

**GREENSIDE FILM FACTORY**  
**The Year of Changing Places**  
**- Prequels & Sequels**  
**2019-2020**

**STAR Day Planning:** Autumn Term 1 - 2019

**Y2 Class Teacher:** Joanne Rundle

**Class Film Text:** Rio

**Class Book/ Text:** The Great Kapok Tree

**WEEK 1 THEME/ Hook: Changing Places A Midsummer Night's Dream**

**Thursday 5<sup>th</sup> – Friday 6<sup>th</sup> September**

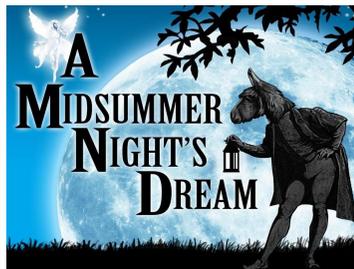
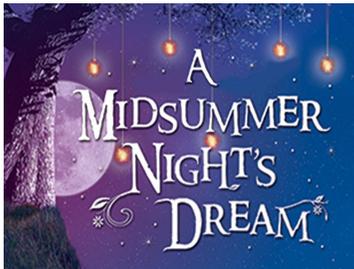
Whole Greenside film immersion days. We will watch animated tale of **A Midsummer Night's Dream** – thinking about changing place and animation. Over the two days students will take part in a range of learning activities based on this including:

- a) Watch - BBC – 3 mins 41 - <https://youtu.be/lnu2A5iHROI>
- b) Watch - 5 mins - Introducing AMND - [https://youtu.be/kwPFobVRO\\_U](https://youtu.be/kwPFobVRO_U)
- c) Play Whoosh!
- d) A Personal Reflection
- e) Design and make a Dream Catcher
- f) A Mathematical Adventure in the Woods
- g) Changing Places in 30 Minutes - a new setting in mid winter!
- h) Changing Music into Art - use materials that work for your class. Mendelssohn Wedding March - <https://youtu.be/z0wmzoHd6yo>
- i) Short Quiz
- j) Make a trailer

**Skills:**



- identifying the audience 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
- progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot. In non-narrative material using simple organisational devices [for example, headings and subheadings]
- 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.



**WEEK 2 THEME/ Hook: All About Blu**

**Monday 9<sup>th</sup> September – Wednesday 11<sup>th</sup> September**

**Learning Experiences:**

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

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.

**Learning Experiences:**

We will be thinking about our main character Blu and how his life will be changing from his hometown to the rainforest in Brazil. We will be looking at where he is from, and the environment he has grown up in. We will look at how some animals are treated in different parts of the world and how different countries respond to animal rights.

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

How can we protect animals around the world? Do you think animals are looked after well in England? Have you ever lived somewhere else? How did you feel after you moved? Where would you like to live one day?

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

**English: (Including any experiences for inspiration)**

We will be looking at images from our film and thinking about their similarities and differences based on appearance. Blu is our main character in our film and this week we will be using adjectives to describe him and the friends he has in his neighbourhood including the two birds who sit outside his shop every morning. We will be looking at contrasting adjectives to show the different personalities in the neighbourhood. We will think about how Blu's environment in the rainforest is different to the town he lives in with his owner. Despite spending a short time in the rainforest, he may have some distant memories to reflect on.

**GPS:** Commas to list our adjectives.

**Reading Tree:** We will introduce our class book 'The Great Kapok Tree' and think and list the similarities and differences with the film.

**Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

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

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- Consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
- Use sentences with different forms: statement, question, exclamation, command
- 
- Develop positive attitudes towards and stamina for writing by:
  - i. writing narratives about personal experiences and those of others (real and fictional)
  - ii. writing about real events
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- using adjectives to express detail and conjunctions
- to use commas to separate items in a list
- to recognise the place value of each digit in a two-digit number (10s, 1s)
- to choose and use appropriate standard units to estimate/measure temperature
- to be able to communicate their geographical knowledge and understanding, to ask and answer questions about geographical and environmental features
- be able to order events and objects into a sequence
- be able to describe and identify reasons for an results of historical events
- to know multiplication facts - 2 and 5 times 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

**Maths in the Movies / STEM:**

Blu lives in Minnesota but before that, he lived in the Rainforest in Rio where he was born. Minnesota does not have many animals, nowhere near the amount in the rainforest so we are going to take Blu back to the rainforest! There are far more trees in the rainforest too and we will be using our partitioning skills using tens and ones to think about how many leaves there are in the entire rainforest.

We're going on a trip to Minnesota. Using our map skills, we will be exploring Minnesota and looking at where it is compared to our location in England. We will think about the average temperature there compared to here and what we could do. Blu takes us to the city in the future, including exploring the many bridges and trails. We will plot Blu's shop on a town map and look at different symbols that are used in maps. We will create a giant map on the classroom floor and look at the distance between different places. We will also look at directional language, for example turning clockwise/anti clockwise while travelling around the town.

A tragedy happens right at the beginning of our film, and Blu is taken from his birth home in the rainforest by animal smugglers. We're not going to let them get away with it. We will be looking at how animals are treated in the world and the important dates that have changed how animals are treated. We will be using our art skills, looking at different colours and creating 'wanted' posters for the men that took Blu and thinking about the pros/cons to keeping animals in cages and why they should be allowed to be set free. We will be writing explanations explaining our points for and against. We will display our 'wanted' posters in the classroom to make sure everyone knows what the men look like!

**Arithmetic Focus:** times table skills for the 2 and 5 times table.

- Be able to talk about works of art, giving reasons for their opinions

### Friday 13<sup>th</sup> September GGL Baseline Big Write

**Learning Experiences:**
**Friday Big Write**

Each week we will be compiling information for our guidebook to Rio from Blu's perspective.

This week we will be writing about how Blu feels about the animals he meets in Rio and how they differ to the animals back home.

**Messy Maths:**

Students will be investigating and solving problems surrounding place value, using our knowledge of tens and ones to use addition.

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

This week we will participate in team games, developing simple tactics for attacking and defending.

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve number and practical problems that involve place value
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## WEEK 3 THEME/ Hook: How to survive... in Minnesota

Monday 16<sup>th</sup> September – Wednesday 18<sup>th</sup> September

### Learning Experiences:

This week we will be thinking about the very different life that Blu has in Minnesota compared to the other parrots that live around the world. We will look at his morning routines and how much interaction he has with other animals. But Linda could be losing Rio when she takes him back to Rio. She wants to write down Blu's routine so she can follow it for the next bird that lives with her.

### World Thinking: Big, Critical Curious Questions

Do you like routines in your life? What routines can you think of? Do you like doing things without a plan? How do routines help us?

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

#### English: (Including any experiences for inspiration)

Blu has a very set and organised routine each morning with his owner. He wakes her up, helps her make breakfast and enjoys his morning hot chocolate in the shop. If Blu is going to get through his next week in Minnesota he needs to make sure he gets off to a good start so we are going to make sure that Blu's next Monday the best ever! This week we will be looking at instructional writing and looking at the steps for Blu to have a perfect Monday morning. We will think about steps we could include to make his morning a little more exciting and think about why chronological order, organisation and presentation is important for this piece of writing.

**GPS:** Conjunctions of time - next/after/finally/then

**Reading Tree:** This week in Reading Tree we will be exploring how to summarise the main ideas from more than one paragraph. (2c)

#### Maths in the Movies / STEM:

We are focusing our week on organisation and how Blu gets through his day.. We will be counting the number of steps involved in Blu's morning before he gets to the bookstore and adding them all up using a number line. We will look at the mornings he has his largest amount of tasks and the mornings that have the smallest amount of tasks. When he reaches the bookstore, he helps to set up the store and make sure all the books are in the correct places to help the customers. We will be using a number square to count all the books in the fiction and non-fiction areas of the shop and looking at 10 more and 10 less.

Blu will very soon be changing habitats and this week we are exploring the habitat in Minnesota. We will be thinking about his garden and what animals might live there and who he might be friends with. We will be thinking about animals and their habitats and why some animals live in fields, while others live

### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- using conjunctions and prepositions to express time
- Writing for different purposes
- identify, represent and estimate numbers using different representations, including the number line
- to add numbers using concrete objects, pictorial representations, and mentally, including – .TO +O
- to solve problems involving quantities
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- 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
- To calculate mathematical statements for multiplication (up to 12x12) using written methods.

in the ocean, and we will give scientific reasons why we think this might be. We will show our results of what we discover using bar charts.

Blu moves to Rio after Linda is contacted by the Vet.. Rio is famous for its festivals and this week we will be creating our own mini festival in our classroom, which will lead out into the school!. We will be making headpieces to make us stand out while we are learning dance moves for our festival and learning about the history of the Carnival in Rio de Janeiro. While making our headpieces we will use our measuring skills to ensure we have eye catching pieces over 20 cm high! We will be cooking and trying some of the foods they eat at this street festival and how it might feel to be Blu flying through all the dancers!

**Arithmetic Focus:** To order numbers from 1-100

**Friday 20th September GGL World Peace Day**

**Learning Experiences:**

**Friday Big Write:**

This week we will be writing about human life in Rio and what people enjoy doing. We will be using our own experience of our festival to write about how it feels with all the music and dancing around us.

**Messy Maths:**

2 step problems using addition.

**PE/ Sports:**

This week we will be comparing thinking about how we can improve our sportsmanship on the pitch and looking at how to be a good team player.

**Skills:**

- 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
- to add numbers using concrete objects, pictorial representations, and mentally, including – .TO +O

**WEEK 4 THEME/ Hook: Moving to Brazil**

**Monday 23rd September – Wednesday 25th September**

**Learning Experiences:**

This week Blu goes to Brazil and meets many different characters along the way. His owner is nervous about this move and many doubts cloud her mind. We will think about big changes in life and why they happen. We will look at what we would take with us on a big move - the sequel to our Greenside life - and what is important to us in this next chapter.

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

Have you ever been to a different country? Have you ever lived in a different country before? What changes did you see? What changes did you like about the new place?

**Skills:**

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

- to participate in role play
- noting and developing initial ideas, drawing on reading and research where necessary

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

### English: (Including any experiences for inspiration)

This week we will be looking at writing from different perspectives, including Blu's and his owners. We will be thinking about the big question of 'Should we go to Brazil?'. We will be writing from the perspective of the Vet, who is enthusiastic for the move to save Blu's species, and then look at it from the owner and from Blu, and think about if they can handle this much change compared to their easy and slow life in Minnesota. We will be organising our writing using subheadings and we will come to a final decision. We will use our role play skills, practice hot seating and dress up as our characters. We will be asking our characters how they feel and what they want to do about the situation.

**GPS:** to use the possessive apostrophe when discussing Blu's and the Vet's point of view.

**Reading Tree:** 2d - make inferences from the text and justify inferences with evidence from the text.

### Maths in the Movies / STEM:

This week we will be helping to pack Blu's suitcase so that he includes everything he needs for his new life in Rio. In order to pack his suitcase, we need to make him a new suitcase! We will decorate his suitcase using colours we think he would like and that reflect what is important to him. We will learn about  $\frac{1}{2}$  and  $\frac{1}{4}$  and decorate his suitcase by either covering half the front with blue paint, or  $\frac{1}{4}$  with blue paint. Each side will show a different fraction and will show on the outside, what we have packed on the inside!

After looking at Minnesota last week, we will be looking at Blu's new surroundings, the beautiful Rio! We will be looking at the plants and animals, and the similarities and differences. We will think about whether there is anything that Blu prefers in Rio, for example he may see some animals that look more like him. There are many different landscapes in Rio and we will look at which landscapes make a good place to live for different animals. There is a famous statue that looks over Rio called Christ the Redeemer, and we will be learning about the date this statue was built and its meaning to the people of Rio. As Rio has developed over time, more buildings have been built, especially tourist sites and we will order the dates that the different buildings have been built and the history behind them.

**Arithmetic Focus:** number bonds to 100

- 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
- Develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- assessing the effectiveness of their own and others' writing
- read aloud what they have written with appropriate intonation to make the meaning clear
- know about the possessive apostrophe (singular) for example – the girl's book and can apply this to my writing.
- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- Be able to communicate their geographical knowledge and understanding, to ask and answer questions about geographical and environmental features
- Be able to find out aspects of the past from a range of sources of information
- To derive and use related number bond facts up to 100
- identify and name a variety of plants and animals in their habitats, including microhabitats
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms

**Friday 28<sup>th</sup> September**

**Learning Experiences:**

**Big Write:**

Blu's guide to Rio:

This week Blu will be writing all about the different modes of transport in Rio and how he feels about how fast paced they are!

**Messy Maths:**

Students will be investigating and solving problems surrounding fractions and how to identify  $\frac{1}{2}$  and  $\frac{1}{4}$ .

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

This week we will start to create simple dances using a range of movements.

**Skills:**

- identifying the audience 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
- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns.

**WEEK 5 THEME/ Hook: New experiences**

**Monday 30<sup>th</sup> September – Wednesday 2<sup>nd</sup> October**

**Learning Experiences:**

Blu meets a new face that will change the rest of his life - Jewels. Meeting new people can be scary and this week we will think about the people in our lives and they make a difference to what we do, compared to our life before.

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

Who do you know that is special to you? How do they make such an impact? When did you meet them? Who is your closest friend?

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

**English: (Including any experiences for inspiration)**

Blu finds it difficult to talk about his feelings so this week he will be writing a diary entry to try and organise his thoughts before he tells Jewels how he feels. We will be using the past and present tense to explain to Jewels how he felt before he came to the rainforest and how he feels now. He will be explaining to her what he likes about his new location and aspects that he misses from home. He will tell her things that he thinks she should know about him.

**GPS:** Identifying the past and present tense sentences.

**Reading Tree:** 2e - predict what might happen from details stated.

**Maths in the Movies / STEM:**

This week we will be looking at comparing large and small numbers using our greater than and smaller than symbols. We will be comparing the population in Minnesota compared to Rio. We will predict which city we think will have the largest number and think about why this might be. In Rio there are many

**Skills:**



- 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
- make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other students rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- assessing the effectiveness of their own and others' writing
- to use the correct choice and consistent use of past and present tense.
- to and compare numbers from 0 – 100
- to read and write numbers to at least 100 in numerals
- to compare numbers 0 – 100 using  $<$   $>$   $=$ .
- to choose and use appropriate standard units to estimate and measure – length/Height in any direction (m/cm)
- 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

mountains and we will be comparing the heights of the different mountains compared to the hills in Minnesota. We will be thinking about the most appropriate measurement we should use if we were measuring the mountains ourselves and how this would differ if we were measuring Blu's smaller friends.

While looking at the cities around Rio, we will also be reviewing the number of letters in each city name, for example Rio only has 3 letters, so this may be the smallest city name. We will find the city with the most number of letters and subtract the smallest.

**Arithmetic Focus:** To read and write numbers up to 100

**Friday 6<sup>th</sup> October**

**Learning Experiences:**

**Big Write:**

A description of Jewels and how she differs to Blu. We will describe her appearance and personality.

**Messy Maths:**

Comparing large and small numbers using symbols

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

This week we will peer assess our dances, and create a whole class dance sequence.

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- to choose and use appropriate standard units to estimate and measure – length/Height in any direction (m/cm)
  - perform dances using simple movement patterns.

**WEEK 6 THEME/ Hook: DC1 - Battle scene - Birds Vs Monkeys**

**Monday 9<sup>th</sup> October – Wednesday 11<sup>th</sup> October**

**Learning Experiences:**

This week we will explore the great battle! We will look at how the monkeys feel before the battle and why they want Blu to come with them and why Blu should stay away.

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

What do you do when you have conflict? How do you solve problems between friends? What is important in friendship?

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

**English: (Including any experiences for inspiration)**

This week we will be writing about the great battle between Blu and the monkeys. We will be retelling the story from both perspectives and thinking about how each side feel before and after it takes place . We will be using conjunctions (subordinating conjunctions when, if, because) to explain our

**Skills:**

- to participate in debates
- to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- to ask relevant questions to extend my understanding and knowledge.

answers. We will have a class debate and look at both sides of the argument. We will take either the monkey's or Blu's side and role play our answers at the front of the classroom.

**GPS:** DC6

**Reading Tree:** 2f - Meaning - identify how information is related and contributes to the meaning as a whole.

**Maths in the Movies / STEM:**

There are so many animals in the battle scene, feathers and fur flying around from different directions! Instead of counting up all the individual creatures we will be learning to count in 2's, 3's and 5's. We will practice using repeated addition and times table skills. We will look at which side has more animals and which side we think will win the battle. We will also use our learning from last week to compare the amount of blue birds compared to red and see which group is the largest.

It is important to identify how many animals are in the battle scene as this week in Y2 we will be creating our own 3D battle scene using clay and 3D shapes. We will be creating our battle scenes and thinking about the scenery of the alley way that we should be using. We will have to think about which 3D objects would be most suitable for trees and buildings and how to make the different animals with clay. We will be adding music for our scenes and letting the great battle commence.

The battle scene takes place in the alley way and we will be looking at the different types of animals that live near the bins. Some of the animals might be carnivores while other animals could be herbivores. We will look at what type of eater Blu is and what he likes to eat. Different animals eat different foods to survive and we will be creating a menu for Blu and his friends. We will look at whether these menus would be different to what Blu's owner would be eating. Some objects in the alleyway may be non living things compared to living things in the rainforest and we will sort all the objects out from the battle scene. We will create our own descriptive menus, and think about how we can feed Blu food that will make him big and strong for the big battle.

**Arithmetic Focus:** To count forwards and backwards in 2's, 3's and 5's.

- consider and evaluate different viewpoints, attending to and building on the contributions of others
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- to use subordinating conjunctions (when, if, that, because)
- 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 and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- to count forwards and backwards, from 0, in steps of – 2 , 3 and 5.
- to compare and order quantities using < > =
- to identify and describe the properties of 3D shapes (including number of edges, vertices and faces).
- 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.

**Friday 11<sup>th</sup> October**

**Learning Experiences:**

**Big Write:**

This week we will be writing from the perspective of a meat eater and a plant eater in the rainforest - what could they eat?

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

**Messy Maths:**

Problem solving questions involving 3D shapes.

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

This week we will think about how to improve our flexibility and how this can be shown in our dance.

- to identify and describe the properties of 3D shapes (including number of edges, vertices and faces).
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns.
- 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.

**WEEK 7 THEME/ Hook: Adapting to new places**

Monday 14<sup>th</sup> October – Wednesday 16<sup>th</sup> October

**Learning Experiences:**

It is settled! Blu will now be permanently living in Rio with his owner and the vet. We will be exploring this idea and thinking about Blu's new permanent life in the rainforest. We will be thinking about his hopes and dreams for his future, and if he has any worries about not returning to Minnesota.

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

What influences your decisions? Do you think Blu made the right decision? Is all change good/bad? What hopes do you have for the future?

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

This week we will be writing a comparison text and looking at how Blu's life has changed from the beginning of his journey. We will be thinking about how to use expanded noun phrases to explain how Blu feels and to include detail about his new life. We will be predicting what the future holds for Blu and what he hopes will happen to him and his owner.

**GPS:** Modal verbs showing possibility - could/might/if/may.

**Reading Tree:** 2g - language - Identify how a meaning is enhanced through word choice and phrases.

**Maths in the Movies / STEM:**

The temperatures in Brazil are different to those in Minnesota and we will be looking at the highest temperatures we have had so far in the UK. We will take measurements each day of how warm it is in the classroom and think about what makes the day warmer or colder. We will compare temperatures and use the number line to make comparisons. If it is 9 degrees in the UK and 21 degrees in Brazil, we will use our subtraction calculation skills using a number line to find out the difference. We will also use our number bond knowledge here to complete some temperature tasks.



- consider and evaluate different viewpoints, attending to and building on the contributions of others
- ensuring the consistent and correct use of tense throughout a piece of writing
- analyse own progress and identify areas of success and where further development is needed.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- to use expanded noun phrases for description and specification (for example the blue butterfly, plain flour, the man in the moon)
- drawing on what they already know or on background information and vocabulary provided by the teacher
- predicting what might happen on the basis of what has been read so far
- to use a range of modal verbs to show possibility
- choose and use appropriate standard units to estimate and measure temperature
- to subtract numbers using concrete objects, pictorial representations, and mentally, including – .TO -O
- to explore and compare the differences between things that are living, dead, and things that have never been alive
- to be able to make plans and maps in a variety of scales using symbols and keys
- to show that multiplication of two numbers can be done in any order.

Blu has gone from sleeping in a cosy cage in Minnesota to sleeping in a real nest in the rainforest. We will think about what makes the 'perfect' nest and build Blu a nest fit for a king! We will think about what animals need to survive and the locations that bird should build their nests in. If a bird builds their nest near other trees then they will be around others but this might cause issues with competition. We will think about whether they should be near a water source, or in a place that is away from the wind. We will draw up a map of the rainforest and show Blu where we think he should build his nest, using symbols to help him. We will review our directional language learning and think about how many turns Blue would need to make if he was flying from Rio.

**Arithmetic Focus:** Missing number problems using subtraction

**Friday 19<sup>th</sup> October**

**Big Write:**

This week we will be writing about all the exotic plants Blu can find in the rainforest. We will be writing about how these plants survive and what conditions they need.

**Messy Maths:**

Addition and subtraction using a number line

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

This week we will start to create simple dances using a range of movements.

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- using conjunctions and prepositions to add detail
- 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
- choose and use appropriate standard units to estimate and measure temperature
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns.

