

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

STAR Day Planning: Autumn Term 1 - 2019

Y4 Class Teacher: Laura Gilroy

Class Film Text: *The Jungle Book*

Class Book/ Text: *Fire Girl, Forest Boy* by Chloe Daykin

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: Welcome to the Jungle.

Monday 9th September – Wednesday 11th September

Learning Experiences:

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

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

What might you need to do to survive in the jungle? Would jungle wildlife survive in London? Why do we still have jungles instead of building new towns/cities?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

We will consider the big idea of 'changing places' with regard to the idea of a human boy being brought up in a jungle by wild animals – How did the boy end up in the jungle? Where are his parents? Could you survive in the jungle? We will think about these questions in relation to prequels and sequels, beginning to put together our thoughts on Mowgli's life before and after living in the jungle. We will look at the main animal characters and discuss how they each represent typical figures in human life and write profiles for each to describe their attributes.

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

Reading Tree: We will introduce our class book *Fire Girl, Forest Boy* and consider how this book might compare or be different to our film.

Maths in the Movies / STEM:

We will introduce students to year 4 arithmetic with a focus on the four operations and baseline speed timetables. We will also work to deepen our understanding of place value as we explore the different distances Mowgli has had to run with the wolves in the jungle whilst training for an escape from predators.

A prominent theme in our film is that of the jungle setting which adapts with extreme seasonal changes and houses a vast array of wildlife. We will use this to research and group different living things and explore how environmental changes can impact their survival chances. We will also create some amazing

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:
 - o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - o asking questions to improve their understanding
 - o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - o predicting what might happen from details stated and implied
 - o summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - o 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

jungle inspired terrariums and observe and record any changes over the course of the term.

Arithmetic Focus:

Students will focus this week on using the 4 operations and using their knowledge of place value within HTO to apply to learning about Thousands and rounding to the nearest 10, 100 or 1000.



- count in multiples of 6, 7, 9, 25 and 1000.
 - find 1000 more/less than a number.
 - count backwards through zero to include negative numbers.
 - recognise place value in 4 digit numbers.
 - recognise place value in 1 decimal place.
 - order/compare numbers beyond 1000.
 - identify, represent and estimate numbers using different representations.
 - round any number to the nearest 10, 100 or 1000.
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- 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 13th September GGL Baseline Big Write

Learning Experiences:

Friday Big Write: This week we will focus on the GGL Big Write

Messy Maths: We will solve jungle themed word problems utilising our new knowledge of Th, H, T, O.

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
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns.

WEEK 3 THEME/ Hook: Spirituality

Monday 16th September – Wednesday 18th September

Learning Experiences:

Kipling's jungle shows a very clear hierarchy with each animal and tribe knowing its place in the jungle and the consequences of pushing beyond its natural boundaries. One character who is willing to make those sacrifices is King Louis who is determined to gain the power that humans possess to complete his King of the Jungle abilities, and this is reflected in his chosen residence of an impressive Hindu temple, filled with food, treasure and hundreds of primates who are all working to serve him.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Why does King Louis live in a temple? What is a temple and what does it represent? What does it mean to be Hindu?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week, we will be considering the setting of the Jungle Book being in India and some of the historical context of this fascinating country. In order to do so, we will be going on our class trip to the BAPS Shri Swaminarayan Mandir Temple and learning about the Hindu religion which the majority of the Indian population follow. On return, we will use our new knowledge to describe Mowgli's memory of King Louis' temple, told from the perspective of Mowgli as an adult and focusing on some wonderful descriptive language written in past tense.

GPS: Writing in past tense and using appropriate expanded noun phrases.

Reading Tree: comprehension based on an extract 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:

One of the most recognisable Hindu events is that of the Holi Festival which is saturated with colour, smells, tastes and music. We will immerse ourselves in Holi by making two staple snacks; Puran Poli and Thandai. During the cooking process we will have to ensure we read, measure and write the correct

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
- add numbers with up to 4 digits using the column method.
- subtract numbers with up to 4 digits using the column method.
- complete basic conversions between different units of measure –
 - 1.Km,m 2.hour/minute 3.cm/mm
 - 4.m/cm 5.l/ml 6.g/kg
- measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey
- Be able to suggest ways of improving own work

This week our focus is all about life. How do humans and animals survive? What will they need to aid survival? We will have a scientific look at parts of the human digestive system, teeth and how they help us determine what type of consumer we are, and how we all fall within various food chains. Considering what food we as humans might need to eat to survive in the jungle, students will have the opportunity to taste some real edible critters such as mealworms and crickets. Do you have the guts to eat a creepy crawly if it will save your life?

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What are the bare necessities of life? In the Jungle Book, where does Mowgli sit on the food chain? How can we help sustain the planet?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

We will be thinking and writing about how Mowgli has had to adapt to life in the city as an adult, comparing one of the most contrasting aspects of his two lives; diet and health. We will describe the differences in his daily diet, what he enjoys and what he does not and what he misses the most from his jungle days. In order to help us visualise and explain this, we will create a sketch of a past and present plate of food with labels.

GPS: using a range conjunctions to expand sentences.

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

Maths in the Movies / STEM:

When Mowgli is saved from Kaa by Baloo, Baloo insists that Mowgli has to payback the favour by climbing up trees and cliff edges to retrieve honey nests to eat. Mowgli sets about making various vines and sticks to help him reach the awkward nests without being stung. We will be measuring materials we need for Mowgli to reach the honey nest and working out what combination will be suitable, as well as safest for the task. Within this we will look at different units of measurement and the importance of the correct place value when recording measurements; what will happen if Mowgli's vine is made 105m long when it was supposed to be 1005m long? Why do the zeros matter between these two numbers?

To link in with our science topic of living things, we will be studying different teeth and their functions. We will create life size moulds of the teeth using a colour code to identify the different types, and write an information leaflet to go along with our models which will be on display.

Arithmetic Focus: addition and subtraction of various measurements.

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
- convert between different units of measure
- measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.
- express perimeter algebraically as $2(a+b)$ where a and b are the dimensions in the same unit.
- find the area of rectilinear shapes by counting squares.
- estimate, compare and calculate different measures
- 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
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey



Friday 28th September

Learning Experiences:

Friday Big Write: Mowgli has spent his first day with his new friend Baloo and decided to stay in the jungle. We will write a recount of this adventure-filled day.

Messy Maths: Students will be solving different problems using addition and subtraction within measurement.

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
- 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

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
- convert between different units of measure
- measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.
- express perimeter algebraically as $2(a+b)$ where a and b are the dimensions in the same unit.
- find the area of rectilinear shapes by counting squares.
- 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: Teamwork

Monday 30th September – Wednesday 2nd October

Learning Experiences:

A recurring mantra we hear in our film is the wolves' 'The Law of the Jungle' which promotes teamwork in order to survive the jungle, and those who do not follow the law, will be the ones who are inevitably killed. We will explore this theme through various activities (such as a cup-stack challenge) which we will complete throughout the week, analysing the success of our teamwork skills and coming up with our own Year 4 class mantra.

Skills:

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

How can The Law of the Jungle be represented in human life? Are humans likely to become more or less part of a team as technology develops in the future? What are your most successful teamwork experiences?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

We will be analysing the poem 'The Law of the Jungle' to identify the poetic devices used by Rudyard Kipling and how these affect the meaning behind the words. Students will begin to apply these techniques to create their own poem based on a chosen aspect of the Jungle; an animal or object. We will be continuing with our theme of a Jungle Book sequel by thinking about the setting of the jungle and making comparisons with that of a typical metropolitan city where Mowgli now lives as an adult. We will write a narrative to describe these differences and any similarities; which life does Mowgli prefer?

GPS: Identifying, creating and applying similes and metaphors and use of expanded noun phrases.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2g – identify and explain how meaning is enhanced through word choice.

Maths in the Movies / STEM:

Part of our assessment tasks this year will involve a Multiplication Tables Check and so we will be having a regular push on learning and recalling all of our times tables. This week students will be having an informal multiplication bee within the class to practice our quick mental multiplication. We will also be continuing with developing our knowledge of place value within thousands and comparing and ordering numbers using the correct symbols of $<$, $>$ and $=$.

We will continue with our learning on the human body focusing mainly on the digestive system this week. Previously we learned about the different types of teeth in the human body and their primary functions in the process of eating. Now we will establish what happens to food and liquid as it progresses through the digestive system and we will be recreating our very own digestive system in a tray in order to see the processes in action.

Arithmetic Focus: Place value within Th, H, T, O, comparing and ordering numbers



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
- estimate, compare and calculate different measures, including money in pounds and pence.
- recall multiplication and division facts for multiplication tables up to 12x12.
- use place value, known and derived facts to multiply and divide mentally including – 1.0 and 1 2.dividing by 1
- multiplying together 3 numbers



Friday 6th October

Learning Experiences:

Friday Big Write: After a long battle with Shere Khan, Mowgli will write a diary entry to describe the events of the day and what it means for his future.

Messy Maths: Solving problems involving ordering and comparing numbers up to 4 digits.

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

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
- complete basic conversions between different units of measure
- estimate, compare and calculate different measures, including money in pounds and pence.
- complete basic conversions between different units of measure
- solve problems relating to all aspects of money

WEEK 6 THEME/ Hook: DC1 Goals and Growth

Monday 9th October – Wednesday 11th October

Learning Experiences:

This week sees us complete our first Data Capture of the year and so there will be a big focus on getting test ready, thinking about how we will approach our assessments. Mowgli has decided to stay in the jungle but in order to do so he must see off his main predator *Shere Khan*. A battle ensues which culminates in Shere Khan falling into the jungle fire, started unintentionally by Mowgli, and the jungle returns to peacefulness.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What character traits must you possess to be successful in your ambitions?
 What do you want in your future? How will you achieve this?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

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

Alongside all of our DC1 assignments we will consider life for Mowgli as an adult and how he has grown since his time in the jungle. We will write a 1st person narrative describing Mowgli's life in the city; what does he do now? What new skills has he learned and which life does he prefer? We will also edit and prepare a piece of writing for our portfolios.

GPS: DC1 related work

Reading Tree: Domain 2c – summarising the main ideas from the text.

Maths in the Movies / STEM:

There will be a big focus on our work for the DC1 assessments this week, looking at solving reasoning and problem solving style test questions. We will also be looking at negative numbers and what they mean in the context of temperature. Mowgli is used to living in a tropical climate as a young boy, but as an adult he is now living in a mainland city which has a very different temperature during its winter months. How much colder is it than the jungle?

Arithmetic Focus: DC1 related work

- 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
- 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

Friday 11th October

Learning Experiences:

Big Write: Our big write this week will be a letter from young Mowgli to his long lost parents, describing how he has settled in the jungle but wishes they were still there to live with him.

Messy Maths: We will focus on solving problems involving place value including negative numbers.

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

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 addition and subtraction 2 step problems in context, deciding on which operations and methods to use and why.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns.

WEEK 7 THEME/ Hook: Looking Back

Monday 14th October – Wednesday 16th October

Learning Experiences:

At the end of our film, and the end of the term, it is important to reflect on our achievements, areas for improvement and what we have learned in order to impart our wisdom to the next generation. We can see Mowgli has learned how to keep up with the wolf pack by problem solving and creating shortcuts he can take by doing things in a slightly different way, learning from his previous

Skills:

mistakes. We will also be reflecting on our term and recording how we have learned to change certain aspects of our approach for the better.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What lessons has Mowgli learned? What went well for us this term? How has this impacted our decision making?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Mowgli is now an adult living a 'normal' human life in the city. There have been reports of sightings of a feral child in the jungle and this rings very true to him. He decides to write a letter to the child to give them advice on how to survive in the wilderness with the animals, the amazing things to do and see, and also the things to be wary of to stay safe. He will need to use persuasive techniques to convince the child to follow his advice, such as rhetorical questions and a strong argument.

GPS: Using persuasive devices. We will also review our results from DC1 and set targets for ourselves for moving forward.

Reading Tree: In this session we will review our results from DC1, creating perfect answers, identifying where points have been dropped and the types of questions that students are finding challenging.

Maths in the Movies / STEM:

On leaving the jungle for his new life, Mowgli created a survival kit and hid it in the cave of Balloo in case anyone should need it. Students will create a map for the feral child to be able to find the kit. With the map they will have to create a list of directions to follow to ensure the child takes the safest route to the cave, this will involve using a number code, of Roman Numerals which only humans know, to keep the instructions a secret from any animals who may find them.

Arithmetic Focus: Roman numerals.



- 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 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 19th October

Big Write: This week we will write a final diary entry from young Mowgli describing his final day in the jungle before he moves to the city to pursue his future goals.

Messy Maths: Solving problems involving the use of roman numerals.

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

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

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!

- 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. Perform dances using a range of movement patterns.