questions and question marks appropriately

-Using appropriate punctuation such as full stops, question marks and exclamation marks

-Use a range of materials creatively to design and make products

-Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

-Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

-recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

-calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs

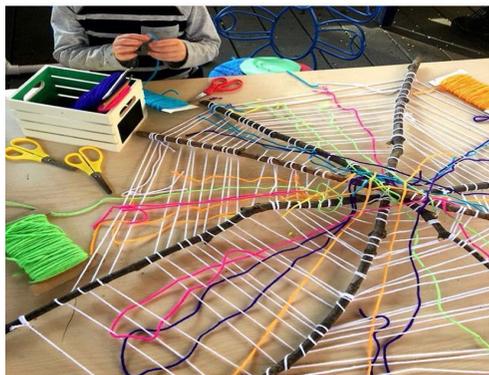
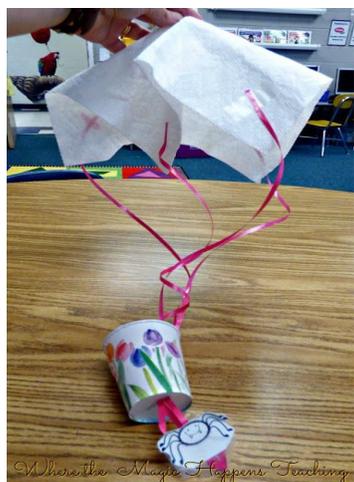
-show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot

-solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

what this really means and will do so by using different groups of animals and number of pens in the barn. Students will also look at arrays where they will be able to make links with the visual representation (using our barnyard animals to create the array) and the abstract notation of the different questions.

This week's STEM Group arithmetic focus will be subtraction.

Students STEM project will be inspired by the scene in the film where Charlotte's baby spiders fly away from the barn by creating parachutes to attach the spiders. They will investigate the impact this has on their landing speed from a higher position and record their results in a bar chart. Students will then reflect on why the parachutes did/did not work to soften the landing of the spiders and how they would amend their parachute design if the investigation were to be repeated.



Friday 18th January

Learning Experiences: Students will be using the English and GPS skills they have learnt this week to independently describe their own chosen setting, and applying their Maths skills to solve reasoning problems in Messy Maths.

Friday Big Write: Students will be working towards writing their own version of Charlotte's Web and so will begin to create each of the main elements in their Big Writes. Today students will choose a setting for their own story and write a detailed setting description.

Messy Maths: Students will be solving problems involving arrays and multiplication questions.

PE/ Sports: (Activities, key skills / techniques) Students will record their personal bests on skills previously taught each week (throwing and catching a

Skills:

Writing for different purposes

-Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

-Read aloud what they have written with appropriate intonation to make the meaning clear.

-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

-Using the correct tense when writing

-Use number bond facts to help solve problems

ball independently, throwing and catching a bean bag with a partner, aiming a bean bag into a hoop).
 Students will create a simple dance routine to a given piece of music either in pairs or part of a small group. The theme will change each week to combine with crew themes eg animal, space, catwalk etc using appropriate music and movement .

WEEK 4 THEME/ Hook: We are all artists.

Monday 21st January – Wednesday 23rd January

Learning Experiences: Fern can be seen regularly drawing portraits of Wilbur in the barnyard. Students will research 2 contrasting mediums and the techniques needed to create an effective portrait. They will then choose a medium and having brought in a toy animal of their choice they will then draw/paint a still life portrait of it. This will then inspire some poetry writing which students will complete in their English work this week.

World Thinking: Big, Critical Curious Questions

What is the purpose of life? What happens after death? What are the pros and cons of certain animals living in captivity?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will use their still life portraits to inspire interesting phrases using alliteration to describe their animal. They will then use these phrases to be able to write a character description for the animal they have drawn.

As the baby spiders leave the barnyard they can be heard chanting ‘We take to the breeze, we go as we please, we take to the breeze’. Students will explore different poems and look at the rhyme schemes which they use. Students will then create their own rhyming poem all about their animal.

GPS: Alliteration

Reading Tree:

- draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts
- make inferences from the text
- predict what might happen on the basis of what has been read so far

Maths in the Movies / STEM:

Charlotte lays her eggs near the end of the film and the baby spiders are soon seen ‘flying’ to their new homes. As there are so many spiders to house, students will look at dividing them evenly into their new homes. This will involve looking at

Skills:



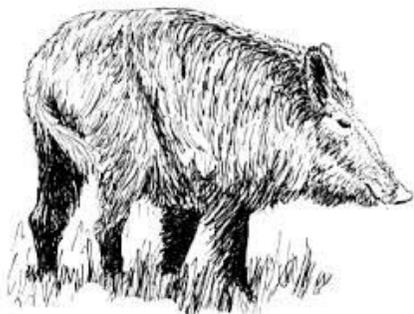
Writing for different purposes

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using questions and question marks appropriately
- Using appropriate punctuation such as full stops, question marks and exclamation marks
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

division facts and their relationship to multiplication facts, with a focus on dividing by 2, 5 and 10.

This week's STEM Group arithmetic focus will be multiplication.

Students will be challenged to design and make a pigpen using classroom materials. They will be given the numerical measurements of a model of Wilbur and they must ensure the pigpen is big enough to fit the model when completed which will involve consideration of shape as well as measurement. Not only that, but through our science learning of animals and their diet and exercise requirements, students will have to allow additional space for the model to be able to move around in freely and they will be required to include a trough containing a dietary item suitable for Wilbur to eat as part of a healthy diet. This project will require students to think in their STEM roles to meet the criteria given to them and it will be completed over two weeks.



Friday 25th January

Learning Experiences: Students will be using the English and GPS skills they have learnt this week to independently write a poem, and applying their Maths skills to solve reasoning problems in Messy Maths.

Big Write: This week students will move on to creating the main character for their own story. They will do this by looking back at their portraits from earlier in the week and deciding on the character traits they wish to include in their character descriptions. Students will apply alliteration in their new descriptions.

Messy Maths: Students will be solving problems involving division questions.

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

Students will record their personal bests on skills previously taught each week (throwing and catching a ball independently, throwing and catching a bean bag with a partner, aiming a bean bag into a hoop).

Students will create a simple dance routine to a given piece of music either in pairs or part of a small group. The theme will change each week to combine with crew themes eg animal, space, catwalk etc using appropriate music and movement .

Skills:

Writing for different purposes

-Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

-Read aloud what they have written with appropriate intonation to make the meaning clear.

-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

-Using the correct tense when writing

-Use number bond facts to help solve problems

WEEK 5 THEME/ Hook: Animals are our friends.

Monday 28th January – Wednesday 30th January (Tuesday 29th Play In A Day)

Learning Experiences: This week we will be thinking carefully about the rights of animals and comparing them to the rights of humans and asking why there are differences and similarities. Students will be visiting Kentish Town City Farm (TBC) to learn about animal physiology, where food comes from and its place within the natural world. They will also learn about caring for farm animals through diet, exercise and shelter. Students will photograph/video parts of the trip and use Adobe Voice to create a presentation with a voiceover to share with others describing their experience and what they learned.

World Thinking: Big, Critical Curious Questions

Why do humans eat some animals and not others? Is animals' sole purpose to be used for food? What other purposes do animals have in the world?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration) We will be using stills and short video clips taken during our class trip to the farm and describing what we seen by creating a voice over which will be combined in to a presentation using Adobe Voice on our ipads. Using the voice work for the presentation, students will refer to this to help them write a recount of their trip applying previous knowledge of sequencing events and using time adverbials to demonstrate this. They will also apply subordinating conjunctions to help extend their sentences.

GPS: Subordinating conjunctions.

Reading Tree:

- draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts
- make inferences from the text
- predict what might happen on the basis of what has been read so far

Maths in the Movies / STEM: In the film, there is some confusion about the number of chick eggs which have hatched. Students will use the theme of chick eggs to explore and consolidate their knowledge of times tables (2s, 5s, and 10s). We will also use our arrays to show how commutativity can be applied to multiplication. The students will compare multiplication to division where they will explore *why* we can use the commutative law in multiplication, but not in division.

This week's STEM Group arithmetic focus will be division.

Skills:



Writing for different purposes

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using questions and question marks appropriately
- Using appropriate punctuation such as full stops, question marks and exclamation marks

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Students will continue and complete their STEM project from the previous week of creating Wilbur's pigpen. They will assess if they have met the criteria, and if not what they would do to correct it.



Friday 1st February

Learning Experiences: Students will be using the English and GPS skills they have learnt this week to write a character description, and applying their Maths skills to solve reasoning problems in Messy Maths.

Friday Big Write: This week students will use inspiration from our class trip to think about where the animals in a barnyard can move to and the experiences they might have in changing their environment. They will get in to the spirit of their story character to write a diary entry of a journey they had from the barn to their chosen destination and apply subordinating conjunctions throughout.

Messy Maths: Students will be solving word problems where they will have to identify what operation to use out of multiplication and division.

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

Students will record their personal bests on skills previously taught each week (throwing and catching a ball independently, throwing and catching a bean bag with a partner, aiming a bean bag into a hoop).

Students will create a simple dance routine to a given piece of music either in pairs or part of a small group. The theme will change each week to combine with crew themes eg animal, space, catwalk etc using appropriate music and movement .

Skills:

Writing for different purposes

-Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

-Read aloud what they have written with appropriate intonation to make the meaning clear.

-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

-Using the correct tense when writing

-Use number bond facts to help solve problems

WEEK 6 THEME/ Hook: DC3: All About Me.

Monday 4th February – Wednesday 6th February

Learning Experiences: Wilbur is tasked with coming up with a word to describe himself so that Charlotte can create the word in her web and hopefully persuade the humans not to kill Wilbur. We will be reflective of ourselves as individuals and look at our own positive and unique qualities choosing appropriate words to create an 'about me' spider.

World Thinking: Big, Critical Curious Questions

Who am I? What qualities make me unique? What makes a good story?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Alongside all of our DC3 assignments, students will begin to think about the story they wish to tell in their own version of Charlotte's Web. They will look at story mountains and analyse the story mountain for Charlotte's Web and other children's stories. Students will then complete the first stage of their story mountain which will include the introduction and the main problem their character faces.

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

GPS: DC3 related work

Reading Tree: Students will be completing reading assessments as part of DC3.

Maths in the Movies / STEM:

There will be a big focus on our work for the DC3 assessments this week but we will also turn our attention to the times tables, seeing who in the class will come out on top as the ultimate 'Times tables Master'. Students will complete a booklet of consolidation activities on multiplication and division.

Related to the learning we have done on animals throughout this half term, students will explore the differences between things that are living, dead and things that have never been alive by way of a sorting activity of different items found in our natural environment.



Skills:



- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using questions and question marks appropriately
- Using appropriate punctuation such as full stops, question marks and exclamation marks

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Friday 8th February

Learning Experiences: Students will be using the English and GPS skills they have learnt to write a first draft of their version of Charlotte's Web, and applying their Maths skills to solve reasoning problems in Messy Maths.

Big Write: Students will use their story mountain template to write a first draft of their own version of Charlotte's Web, using their previous work of character and setting descriptions to provide detail.

Messy Maths: Students will complete word problems where they now need to identify the correct operation to use out of addition, subtraction, multiplication and division.

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

Students will record their personal bests on skills previously taught each week (throwing and catching a ball independently, throwing and catching a bean bag with a partner, aiming a bean bag into a hoop).

Students will create a simple dance routine to a given piece of music either in pairs or part of a small group. The theme will change each week to combine with crew themes eg animal, space, catwalk etc using appropriate music and movement .

Skills:

Writing for different purposes

-Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

-Read aloud what they have written with appropriate intonation to make the meaning clear.

-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

-Using the correct tense when writing

-Use number bond facts to help solve problems

WEEK 7 THEME/ Hook: Get creative.

Monday 11th February – Wednesday 13th February

Learning Experiences: This week is all about students combining their ideas and learning from across the term to create different pieces of work. They will be completing their own narratives based on Charlotte's Web and even making a board game from scratch to enjoy with each other whilst reinforcing new Maths skills.

World Thinking: Big, Critical Curious Questions

What do you think makes a great board game? What are they made of? How can I improve my skills in the future? Why are instructions important? Do we need instructions for everything in life?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

In this final week students will be ready to review and edit their previous writing work and publish a final draft of their own Charlotte's Web story. This will involve bringing together all the themes they have worked on across the term to inspire one larger piece of writing. Students will also be tasked with retrospectively writing a full set of instructions for their board games which they will be creating.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Writing for different purposes

-Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

-Read aloud what they have written with appropriate intonation to make the meaning clear.

-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

-Using questions and question marks appropriately

-Using appropriate punctuation such as full stops, question marks and exclamation marks

-Use a range of materials creatively to design and make products

-Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

GPS: We will review our results from DC3 and set targets for ourselves for moving forward. We will also recap the main GPS elements we have learned over the term.

Reading Tree: In this session we will review our results from DC3, creating perfect answers, identifying where points have been dropped and the types of questions that students are finding challenging.

Maths in the Movies / STEM: Students will recap their learning of multiplication and division this half term and use their knowledge to create a math based board game based on Charlotte's Web. They will have to ensure they apply their Maths skills appropriately to produce an ultimate winner. Students will use their art skills to design the board game, using exciting images and colour schemes to draw in the players, and a set of instructions will be written up in our English sessions. Finally we will test out the games and evaluate the designs and look at how we can improve the main elements in future.

This week's STEM Group arithmetic focus will be word problems using a range of the arithmetic skills we have picked up over this half term.



-Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

-recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
-calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
-show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
-solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Friday 15th February

Learning Experiences: Students will be using the English and GPS skills they have learnt to write a review of, and applying their Maths skills to solve reasoning problems in Messy Maths.

Big Write: Students will write a Film Review of Charlotte's Web which will be an opinion piece based on why they would or would not recommend the film to family and friends. They will be required to provide appropriate justifications for their review.

Messy Maths: Students will complete a pre-teaching messy Maths activity on statistics to assess their current levels of understanding and introduce the topic for the beginning of the following half term.

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

Skills:

Writing for different purposes

-Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

-Read aloud what they have written with appropriate intonation to make the meaning clear.

-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

-Using the correct tense when writing

-Use number bond facts to help solve problems

Students will record their personal bests on skills previously taught each week (throwing and catching a ball independently, throwing and catching a bean bag with a partner, aiming a bean bag into a hoop).
Students will create a simple dance routine to a given piece of music either in pairs or part of a small group. The theme will change each week to combine with crew themes eg animal, space, catwalk etc using appropriate music and movement.

