

GREENSIDE FILM FACTORY
Year 3 - Who am I?
Who, Where, Why?
Past > Present

STAR Day Planning: Spring 1 - 2019

Y3 Class Teacher: Joanne Rundle

Class Film Text: *Chitty Chitty Bang Bang*

Class Book/ Text: Chitty Chitty Bang Bang - various versions

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 students 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

Skills:



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

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?

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
- use a variety of statements, questions, exclamations and commands
- multiply by 10, 100 and 1000.
- divide by 10, 100 and 1000
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms



Friday 4th January

Learning Experiences:

Friday Big Write: This will be based on the *Time Tree*

Messy Maths: We will all take part in a STEM challenge linked to our learning on the *Time Tree*.

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
- multiply by 10, 100 and 1000.
- divide by 10, 100 and 1000
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics skills using a range of movement patterns.

WEEK 2 THEME/ Hook: Read all about it! An incredible flying car!

Learning Experiences:

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

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

What is the role of the car in the film? Where does it take them? Does it help them to change their perspective?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week we are creating newspaper reports on what happens when Father creates his hair cutting machine - and it goes wrong! We will discover what happens at the fun fair and how the audience responds when the customer's hair falls off! When reporting, we will use the 5 W's to inform everyone and keep them up to date and we will use subheadings to organise our writing. Using our adverbs of time and place, students will develop their writing, to give greater depth. We will be reading out our newspaper reports to the class and practicing speaking loudly and clearly. We will use iPads to record our performances, and dress up using the fashion from the film. We saw how many men wore top hats and suits, and ladies wore summer hats and bows, we will make these in STEM and read our reports out wearing them! Our hats, bows and newspaper reports will be displayed in the classroom, for everyone to keep up to date!

GPS: Using commas in our writing, reported speech

Reading Tree: We will introduce our class book Chitty Chitty Bang Bang - the picture book!

Maths in the Movies / STEM:

Chitty Chitty Bang Bang is an incredible machine that can turn into a car, a boat and a plane! What an incredible machine! This week we will be looking at statistics, and we shall see whether Year 3 think Chitty Chitty Bang Bang should stay as a car, a plane or a boat. We will conduct a class vote, and present our information in different ways including bar charts and pie charts. We will make 3D displays and look at angles while creating our charts. We will also review our knowledge of place value by looking at the number of people that live in the childless village of Vulgarian compared to where we live in London. We will look at how far away the village is and how long it would take us to travel there. Our

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
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
- use a variety of statements, questions, exclamations and commands
- Be able to suggest ways of improving own work
- Be able to communicate through visual and tactile forms
- Be able to use conjunctions and adverbs of time and place
- Be able to proofread for spelling and punctuation errors
- Be able to read their work aloud, to a group or whole class using appropriate intonation and controlling the tone and volume so the meaning is clear
- To use commas after fronted adverbials
- To make 3D shapes using modelling materials
- To be able to interpret and present data using bar charts, pictograms and tables
- To recognise the value of each digit in a three-digit number (hundreds, tens, ones)
- Compare and order numbers up to 1000
- Asking relevant questions and using different types of scientific enquiries to answer them
- Be able to use geographical terms
- To compare how things move on different surfaces
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Use Roman Numerals from I to XII
- To count from 0 in multiples of 3, 4 and 8

STEM project will be to create our own Chitty Chitty Bang Bang to fly, float and drive. We will link this to our science learning on materials as we decide what materials could we use that would be waterproof and strong. When Chitty is a car, we notice how the car find it difficult to travel down rocky lanes, compared to the flat road at the Grand Prix. Students will find out about different materials and discover what is the best surface to make vehicles move faster or slower.

Arithmetic Focus: Mental strategies for the 4 and 8 times tables

Friday 11th January

Learning Experiences:

Friday Big Write:

The adventures of Chitty Chitty Bang Bang! This week we will be writing a story about what happened when Grandpa went missing, and Chitty Chitty Bang Bang helped the children to find him! We will be using reported speech and commas.

Messy Maths:

Maths word problems including data collection and data analysis

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
- using a wide range of conjunctions including when, if and because
- using adverbs of time and place
- to be able to interpret and present data in a bar chart, pie chart and table
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics skills using a range of movement patterns.

WEEK 3 THEME/ Hook: Ahoy matey!

Monday 14th January – Wednesday 16th January

Learning Experiences:

This week we will be learning about the pirates from Chitty Chitty Bang Bang, and writing our own stories using descriptive language. We will learn about how to multiply when the Captain decides to sell his own products to compete with Potts and create and Pirate images to put on display!

World Thinking: Big, Critical Curious Questions

Why did the stories of pirates come from? Do you know any? Do you think all pirates are bad?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

In the film, the children spot a large pirate ship heading their way! This week we will be learning all about myths and legends, and writing our own using descriptive language and speech marks. We will learn about the most famous

Skills:

ARGUMENT FORMATION INFORMATION LITERACY LEADERSHIP SKILLS ORGANIZATION

ACTION PLANNING RESEARCH AND WRITING CRITICAL THINKING REFLECTION

- Plan their writing by discussing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Learn how to organise paragraphs around a theme
- Increasing familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally

pirate, William Kidd and the stories that were told about him. We will look at legends about pirates, and whether these stories were true or false. We will create our own pirate ship hats and different pirate crews in the classroom. Are you ready for an adventure? Aye aye captain! We will look at how to create settings and how to organise our writing using paragraphs focusing on different topics.

GPS: Conjunctions of time (when/after/before/until/since/while)
Speech marks

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

Maths in the Movies / STEM:

The captain has learnt about how well Potts is doing with selling his sweets! As he is a jealous man, he wants to do the same! He is selling his pirate packages in bags of 5, and he has had 75 orders each day since he started selling them on the ship! We will be learning about how to multiply this week, and finding strategies for solving two step problems. Let's hope Pott still has his success and the pirate captain does not take over! We will think about money multiplication problems, how much we think the captain should sell his package for, and receiving change when buying items.

The pirates live on large ship and we will be creating our own images of pirate ships to go on display. We will be looking at different materials that are strong and tough and withstand many different weather types! Maybe we should use charcoal or chalk to draw. We will look at different types of shading and contrasting colours in our pictures.

Arithmetic Focus: Counting in multiples

- Retrieve and recording information/identify key details from the text.
- multiply by 10, 100 and 1000.
- Be able to use conjunctions of time
- Divide by 10, 100 and 1000
- Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables
- 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 comment on works of art
- Be able to choose materials and techniques appropriate for the task
- In writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- Using commas after fronted adverbials and punctuating direct speech

Friday 18th January

Learning Experiences:

Friday Big Write:

The Adventures of Chitty Chitty Bang Bang -
This week we will be using our 5 senses to describe how it felt to go on an adventure in the car for the first time. We will write in 1st person and use speech marks and conjunctions.

Messy Maths:

Maths problems involving division and inverse

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 multiplication and division and rounding with increasingly larger numbers

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.

- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics skills using a range of movement patterns.
- Use a range of attacking and defending skills in order to enhance performance in a game

WEEK 4 THEME/ Hook: All about sweets!

Monday 21st January – Wednesday 23rd January

Learning Experiences:

This week we will be focusing on Mr Pott's success with his sweets and thinking about how they are made. We will enter the sweet world of making sweets! We will be designing our own sweets and packaging, and using them to learn about division, we need to make sure all the children in the castle have a fair share! We will think about how much profit Father will be making from his new sweet business and looking at how many sweets he will need to sell each week, month and year! We will be learning all about the Grand Prix, as shown at the beginning of the film and will be learning about what cars are made of now, compared to in the past.

World Thinking: Big, Critical Curious Questions

How can you persuade someone? What do you need persuading to do? How did the Grand Prix start? Would you like to watch one of the races? Is racing fun or dangerous?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Have you ever tried to persuade someone to do something? The children in the film tried desperately to persuade father to buy Chitty Chitty Bang Bang, and he went out to earn money at the fair. They told him all the reasons why he should buy it, and how it would make them happy. But now Father has invented a sweet! The children would love to try it, and we will look at how they can persuade father to let them eat the sweets. We will look at the lyrics to 'Truly Scrumptious' and the description used in the song.

GPS: Noun phrases with adjectives, persuasive techniques

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

Maths in the Movies / STEM:

All about sweets! This week we will be looking at sweets from Sweet Co Factory where Father finds success with his sweet! We will have a special session making our own sweets. We will look at common flavours of popular sweets, and

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY

LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- composing and rehearsing sentences orally
- 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 the correct tense when explaining
- write and calculate mathematical statements for multiplication using multiplication tables that they know
- Be able to choose materials and techniques which are appropriate for their task
- Be able to order events and objects into a sequence
- Be able to identify differences between their own lives and those of people who have lived in the past
- Be able to find out aspects of the past from a range of sources of information
- Compare how things move on different surfaces

think about what we would like to make for our own sweets to eat. This week we will have a sweetie professional come into our classroom and show us what to do. Each student will be designing their own sweet and packaging. First we will create these out of playdough, to think about the size, and then we will be creating real sweets that we can eat! Once we have made our sweets we will design posters to market them. Our Maths focus will be division as we work out how to divide all the sweets in the factory between the film characters - we will find the answer to two step problems using real sweets.

At the beginning of the film, we see Chitty Chitty Bang Bang competing in may races over the years, at the Grand Prix! We will be looking at the races mentioned in the film, and we will plot the different races all over the map. We will also be using secondary sources to find out information, how do these differ to primary sources? We will look at the most famous Grand Prix in Monte Carlo and look at how successful Chitty Chitty Bang Bang was in each of the races in the film. We will list the different dates from the past and find out when the first ever Grand Prix commenced. We will be investigating which materials help cars go smoothly on the tracks and which ones would make the car go slower. May the best car win!

Arithmetic Focus: Multiplying and dividing by 3.

Friday 25th January

Learning Experiences:

Friday Big Write:

The Adventures of Chitty Chitty Bang Bang

In this week's adventure, the children enter a school in the future, and they see how all the children go to school each day and have lots of fun while learning. They would also like to start going to school. We will be using persuasive language and noun phrases with adjectives.

Messy Maths:

Word problems involving multiplication and division, using the 3 times table.

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
- solve number and practical problems that involve multiplication and division with increasingly larger numbers
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics routines using a range of movement patterns.

WEEK 5 THEME/ Hook: Truly Scrumptious

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

Learning Experiences:

This week we will be looking at the friendships and relationships between the characters in the Potts family and thinking about how they show how they feel. We will be writing poems from Father to Truly, and Father to Grandfather. We will look at these different connections and how the children feel in the film. We will be looking at all of Mr Potts inventions this week and how they help around

Skills:

the house, with sharing out the food. We will learn about division with practical methods, involving sharing sweets! Mr Potts needs a stall to sell his sweets, so we shall be designing a strong, sturdy structure.

World Thinking: Big, Critical Curious Questions

Who do you have positive friendships and relationships with? Who are you closest to? Why? How can you help others around you? How does poetry help people express themselves? If you were an inventor for a day, what would you create?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

It has become clear in the film that Mr Potts quite likes Truly! We discover this when they are trying to help the children escape from the castle and how Mr Potts acts around her! In the past people have used poetry to express how they feel and this week we will be writing our own poems, as if we were Mr Potts! We will look at some very early poems and how they have changed over the years. We will look at why Mr Potts like Truly and how she fits into their family. We will look at different poetry techniques such as haikus, narrative and cinquain! We will use descriptive writing including expanded noun phrase to describe how we feel, and how the person makes us feel. We will also be thinking about how Mr Potts feels about his father who has looked after him. We will be presenting our poems to the class and also writing about people who make us smile in our lives. We will be having a 'bring in and share' session this week, where we can share our favourite poems with the class and explain why they are special to us. We will also practice using different tenses this week in our writing, and seeing if we can use all the tenses in one poem!

GPS: Using vowels and an/a

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:

In the Potts family there are 4 family members - Father, the two children and grandfather (when he isn't off on his adventures!). When the breakfast machine makes their breakfast, it has to divide the pancakes into 4 pieces - 4 quarters. This week we will be looking at fractions and how we will prepare all the food for the celebration party of Mr Pott's sweets! We will be using sweets in class to practically learn about fractions of amounts, if Mr Potts has 36 sweets per bag, and $\frac{1}{3}$ are green, we will work out how many green sweets people will get.

We will also be designing a stall for Mr Potts to sell his sweets at. with fractions of amounts for decoration. for example we will decorate the stall with many pictures of the flute sweets, but only $\frac{1}{6}$ of them should be decorated with paint!



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Preparing poems to read aloud and to perform, showing understanding through intonation, tone volume and action
- Discussing words and phrases that capture the reader's interest and imagination
- Choosing nouns or pronouns appropriately for clarity and cohesion
- Assessing the effectiveness of their own and others' writing
- Using expanded noun phrases to convey complicated information concisely
- identify and explain how meaning is enhanced through word choice.
- know that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts
- finding fractions of a quantity
- add and subtract fractions with the same denominator.
- recording findings using scientific language

How will you create a stall with all the requirements? We will think about the materials we need for a stall and how we can incorporate a magnet into our stall to help it store some items.

The Potts children will also be selling some of their toys this week, to help their father's new business start off right. We will be looking at toys from the past that the children played with, for example, the Potts children did not have IPADS and computers to play on. We will also look at Esafety this week, to make sure we always safe online!

Arithmetic Focus: Adding and subtracting fractions

Friday 1st February

Learning Experiences:

Big Write:

The adventures of Chitty Chitty Bang Bang!

In this week's adventure the children come across a strange village, and find some interesting messages on the floor. They learn about how this village is very different indeed. This week we will use poetry techniques and making sure we use vowels correctly.

Messy Maths: Practical activities finding fractions of amounts

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
- finding fractions of a quantity
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics routines using a range of movement patterns.

WEEK 6 THEME/ Hook: DC3 - How does it work?

Monday 4th February – Wednesday 6th February

Learning Experiences:

How does it work? This week we will be looking at explanation texts and understanding why they are so useful, especially explanations Mr Potts gives about his inventions! We all need to practice our times table skills, and this is also the case for the Potts children! We will be thinking of creative ways to become more confident when learning our times table facts!

World Thinking: Big, Critical Curious Questions

How many times tables do you know? What method do you find the most useful? How could you explain this to someone? What visual explanations could you use?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Alongside all of our DC3 assignments, we will also be looking at explanation texts. We will be producing an explanation leaflet all about Chitty Chitty Bang Bang and explaining all the incredible things the car can do. We will look at all the features the car has, for example the ability to float and fly. We will be looking at non chronological texts, researching about Ian Fleming (the author of Chitty Chitty Bang Bang) and learning about his life. We will be presenting our findings to the class with a presentation.

We will also be writing instructions for our STEM board games to help the Potts children learn their times tables!

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

GPS: DC3 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 DC3 assessments this week but we will also turn our attention to practice our times tables, we will be using practical methods, including the number line for multiplication and division. We will be designing Chitty Chitty Bang Bang board and card games for the Potts children to practice counting from 0 in multiples of 3, 4, 8 and 50.

What do you think makes a great board game? What are they made of? How can we make them portable and easy to carry around? We will evaluate our own and others work and look at how we can improve with our times tables skills, and our design skills. We will use our art skills to design the board game, using contrasting colours so the board games stand out!

Arithmetic Focus: DC3 related work

Friday 8th February

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
- 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.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms

Learning Experiences:**Big Write:**

The Adventures of Chitty Chitty Bang Bang

This week we will be writing an adventure about the return to the castle! We will think about what Potts could do to help the forgotten children. We will be focusing on full stops, capital letters and the use of brackets in our writing.

Messy Maths:

Place value word problems and comparing numbers

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
- 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 gymnastics skills using a range of movement patterns.

WEEK 7 THEME/ Hook: Time to create!**Monday 11th February – Wednesday 13th February****Learning Experiences:**

This week we will be giving instructions to ourselves and each other! We will be looking at the features of instructional writing and invention our own machine to help us out! We will be writing instructions to show how you use the machine and showing our science learning by incorporating magnets into our design!

World Thinking: Big, Critical Curious Questions

When do you use instructions? Do you ever write them for others? What invention in the world do you think has changed the world the most? Why?

Learning about & through Film: Film Analysis/ Film Making**English: (Including any experiences for inspiration)**

Mr Potts has many amazing inventions! We will first look at his incredible breakfast machine and figure out how it works. To help us organise our thoughts we write write some instructions.

This week we will be looking at instructional writing, and looking back on our explanation writing from the previous week. What are the main differences between the two? As well as explaining how to use the inventions, we will be creating our own invention, and showing this to the class. Let's get creative with ideas, Mr Potts always had a purpose for his invention, for example his breakfast machine or his hair cutting device. We will be thinking about useful ideas for our inventions.

GPS: We will review our results from DC3 and set targets for ourselves for moving forward. We will also review conjunctions this week.

Skills:

ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- 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
- 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
- setting up practical enquiries
- using results to draw conclusions
- to add and subtract amounts of money in practical contexts, including giving change
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance

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:

This week we will be taking a note out of Mr Pott's book and creating our own invention! Will this be useful at home or school? We will think about how our invention could help us, and how it will work. We will enter the Wonder Workshop, where you will need to 'rent' out tools and buy materials to use on your invention, while sticking to a budget! In the film, 'tuppence' and 'shillings' are mentioned and this week we will look at how our money has changed over time.

You will also need to incorporate magnets into your design, for example, you could attach a magnet to help parts stay together, instead of using glue or tape. We will take our inventions around the school and show them to different classes, will they think they are useful too? We will show them how to use them using our instructions we have written.

Arithmetic Focus: Number bonds to 100

Friday 15th February

Learning Experiences:

Big Write:

The Adventures of Chitty Chitty Bang Bang

This week the students meet the forgotten children, who are also a little forgetful! We will be focusing on using a range of conjunctions.

Messy Maths: Money word problems

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
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction money problems in practical contexts
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics skills using a range of movement patterns.

