

**GREENSIDE FILM FACTORY**  
**Year 5 & 6 - Who am I?**  
**Who, Where, Why?**  
**Past > Present**

**STAR Day Planning:** Spring 1 - 2019

**Y6 Class Teacher:** Daniel Mahara

**Y5 Class Teacher:** Stephanie Whitehead

**Class Film Text:** *Cosmos A Spacetime Odyssey*

**Class Book/ Text:** *A Little History of the World, Ernst Gombrich*

**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:**



**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
- 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 term, students will begin to develop their skills in athletics. They will develop techniques for sports such as the long jump, javelin and shot put while also exercising the appropriate muscle groups.

#### 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: Cosmos – A Spacetime Odyssey

Monday 7th January – Wednesday 9th January

### Learning Experiences:

Immersion in the text/genre. We will introduce our theme and ask our big questions about Cosmos A Spacetime Odyssey .  
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 Cosmos? What do we mean by a spacetime odyssey? How is our world shaped by what has gone before?

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

**English:** Our focus will be on familiarisation with the documentary. What do we mean by the Cosmos and how do we define the history of our earth? What are the main themes in the film? We will also look at the technical aspects of this film to discuss how the film mixes styles of media to portray different aspects of the story.

**GPS:** use a variety of statements, questions, exclamations and commands for a desired effect.

### Maths in the Movies / STEM:

**Y6 STEM:** This week we will consider a sense of place in the Maths context. We will use this idea as we multiply and divide a range of whole and decimal numbers and work through a range of challenges involving place value - including looking at the value of fractions, decimals and percentages and ordering these on a number line. We will extend this to look at the effect of multiplying and dividing a range of numbers by 10, 100, 1000, 10000 to see the connection between operation and place value. We will also think about our place on planet earth in relation to the rest of the cosmos – or our cosmic address. We will use this idea as a basis for creating our class display.

**Y5 STEM:** This week we will consider a sense of place values in Maths context. We will use this idea as we multiply and divide a range of whole and decimal numbers and work through a range of challenges involving place value - including looking at the value of fractions, decimals and percentages and ordering these on a number line. We will extend this to look at the effect of multiplying and dividing a range of numbers by 10, 100, 1000, 10000 to see the connection between operation and place value. We will also think about our place on planet earth in relation to the rest of the cosmos – or our cosmic

### Skills:



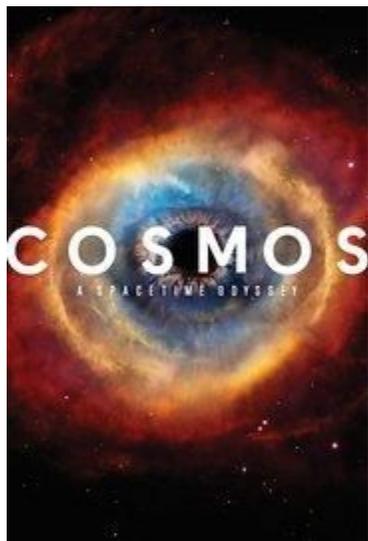
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- wide range of clause structures
- make comparisons within the text.
- reading skills also as outlined 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
- order and compare numbers up to 10 000 000 and determine the value of each digit.
- read numbers up to 10 000 000.
- write numbers up to 10 000 000.
- round any whole number to a required degree of accuracy.
- use negative numbers in context, and calculate intervals across zero.
- solve number and practical problems that involve all of the above



address. We will use this idea as a basis for creating our class displays in both 2D and 3D shapes.

**Arithmetic Focus:** This week, we will develop different strategies for certain types of arithmetic questions - does it require a mental or written strategy?

**Reading Tree:** We will introduce our class book A Little History of Time and consider how this book might link to our documentary concept.



### Friday 11th January

#### Learning Experiences:

##### Friday Big Write: Journeys through space

We will create our own ship of the imagination to begin a journey through the universe.

**Messy Maths:** exploring the relationship between place value and multiplication and division.

**PE/ Sports:** athletics skills and drills – high jump: practising jumping technique and the approach to jump.

#### 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 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

## WEEK 3 THEME/ Hook: The Cosmic Calendar/ Space and Earth

Monday 14th January – Wednesday 16th January

### Learning Experiences:

Our film takes us through the history of our universe, the vastness of space and the staggering intensity of time. It looks at our place in the universe and how the world as we know it has evolved over time.

### World Thinking: Big, Critical Curious Questions

How long has the earth as we know it been in existence? How big is the universe? How far is the edge of the known universe?

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

**English:** We will write a biography of planet earth – looking at organisational and presentational devices, to add a new style of writing to our portfolios. This week we will begin with our introduction and looking at the history of the universe through a cosmic calendar/timeline. We will find out about the place of earth in the universe, different periods in the history of the planet and when earth as we know it developed.

**GPS:** using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun, building tension and atmosphere, using punctuation to control the pace and effect of writing. We will also recap on using modal verbs or adverbs to indicate degrees of possibility

### Maths in the Movies / STEM:

**Y6 STEM:** Our STEM project this term will take the form of pieces of research into different scientific links to the history of planet earth. We will look at how scientists use algebra and formula to express mathematical problems as we develop our use of BIDMAS. BIDMAS stands for Brackets, Indices, Division and Multiplication, Addition and Subtraction and dictates the order of algebraic problem solving. We will combine this with our science learning on evolution and inheritance as we begin our research on the discoveries of Charles Darwin.

**Y5 STEM:** We will begin our research into our new science unit, Space and Earth, via an exploration of other planets in relation to earth as well as the concept of day, night and time change. Students will focus on scientific terminology both mentioned in the documentary and found in our independent research. Linked to this will be our Maths as we further develop our use of analogue and digital 24 hour clocks. Students will solve complex problems involving converting between units of time.

**Arithmetic Focus:** Multiplying decimal numbers using formal written methods.

**Reading Tree:** comprehension based on a section of the text with a focus on reading domain 2c – summarise main ideas from more than one paragraph.

### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- 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
- make inferences from the text, explain and justify evidence from the text.
- other reading skills as above
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- use simple formula.
- generate/describe linear number sequences.
- express missing number problems algebraically.
- find pairs of numbers that satisfy an equation with two unknowns.
- enumerate possibilities of combinations of two variables.
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies

	<ul style="list-style-type: none"> <li>• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>
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**Friday 18th January**

<p><b>Learning Experiences:</b></p> <p><b>Friday Big Write: Journeys through space</b> Our ship of the imagination continues its journey as it visits different planets in our universe.</p> <p><b>Messy Maths:</b> Exploring algebra and how to enumerate possibilities of combinations of two variables.</p> <p><b>PE/ Sports:</b> athletics skills and drills – high jump: practising jumping technique and the approach to jump.</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed</li> <li>• 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</li> </ul>
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### Learning Experiences:

Our film goes on to explore how life in different forms began to take shape on planet earth. It looks at how the different periods during earth's history have shaped the development of life and how mass extinctions have played their part too. What would life be like now if dinosaurs had not become extinct? This week we will be visiting the Royal Albert Hall to watch Cirque Du Soleil's Totem. The theme of which is evolution & will be closely linked to our incredible STEM project that we will begin next week.

### World Thinking: Big, Critical Curious Questions

How have living things evolved over time? What do we mean by inheritance? What are inherited characteristics and what characteristics are shaped by our environment?

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

**English:** This week we will continue our biography of planet earth by looking at the evolution of different forms of life. We will explore the first recorded forms of life and look at how they have evolved over time to what we know today. Our writing will include links to research done in the previous week on the work of Charles Darwin. This piece of writing will focus on the use of language and structure that is specific to this type of factual reporting.

**GPS:** using a range of cohesive devices and grammatical structures, selecting appropriate organisational structures and form, using a range of cohesive devices, using a range of punctuation.

### Maths in the Movies / STEM:

**Y6 STEM:** We will continue our research into the origins of the species as we look at the evolution of living things. We will focus on three different types of living things – humans, bears and dogs, to see how they have inherited characteristics from ancestors and how each species has evolved over time and adapted to their differing environments. Students will construct family trees for different species to show this development. Linked to this will be our Maths as we further develop our use of algebraic problem solving, ratio and proportion. We will also look at the effects of different temperatures on the evolution of living things. What could survive the ice age? What can live at high temperatures? We will link Maths learning on adding and subtracting positive and negative numbers.

**Y5 STEM:** This week, in a project that will continue into next week, Year 5 students will tie Space and Earth as well as Forces units together and take on the mind of a Rocket engineer. They will be responsible for exploring, planning and constructing a rocket model that we will launch. Once complete, the intricate designs will be tested and displayed in the classroom. Students will consider different mathematical links as part of the planning project including describing and building 3D shapes as well as exploring different angles.

### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- 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
- creating atmosphere to advance the action
- identify and explain how meaning is enhanced through word choice.
- make inferences from the text / explain and justify inferences with evidence from the text
- other reading skills as above
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.
- solve problems involving similar shapes where the scale factor is known or can be found.
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- use the numberline to add and subtract positive and negative integers for measures such as temperature.
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth

**Arithmetic Focus:** Formal written methods of division.

**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 inferences with evidence from the text

- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

### Friday 25th January

#### Learning Experiences:

##### Friday Big Write: Journeys through space

Our ship of the imagination will visit earth during the ice age to find out what conditions were like and how the planet differs to how it is now.

**Messy Maths:** exploring problem solving in the context of algebra, ratio and proportion

**PE/ Sports:** TBC - STEM Trip to The Royal Albert Hall

#### 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 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

### WEEK 5 THEME/ Hook: Totem/ Forces

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

**Learning Experiences:** In the film, we are presented with a history of the universe. Part of this incredible history is our own evolution. The students last week viewed Totem which follows the human species from original amphibian state with the characters evolving on stage. It explores the ties that bind humans to other species, our dreams and infinite potential. This fascinating concept, linked closely with our film, will lead to our complex STEM project organised by the Royal Albert Hall and Rolls Royce.

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

Who were the big thinkers? Were they controversial for their time? Why? How has their work shaped the history of our universe?

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

**English:** Our trip to Cirque Du Soleil will inspire our writing this week. We will look at the evolution of specific animals exploring how the giraffe got its long neck and the camel got its hump. Students will read folktales then research the

#### Skills:



- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- 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

evolutionary facts behind the myths and they will write their own fact-based versions. What animals have evolved with certain adaptations? What story / folk tale could you create for this adaptation? What evolutionary reason can you think of for this adaptation?

**GPS:** use commas and hyphens to avoid ambiguity and clarify meaning.

**Maths in the Movies / STEM:**

**Y6 STEM:** This week, in a project that will spread into the next half term, Year 6 students will take on the mind of a Rolls Royce engineer. They will be responsible for planning and constructing set design models based on Cirque Du Soleil's Totem. Once complete, the intricate designs will be presented at the Hall. The students will consider different mathematical links as part of the planning project including describing & building 3D shapes and illustrating and naming parts of circles.

**Y5 STEM:** This week we will finish our Rocket and launch designs. Following completion students will test out their designs and document their reports. Students will continue to work on divergent mathematical links including describing and building 3D shapes as well as exploring different angles.

**Arithmetic Focus:** Calculating with percentages. How do you multiply a percentage by a whole number?

**Reading Tree:** comprehension based on a section of the text with a focus on reading domain 2g - identify / explain how meaning is enhanced through choice of words and phrases.

- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- how to use layout devices such as headings, sub-headings, bullets, and tables to structure text
- using a range of cohesive devices and shifting levels of formality through vocab and grammatical structures
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

**Friday 1st February**

**Learning Experiences:**

**Friday Big Write: Journeys Through Space**

This week our ship of the imagination will explore the key themes of Cirque Du Soleil performance, creating an inspired piece.

**Messy Maths:** long division – exploring different methods both formal and informal for carrying out division.

**PE/ Sports:** athletics skills and drills – shuttle runs to improve sprinting technique and fitness

**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 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

**WEEK 6 THEME/ Hook: Big Thinkers DC3**

**Monday 4th February – Wednesday 6th February**

**Learning Experiences:**

Our film showcases big thinkers and scientists throughout history in interesting ways. In between our data capture work, students will research different thinkers highlighted in the film eg Copernicus, Giordano Bruno, Mary Anning, and produce a short film presenting their research. This can be in the form of an animation, iMovie or Adobe voice.

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

Who were the big thinkers? Were they controversial for their time? Why? How has their work shaped the history of our universe?

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

**English:** This week we will edit and improve our pieces from across the term to prepare them publication in our portfolios

**GPS:** revision of key terms covered throughout the year.

**Maths in the Movies / STEM:**

**STEM Y5&6:** We will revise some of the concepts covered so far this year through a carousel of activities. Our STEM team will also carry out their DC3 reflections: students write self-evaluations based on DC3 and start goal setting, reasoning and reviewing their efforts and progress this half 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. We will also enjoy reading for pleasure.

**Skills:**

ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- using a wide range of devices to build cohesion within and across paragraphs
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- how to use layout devices such as headings, sub-headings, bullets, and tables to structure text
- using a range of cohesive devices and shifting levels of formality through vocab and grammatical structures

**Friday 8th February****Learning Experiences:****Friday Big Write: Journeys Through Space**

This week our ship of the imagination will explore the evolution of living things. Drawing on our knowledge of the evolution of bears, we will travel back in time to them moment when the species split and compare bears then to now.

**Messy Maths:** long division – exploring different methods both formal and informal for carrying out division.

**PE/ Sports:** athletics skills and drills – shuttle runs to improve sprinting technique and fitness

**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 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

**Learning Experiences:**

In our final week looking at this film, we will explore all the beauty that is presented both in the cosmos and on our planet. Beauty takes many forms – galaxies, nebulas, stars, planets, molecular structures, natural formations, living things. The list is endless!

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

How is art and science linked? Where is the most beauty in our universe? Can we find beauty everywhere?

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

**English:** This week we will look at poetry. We will review all that we have seen and explored through this film and express the beauty of the universe in poetic form. Students will discuss and find out about different poetic forms and structures. We will then write a range of poems to reflect the beauty in what we have discovered – the cosmos, planets, different galaxies, stars, thinking big, living things etc. These poems will then be performed at our own recital.

**GPS:** exercising an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary.

**Maths in the Movies / STEM:**

**Y6 STEM:** This week we will look at the art of cartography – or map making, as we map out the universe and locate our planet within it. Maps are a 2D representation of a 3D world and as such are a means of expressing the beauty of our world. We will look at different measurements involved - students will convert between miles and kilometres. They will also solve a number of tricky fractions problems related to maps & measure.

**Y5 STEM:** With our rockets and our initial trial testing complete, this week students will focus on our journey into space. Students will consider what other items we will need to take and create our very own space food using a dehydrator. In Maths students will work with money and decimals as well as additions, subtractions, multiplication and division questions in relation to our preparation for this journey.

**Arithmetic Focus:** Review arithmetic tests from DC2.

**Reading Tree:** comprehension based on a section of the text with a focus on reading domain 2f identify / explain how information / narrative content is related and contributes to meaning as a whole.

**Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- how to use layout devices such as headings, sub-headings, bullets, and tables to structure text
- using a range of cohesive devices and shifting levels of formality through vocab and grammatical structures
- analyse own progress and identify areas of success and where further development is needed.
- Be able to suggest ways of improving own work
- performing their own compositions, using appropriate intonation, so that meaning is clear
- describe positions on the four quadrant co-ordinates grid.
- draw and translate simple shapes on the co-ordinate plane and reflect them in the axis.

## Friday 15th February

### Friday Big Write: Journeys through space

Our final journey on the ship of the imagination takes us to our present world. We will describe all the beauty we find in both the natural and the man made world.

**Messy Maths:** reflections, symmetry, translations and coordinates.

**PE/ Sports:** athletics skills and drills – practising all 3 skills as well as a fitness station for a mini Olympics.

### 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 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