

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

STAR Day Planning: Autumn Term 1 - 2019

Y3 Class Teacher: James Tilden/ Georgina Webber

Class Film Text: Inside Out

Class Book/ Text: The Phantom Tollbooth

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

Thursday 5th – Friday 6th September

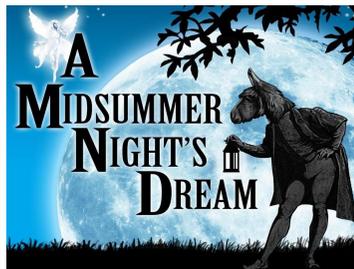
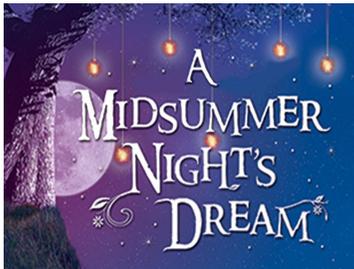
Whole Greenside film immersion days. We will watch animated tale of **A Midsummer Night's Dream** – thinking about changing place and animation. Over the two days students will take part in a range of learning activities based on this including:

- a) Watch - BBC – 3 mins 41 - <https://youtu.be/lnu2A5iHROI>
- b) Watch - 5 mins - Introducing AMND - https://youtu.be/kwPFobVRO_U
- 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: The Big Move

Monday 9th September – Wednesday 11th September

Learning Experiences:

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

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

Breaking Boundaries/ Flip the Learning

How does changing places affect our emotions? Can moving to a new city be sad or joyful? Can it be both? What does it mean to have a new home? How can we reconcile our thoughts and emotions when we cannot change our circumstances?

Learning about & through Film: Film Analysis/ Film Making

We will break down the film by thinking about how Riley's move from Minnesota to San Francisco affects her. We will think about how changing places affects us and how it provokes a range of emotions, such as the ones personified in Riley's brainspace: joy, sadness, anger, fear, and disgust. We will examine how these emotions can conflict with each other in times of distress and affect how we act and how we cope with "changing places." Further, we will look at a new emotion character in Riley's mind, Worry.

English: (Including any experiences for inspiration)

Emotion Profile #1: Worry

As we look at what it means to create a sequel, we will understand the importance of adding new characters to a familiar narrative. This is the role that Worry will play. Worry will take cues from Fear, but will be a bit more composed, yet still anxious. Students will look at the theme of "The Big Move" and analyse how this would make Riley deeply worried during the earlier moments of the film. They will pose many "what if?" questions that Riley would naturally have in moving to a new city. They will exaggerate the consequence of moving as one might naturally do when feeling worried.

As part of our Emotion Profile #1, we will make card-paper cut outs of our new character, Worry. Students will be able to pick a colour that they feel best represents this character, noting not to use the colours of the existing emotions. Then, they will use more card-paper to cut out the face of Worry, trying to represent a facial expression most indicative of this character. Students who finish this will be tasked with doing the same for Joy, Sadness, Anger, Fear, and Disgust. This will give us an opportunity to decorate our classroom as well!

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

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

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - 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

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

Reading Tree: We will introduce our class book, The Phantom Tollbooth, and consider how this book might compare to or be different from our film.

Maths in the Movies / STEM:

The food that powers Riley:

This week, we will start to examine how nutrition powers Riley's body. We will think scientifically about Riley's diet (how different food groups power humans) and contrast it with the diet of animals. We will create meals for Riley based on different food groups, recognising how Riley might react to these meals (in one scene, the character Disgust is provoked by Riley having to eat broccoli). In the menu, students will list food items, including their nutrition, followed by an emotion emoji (a symbol to represent Joy, Sadness, Anger, Disgust, or Fear) to show what they believe would be Riley's reaction.

As part of our menu planning, we will create our own pizzeria. When Riley moves to San Francisco, her and her mother visit a pizzeria that serves broccoli pizza. The thought of broccoli on pizza disgusts Riley, triggering not only Disgust, but all the other emotion characters. Will we be disgusted by broccoli on pizza? We will have to find out by making some!

During the film, we see a lot of memories in the form of coloured marble balls. To help us with our number fluency, we will practice our place value using these balls to find 10 or 100 more or less than a given number

Arithmetic Focus:

Place value (HTO)

We will examine the intricate role that place value plays in our understanding of number sense, the relationship between HTOs being as reciprocal as the relationship between Joy, Sadness, and Anger.

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- find 1000 more/less than a number.
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- order/compare numbers up to 1000.
- identify, represent and estimate numbers using different representations.
- 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
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat



Friday 13th September GGL Baseline Big Write

Learning Experiences:

Friday Big Write:

Emotion sequels/prequels #1: Joy in the Beginning
As the film's protagonist, we will write about Joy's purpose in Riley's mind. We will acknowledge that she is crucial to support Riley through tough times. We will explore Joy's role before the big move to San Francisco; how Joy played a strong role in Riley's Minnesota life, balancing home and school. Reviewing the early childhood moments in "Inside Out," we will write creatively to weave our own narrative of Joy and Riley pre-San Francisco: *"Before we moved to San Francisco, Riley was so happy and my job as Joy was so great. We did so many things..."*

Messy Maths:

Tackling HTO problems

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

Each PE session will open with a warm-up and stretch. This will include jogging on the spot and jumping jacks as well as an upper and lower body stretch.

This half-term we will focus on basketball. We will be able to layup, free-throw, and dunk core and long-term memories into the nets. First, we will need to build some foundational skills. This week we will focus on dribbling with a variety of dribbling games and drills. We will enforce dribbling rules; no double-dribbling and no travelling. We will also show proper strategy and tactics; keeping the ball to ourselves using our bodies and non-dribbling arms as cover. Our games and drills will include:

- 1) Dribbling on a straight line, turning around and coming back
- 2) Dribbling in a zig-zag path
- 3) Dribble war (all players in a circled-off zone trying to defend their balls while players try to knock each others' balls out of the circle; last player with their ball wins)

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, counting and rounding with increasingly larger numbers
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 3 THEME/ Hook: Core Memories

Monday 16th September – Wednesday 18th September

Learning Experiences:

This week, we will immerse ourselves in “core memories,” memories in Riley’s life that are central to who she is as a person. We will see how core memories are moments in a person’s life that define who they are and guide their personality. We will see how they can be modelled by different emotions - joyful core memories and sad core memories.

World Thinking: Big, Critical Curious Questions Breaking Boundaries/ Flip the Learning

What is a “core memory”? What moments define Riley? What moments define you as a person? Why are some memories happy? Why are some sad? What are some extra core memories that Riley has that we did not see in Inside Out? What does it mean to be frustrated? Where does frustration come from?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Emotion Profile #2: Frustration

As we continue to add new emotion characters into the film, we will look at their origins. This week, we will look at Frustration. Frustration will be an emotion inside of Riley’s mind that will define a core memory not seen in the film. We will create our own past event that deeply frustrated Riley and made for a monumental moment in her life. This could be a scene in her life when she was playing hockey but could not manage to score a very important goal, leading to a feeling of deep frustration as she lets her team down: *“Riley had a very hard time getting a slap shot in, so much so that a new voice in her mind started to form: Frustration. It nagged at her so much as she failed to score that much needed goal in the final game.”*

For our Emotion Profile #2, we will make card-paper cut outs of Frustration. Students will be able to pick a colour that they feel best represents this character, noting not to use the colours of the existing emotions. (Perhaps they will pick orange, as it frustration feels similar to anger, though less inflamed.) Much like they did with Worry, they will use more card-paper to cut out the face of Frustration, trying to represent a facial expression most indicative of this character. Students who did not get an opportunity to

GPS: Prefixes and suffixes

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 structures that power Riley
Having looked at the nutrition that powers Riley, and how such nutrition can evoke a range of emotions within her, we will now move to the “structures that

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- 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
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- using conjunctions, adverbs and prepositions to express time and cause (when, so, before, after, while, because)
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- Be able to identify and form nouns using a range of prefixes [for example *super-*, *anti-*, *auto-*]
- identify, represent and estimate numbers using different representations
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- 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

power Riley.” Looking beyond the functioning of Riley’s mind, we will investigate how she has skeletons and muscles for protection and movement. We will compare these structures to that of other animals.

To best illustrate our understanding of the structures that power Riley, we will create a map of Riley. Using a variety of materials, this will include her brain, with all emotions we know and have created thus far, and her skeletal and muscle structures. We will also create personifications of the skeletal and muscle structures, much like the emotions in Riley’s mind.

This week we will identify and estimate how Riley’s control panel works. What features does it have? Perhaps it will have new functions such as identifying, estimating, and representing numbers using different buttons. Perhaps it will have be able to read and write numbers up to 1000 in numerals and in words

Arithmetic Focus:

HTO with rounding

Friday 20th September GGL World Peace Day

Learning Experiences:

Friday Big Write:

Emotion sequels/prequels #2: Disgust in the Beginning

This week, we will write from the perspective of Disgust, creating a core memory in which Riley was intensely disgusted. We see in the film how she was disgusted by broccoli, but we will create a prequel scene that details the origins of Disgust more thoroughly. This could be a scene in which a core disgust memory was created where, for example, at a young age, Riley sees a classmate pick his nose for the first time. Students will detail a narrative such as this that creates a significant impact on Riley and develops the character of Disgust.

Messy Maths:

HTO with rounding

PE/ Sports:

Continuing our focus on basketball, we will move on to passing skills and tactics. We will enforce proper chest and bounce passing and when/why each type is best used. We will pass our core and long-term memories in a series of games and drills:

- 1) Chest passing: students will have a partner and they will practice chest passing back and forth. The challenge: with each series of passes, their distance will grow apart! They will keep track of how far they can extend their chest pass.
- 2) Bounce pass: students will have a partner and they will practice bounce passing back and forth. Same challenge: with each series of passes,

Skills:

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- 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
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

their distance will grow apart! They will keep track of how far they can extend their bounce pass.

- 3) Passing with dribbling: students will have to chest and bounce pass while dribbling. The challenge this time is that it will be within a given distance; whoever can dribble and pass the most wins!

WEEK 4 THEME/ Hook: Islands of Personality

Monday 23rd September – Wednesday 25th September

Learning Experiences:

This week, we will take a closer look at Riley's Islands of Personality. We will examine the character traits as they appear on the islands connected to Riley's brain headquarters: Goofball Island, Hockey Island, Friendship Island, Honesty Island, and Family Island. Recalling the previous week's theme, we will note that each island is created from a core memory.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What do our personalities look like? Where do they come from? What makes us act the way we act? What Islands of Personality might we have in our minds?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

A New Island of Personality

Continuing on our overarching theme of prequels and sequels, we will write about a new Island of Personality, Exploration Island. Students will write a sequel plotline in which Riley discovers more of San Francisco. They will be tasked with doing some basic research on major attractions in the city. They will work this into their narrative of Riley's explorations, thus creating Exploration Island. Understanding from previous week's themes that Islands of Personality are created by core memories, students will write about a core memory that creates Exploration Island: *"Riley was so amazed by all the wonders of her new city, San Francisco. Her favourite memory was the San Francisco Zoo. There, she..."*

GPS: Conjunctions

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:

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- 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
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing
- using expanded noun phrases to convey complicated information concisely
- make inferences from the text, explain and justify evidence from the text.
- other reading skills as above
- be able to properly identify and effectively use conjunctions in sentences and written works
- measure the perimeter of simple 2-D shapes
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- estimate and use inverse operations to check answers to a calculation
- 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

Students will be tasked with creating their own Island of Personality. First, we will review the scene in Inside Out in which Joy describes all of Riley's Islands of Personality, noting the objects and symbols used to represent each. Then, we will brainstorm a key characteristic that define ourselves, drafting what objects and symbols might represent these key characteristics. Students could, for instance, create a Football Island, using symbols to represent goal posts, a pitch, and a ball. Using a variety of materials built on top of a round cardboard platform, students will then bring their Islands of Personality to life.

This week, we will also focus on addition and subtraction, using the written formal methods as well as mental Maths strategies. We will introduce number bonds to 100 and one and two-step reasoning problems, adding and subtracting core memories in Riley's mind, seeing how they bond to Islands of Personality



Arithmetic Focus: Addition and subtraction

Friday 28th September

Learning Experiences:

Friday Big Write:

Your Island of Personality

Students will write a description of the island you made during our STEM focus this week. They will have to write a detailed narrative of a core memory that helped create their island. Further, they will write about how their island is represented by the symbols and objects they chose.

Messy Maths:

Addition and subtraction word problems

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

We have now honed our dribbling and passing skills in basketball. We will now work on our shooting skills. We will reinforce proper skills for layups, free-throws, and jump shots. There will be three stations to do this:

- 1) Layups: students will take turns dribbling and layupping, while we note that a single step with the left leg is permissible without dribbling.

Teachers or TAs will bounce or chest pass the ball to instigate this drill

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
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

- 2) Free-throws: students will queue at the free-throw line, taking turns free throwing the ball into the net. They will practice proper hand placement on the ball. They will also recognise that free-throws generally occur as penalty for a foul from the opposing team and that free-throws require no defense.
- 3) Jump shots: students will recognise that a proper jump shot involves jumping straight up in the air without bending the knees overtly, with a cocked elbow and shooting hand that directs the arc of their shot towards the basket

WEEK 5 THEME/ Hook: The Depths of the Mind

Monday 30th September – Wednesday 2nd October

Learning Experiences:

Navigating long-term memory and imagination land, interrupting dream productions, discovering trophy land, meeting imaginary friends, getting trapped in abstract thought -- these are things that Joy and Sadness get caught up in while adventuring through the depths of Riley's mind. This week, we will take on the more challenging concepts in Inside Out as we travel through the depths of the mind!

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is abstract thought? What are our dreams made of? What is long-term memory? Why do we create imaginary friends? What is in our minds that we do not understand? Where do we keep our biggest fears?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Mind Manuals: The Depths of the Mind

This week, we will plunge into the depths of Riley's mind! We will look at long-term memory, the spaces where she keeps her darkest fears (her grandma's vacuum, broccoli, and Jangles the Clown), the abstract thought generator, dream productions, and trophy land.

Reviewing these moments in the film and the moments when Sadness reads a mind manual, we will write our own "Mind Manual," a guide to the depths of Riley's mind. This will include a narrative about what to expect in each space in her mind: a warning about the basement of Riley's mind; a cautionary tale about the abstract thought generator; as well as detail about what goes on at dream productions. Overall, students will write a non-fiction-style guide to the depths of the mind. As a learning extension, they may choose to incorporate other aspects of the mind mentioned in the film, such as déjà vu, critical thinking, inductive reasoning, language processing; they may choose to incorporate their own, as well.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- 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
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing
- Term clause is introduced (subject, verb): extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, until, even though, therefore, despite, due to the fact that
- identify and explain how meaning is enhanced through word choice.
- other reading skills as above
- complete basic conversions between different units of measure
- Be able to identify and express time and space using a variety of adverbs in texts and in written work
- measure the perimeter of 2-D shapes
- find the area of rectilinear shapes by counting squares.
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds

On Wednesday, we will go on a trip to the Science Museum. Here, we will discover what makes us unique, going further into the minds of humans.

<https://www.sciencemuseum.org.uk/learning/who-am-i-school-info>



GPS: Adverbs

Reading Tree: Wednesday trip to Science Museum instead

Maths in the Movies / STEM:

Abstracting!

This week we will dive into the “abstract thought generator,” the scene in the film where Joy, Sadness, and Bing Bong take a strange shortcut to the train of thought. As they enter, they notice a weird phenomenon overtaking their bodies! Sadness is able to guide them through what is happening: firstly, “non-objective fragmentation” as they turn into abstract 3-D shapes; secondly, “deconstruction” as their bodies literally deconstruct into parts of themselves; thirdly, “2-dimensional” as they become 2-D versions of themselves; and finally, “non-figurative,” as they become nearly unrecognisable 2-D shapes, turning into what look like coloured lines on a page.

We will break down the sophisticated language by looking at abstract art and by creating our own models. Using Picasso as an example of some of these phases of abstraction (namely non-objective fragmentation), we will see where Sadness’s ideas come from. Then, we will create our own versions of these shapes using a variety of modelling materials. Recognising, ultimately, that what we are creating are essentially 2-D and 3-D shapes, we will measure their dimensions and perimeters, labelling our models. We may choose to label these models with the same sophisticated language that Sadness uses.

We will make our addition and subtraction more abstract by including missing numbers to solve problems. We will also estimate our answers to a calculation and use inverse operations to check our answers.

Arithmetic Focus: Adding and subtracting with missing numbers

- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Friday 6th October

Learning Experiences:

Skills:

Big Write:

Dream Productions, a new dream for Riley.

Expanding our prequel/sequel theme, we will create a new dream for Riley. We will write as if we are working on a set in Dream Productions (the part of Riley's brain responsible for dreaming). We will have to assign a main star to the dream, much like Rainbow Unicorn was the star of many of Riley's dreams. We may also choose for the dream to be a joyful, angry, sad, fearful, or a disgusting dream, pulling from each of Riley's emotions.

Messy Maths:

Looking at word problems involving adding and subtracting with missing numbers

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

Having learnt and practiced dribbling, passing, and shooting, we will go over the rules of basketball more thoroughly, discussing proper positioning and how many players are needed. Then, we will combine all skills into games and drills.

- 1) Dribbling to the net and shooting layups
- 2) Passing and dribbling to the net and shooting jump shots
- 3) Shooting free-throws with rebounding

- 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
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 6 THEME/ Hook: DC1 - The Great Escape

Monday 9th October – Wednesday 11th October

Learning Experiences:

Our primary focus this week is to review learned concepts to prepare for our first Data Capture as Year 3s. We will review our Maths and arithmetic skills as well as our GPS and English skills. Further, we will look at how the emotion characters nearly fail to save Riley from her escape from San Francisco.

World Thinking: Big, Critical Curious Questions**Breaking Boundaries/ Flip the Learning**

What if Riley actually made it to Minnesota on her own? Would more Islands of Personality crumble? Would her emotions become useless? What if Joy did not make it out of the depths of long term memory? What if Bing Bong made it out too?

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

Our primary focus will be on picking our best writing piece and Big Write for our Year 3 portfolio. Students will choose their best piece of writing based on their sequel/prequel work for Inside Out. They will further self- and peer-assess their work, seeking to make improvements going forward, answering difficult questions: how can I improve my sentence and paragraph structure? How can I use conjunctions more thoroughly? How can vary my use of adverbs? How can I write more descriptively in my Big Writes?

Skills:

ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- 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
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- 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

GPS: DC1 review

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:

We will review concepts to prepare ourselves for our first data capture. To do this, we will have a series of stations to help Joy and Bing Bong escape the pits of long-term memory. Students will have to answer place value, rounding, addition, subtraction, and word problems to help them power Bing Bong's wagon rocket. Each correct answer will unlock a new part of the song:

"Who's your friend who likes to play?

Bing Bong, Bing Bong

His rocket makes you yell "Hooray!"

Bing Bong, Bing Bong

Who's the best in every way, and wants to sing this song to say

Bing Bong, Bing Bong!"

Arithmetic Focus: DC1 review

- 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.
- add and subtract numbers mentally, including: a three-digit number and ones
 a three-digit number and tens
 a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Friday 11th October

Learning Experiences

Big Write:

Riley's Great Escape from San Francisco

Students will write an alternate ending to Inside Out: what if Joy does not make it out of long-term memory and Riley actually makes it to Minnesota? They will ponder and answer big questions such as this, writing about how her emotions would be affected by leaving San Francisco. They may choose to create a new island of personality, "Independence Island." They may also choose to have the other emotions, Fear, Anger, and Disgust, leave headquarters in search of Joy and Sadness. Alternatively, they could have Joy return when Riley finally does make it back to Minnesota or they could have her parents track her down and meet her in Minnesota. This will be the most challenging but most creative Big Write yet!

Messy Maths:

Problems reviewing gaps on DC1

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

Having combined all of our basketball skills with a range of drills and games, we will have our first Year 3 basketball game! We will stress the importance of a warm-up and stretch beforehand, as well as review and reinforce proper rules, techniques, skills, and tactics. To even out teams and to make sure that the

Skills:

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- 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.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

whole game is not bloated with players, we may wish to run some practice drills alongside the game.

WEEK 7 THEME/ Hook: Inside Out 2

Monday 14th October – Wednesday 16th October

Learning Experiences:

This week, we will review Inside Out. We will recap what we have learned from the film, as well as the added narratives and characters that we have created. We will use our iPads to create stop motion videos for “Inside Out 2”

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What has Inside Out taught us? Does what happen to us control us? Or do we control what happens to us? What could happen in an Inside Out sequel? What if the sequel was about you? How would Joy, Sadness, Anger, Fear, and Disgust be affected if you moved to a different school or even a different city? Inside Out follows Riley, a girl; what if it Inside Out 2 were about a boy?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Film proposal: Inside Out 2

This week we will write our ideas for Inside Out 2. Thinking about our big questions of the week and what the film has taught us, we will create a narrative of what could happen after the events of Inside Out. Will it include Riley? Will it be set in San Francisco? Will there be a range of new emotions?

Students will do some preliminary research on what it takes to create a sequel: familiar characters, new narrative; familiar narrative, new characters; new problems to overcome in a new setting; et. cetera. To further jog our ideas, we will also look at the ending credits of the film where the inside of several characters’ brains are shown. They will then write their Inside Out 2 film proposal. This will have to include several things: the emotion characters they want to feature; the setting; whose brain in which it takes place (maybe it could be from Riley’s mother’s perspective); what problems may occur (Riley gets kicked off hockey team because Anger takes over and needs to get back on with the help of Joy).

GPS: Prepositions

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:

Stop-motion animation of Inside Out 2 trailer.

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 integrate 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 identify and express time and space using a range of prepositions in texts and in written work
- 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
- add and subtract numbers mentally, including: a three-digit number and ones
- a three-digit number and tens
- a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers

Having written about their Inside Out 2 ideas, students will bring them to life using stop motion on their iPads to create a sequel trailer. They will have to create card-paper cutouts of their emotion characters, positioning them to depict the narrative that they have written. They will also need to include dialogue using Adobe Voice.

This week we will review our DC1 scores and focus on any gaps students may have had, creating a carousel of concepts to reinforce Maths skills going into the next half-term.

Arithmetic Focus:

Half-term recap of HTO with rounding and addition and subtraction

- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Friday 18th October

Big Write:

What if Inside Out 2 were about you?

Students will have to tackle this question, thinking more personally about the narrative of the film and the story of their lives so far. They might recall a dramatic time when they “changed places,” or simply when they went from Year 2 to Year 3 students, and how they might have felt joyful, sad, nervous, or scared. They will write from the perspective of whichever emotion they choose: *“Hi, I’m Joy, I live inside Minnie’s brain and my job is to keep her happy and to always think positive thoughts! But recently, I’ve moved into Year 3. It’s a fun, new, and interesting place, but it is a bit frightening. Meet Fear, he lives here too...”*

Messy Maths:

Half-term recap

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

Year 3/4 basketball competition! Having practiced all necessary skills and ran through a few full games of basketball, the Year 3 and 4s will be more than ready for their first competition. We will have combined year group teams battling it out in a round robin style tournament. There will be Sportsmanship Awards (as usual) along with Best Passing, Best Layups, Best Free-throws, Best Jumpshots, Best Teamplayer, and MVP awards!

Skills:

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- 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.
- solve problems relating to all aspects of money
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
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