

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

STAR Day Planning: Autumn Term 1 - 2019

Y5 Class Teacher: Laura Vandepas/James Tilden

Class Film Text: *Wonder*

Class Book/ Text: *Wonder and Auggie & Me* by R. J. Palacio

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

Thursday 5th – Friday 6th September

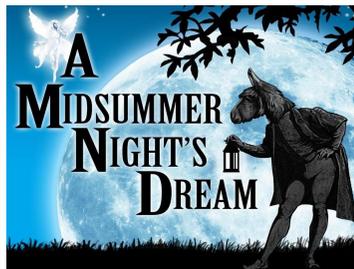
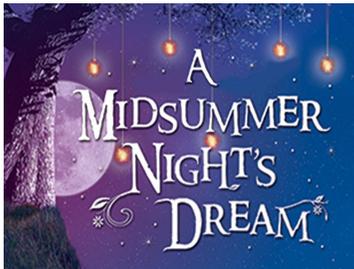
Whole Greenside film immersion days. We will watch animated tale of *A Midsummer Night's Dream* – thinking about changing place and animation. Over the two days students will take part in a range of learning activities based on this including:

- 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: Broarwood Nature Reserve - A week at camp

Monday 9th September – Wednesday 11th September

Learning Experiences:

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

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.

Nearer the end of the film, Auggie and his classmates embark on the highlight of the school year - a camping trip to Broarwood Nature Reserve. We will go on our own camp day by going on a class trip to Bishop's Park and playing many different games along with team building activities, much like Auggie and his classmates. On this trip, we will discuss what it means to be kind and introduce the BeKind movement to our classroom.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

We will discuss the biggest theme in this film - kindness! What does it mean to be kind? Must we be kind all of the time? What deeds can we do to show kindness to others? We will ask ourselves what Mr. Browne meant when he said 'when given the choice of being right or being kind, choose kind.'

Students will discuss these ideas and begin to understand that this will be our theme for the entire half term.

Learning about & through Film: Film Analysis/ Film Making

English:

This week, we will introduce the big idea - 'when given the choice of being right or being kind, choose kind.' We will examine this theme by having a stronger understanding of the word 'kind' and what actions or deeds can be done to demonstrate this trait. Have we ever been kind to someone? How did it make us feel? Is it important to be kind or is it more important to be right?

When Auggie first joins Beecher Prep, he is struck by the enthusiasm of his English teacher, Mr. Browne. Mr Browne shares with them the importance of reading and understanding precepts. As individuals, we will write our own precepts and discuss similar themes that we see emerge along the way. We will ask ourselves what is a precept and how do they guide us through difficult times in our lives.

GPS: asking questions, writing statements, exclamations and commands about our first impressions of 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
- 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
- Number/Calculation Secure place value to 1,000,000

Reading Tree: We will introduce our class book Wonder and consider how this book might compare or be different to our film.

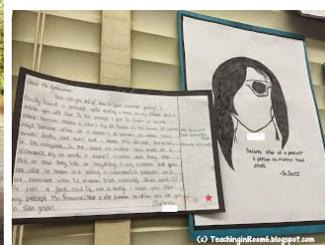
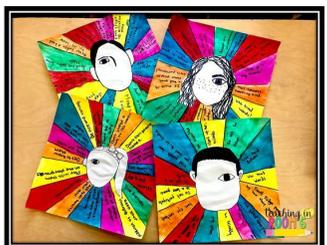
Maths in the Movies / STEM:

This week, we will act as if we are at Broarwood Camp. Students will be put into cabin groups and must accomplish specific tasks. When students enter into their groups, they will find a mystery bag challenge that they will have to complete together using their STEM knowledge. They will have to design an object, using a wide range of materials, that will support them while they are on their camping trip. Students will have to work together as a team to complete the task and will earn Camp Points along the way.

Auggie has always enjoyed space and finds himself fascinated with the solar system. We will look at the movement of the earth and how it is relative to the sun, moon and other planets. This will lead ourselves into a conversation about the Earth's rotation, which explains day and night.

Arithmetic Focus:

This week in Year 5, we will begin our Maths Training Camp – there will be an arithmetic focus each week. How quickly can you solve number problems? Are your methods efficient? How can we improve? This week's arithmetic focus will be on addition & subtraction methods. Students will have to complete task cards using their chosen addition or subtraction method and when completed correctly, they will get to participate in camp games.



- Use standard written methods for all four operations
- Confidently add & subtract mentally
- 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 movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials

Friday 13th September GGL Baseline Big Write

Learning Experiences:

Friday Big Write: GGL Baseline Big Write

The Auggie Diaries: Broarwood Camp

For our first Big Write of the year, we will explore Auggie's perspective. Writing through his lens, we will discuss how he feels at Broarwood Camp. Does he feel the security of friendship with Summer and Jack Will? Does he feel more safe that Julian is not in attendance? Is he still self-conscious about his appearance among his schoolmates and others at the camp? What sort of games and team-building skills do they engage in? What new people does he run into? Do these people embrace or reject him? Is he able to show off his smarts as he did in science class?

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

Messy Maths: The Messy Maths focus for this week will be to explore a range of problem solving place value questions.

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

Team building games. Skills based sessions working on throwing and catching. Focus on using wide hands and keeping their eye on the ball using different sized balls and reaction balls. Drills and games based on these skills, leading towards netball and skittleball games.

WEEK 3 THEME/ Hook: Auggie - not an ordinary ten year old kid

Monday 16th September – Wednesday 18th September

Learning Experiences:

This week we will introduce ourselves to the main character - Auggie. He describes himself as 'not an ordinary 10 year old kid.' However, we will ask ourselves, what is an ordinary 10 year old kid? What makes Auggie unordinary and what makes him ordinary?

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Have students ever been seen as different? If they could hide away from the world, where would they hide? Auggie chooses to hide himself inside of a space helmet. What would you hide inside, if you didn't want others to see you?

Learning about & through Film: Film Analysis/ Film Making

English:

Linking into our sequel theme, this week we will consider how Auggie has progressed in the next stage of his school journey. We will draw on his experiences in the film and discuss how Auggie would have developed as a character. How will his school experience be different now? What has he learnt from his experience as a 10 year old in Middle School that he has used to help shape the next part of his journey? We will write about how the relationships with his friends have developed and how Auggie views his differences now that he is older. We will write as Auggie and this will form the first part of our sequel narrative. To establish our writing, we will firstly participate in a carousel activity that will help us to generate our ideas as well as incorporate new GPS skills into our writing. The carousel will include the following activities:

1. GPS
2. This part of our carousel will focus on specific physical and emotional traits of Auggie. We will look at how his outward appearance compares to his inward appearance. Has his feelings towards himself changed since joining Middle School?
3. Students will create a Memory Wheel that will incorporate the big moments in Auggie's school life so far. What moments have shaped him? What memories has he generated since the film ended? What

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
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Proof-reading
- Number/Calculation Secure place value to 1,000,000
- Use negative whole numbers in context
- Use standard written methods for all four operations
- Confidently add & subtract mentally
- Multiply & divide by powers of ten
- 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

adventures has he been on? This art piece will ensure that students have enough knowledge to create a strong writing piece.

As humans, we are often quick to focus on the negative aspects of ourselves. However, that is not how people usually see us. People see the positive even when we do not. At the beginning of the film, Auggie felt very negatively about his appearance. He yearned to be normal when he was born to be extraordinary. To continue our writing piece, we will examine how we see ourselves, positive and negatively. Once we have completed this task we will go around and write positive words about each other, which will spark an understanding that sometimes we can be our own worst enemy and not see what others do. This activity will lend itself to our art piece that will be used for a classroom display.

GPS:

This week we will focus on using modal verbs. These verbs will demonstrate the certainty and necessity that Auggie feels about himself and his new school life. Using these verbs will ensure that our writing shows an understanding of importance.

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:

Auggie likes to be anonymous but at school that is much more difficult, in order to become part of the class he needs to jump into their way of handling numbers. This week we will read, write, order and compare numbers up to 10 000 000. We will discuss the number system we use to ensure students have a secure understanding of a number's place value. We will look at different representations of numbers to explore the value of each digit and use manipulatives to support this. Like Auggie will explore the Decimal Dungeon in a five-part activity focused on Numbers & Operations in Base Ten where students observe and build math models to solve problems. Part 1 is focused around place value in multi-digit numbers. The focus on Minecraft will lend itself to creating self portraits of ourselves using a grid. To continue our understanding of the relationship between ones, tens, hundreds and thousands, we will participate in a game called Build a Cube. Our knowledge of number will be put to the test by participating in this game. Are we as strong in our understanding of number as Auggie is?

Auggie loves science, in fact it is his favourite subject, so this week we will begin our STEM project linked to our science topic of space. Just as Auggie and Jack Will came together to create camera obscura for their science fair, students will work in pairs to create their own exhibition for the Science Fair that we will hold at the end of half term. Students will use their STEM knowledge to explore, research and create a STEM project based around space.

- Understand location and interaction of Sun, Earth & Moon
- Introduce gravity, resistance & mechanical forces
- Design & write programs to solve problems
- Use sequences, repetition, inputs, variables and outputs in programs
- Detect & correct errors in programs
- Understand uses of networks for collaboration & communication
- Be discerning in evaluating digital content
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials

Throughout this half term, students will participate in a range of space STEM projects that will challenge their understanding of our galaxy. To begin with, we will examine Newton's Law to life, that every action has an equal and opposite reaction. We will examine how to apply these principles to a balloon rocket experiment. Students will attach a balloon to a straw and release on a piece of string. How much air is required to get the balloon across the room? We will enhance our challenge by asking students to create a device that pops a balloon on the other end.

Arithmetic Focus: Students will develop their knowledge of the number system and counting. They will count in powers of 10, across multiples of 100, 1000, 10 000 and 100 000. This is a crucial skill that students will use to complete more complex areas of Maths.



Friday 20th September GGL World Peace Day

Learning Experiences:

Friday Big Write:

The Auggie Diaries: The First Day of School

Each week we will focus on an experience that has happened in the film and write from the perspective of Auggie. This week we will focus on his first day at school. We will have him recall his mother's words, encouraging him to be the person he wants to be, not the person he believes people see him as. We will write from his perspective, touching on his self-consciousness and how it impacts him on his first day of school -- how he wishes to escape into space and be loved. Students may recall similar moments in their lives, channeling these feelings into Auggie's perspective.

Messy Maths: Students will use their knowledge of place value to recognise the value of digits in a number e.g. $32\ 062 = 30\ 000 + \underline{\hspace{2cm}} + 60 + 2$

PE/ Sports:

Team building games. Skills based sessions working on throwing and catching. This week we will focus on the different techniques involved in over arm and

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

under arm throwing. Can we challenge ourselves by catching with just one hand? We will run drills and challenges that engage us in these skills.

WEEK 4 THEME/ Hook: True Friendship - Jack Will

Monday 23rd September – Wednesday 25th September

Learning Experiences:

It is time to examine what the word 'friendship' really means. We will explore the character of Jack Will and his relationship with Auggie. These two characters come together, fall apart and find themselves back into a deep friendship at the end. The rollercoaster of emotions that they are on allows for a deep understanding of what friendship means.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What does the word friendship mean? What does Jack Will see in Auggie? How does Jack Will transform in the film?

Learning about & through Film: Film Analysis/ Film Making

English:

This week we will focus on Jack Will and write from his perspective. We will continue our theme of sequel, but incorporate the concept of flashbacks into our writing. Jack Will goes through a very big transformation in the film and his feelings are very complex. He struggles with the idea of fitting in at a new school but also being true to himself. A pivotal moment for Jack Will was when he confronted Julian and engaged in a fight, which was very much outside of his nature. In our writing, We will write as Jack Will as he writes from the future looking back to that moment and describes to the reader why he felt he needed to act in that way.

The carousel will include the following activities:

1. A teacher led group that will focus on building our GPS skills. This week we will focus on expanded noun phrases that will establish the emotions that Jack Will is feeling.
2. Students will look at the contrast in Jack Will's feelings and the emotional struggle he went through when deciding to react with violence. Students will use commas in their writing.
3. This independent group will look at the transformation that Jack Will took, when he decided to fight Julian. Students will write in past tense, and choose an animal that Jack Will turned into. For example, if they think he turned into a ferocious lion, they will begin their speech bubble, which is attached to a lion, with, 'I have transformed into a lion...'

To continue our exploration of Jack Will, Year 5 will participate in a variety of role play drama games and write a declaration of his friendship for Auggie. We will create a piece of art for display that we will incorporate into our speeches, by

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
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- Proof-reading
- Use expanded noun phrases
- Command of Standard English
- Consider & evaluate different viewpoints
- interpret negative numbers in context.
- forwards/backwards with positive and negative whole numbers, including through 0.
- round any number up to 1 000 000 to the nearest 10,100,1000,10 000,100 000.
- recognise and describe linear number sequences, including those involving fractions and decimals, to find the term-to-term rule.
- 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
- Understand location and interaction of Sun, Earth & Moon
- Introduce gravity, resistance & mechanical forces
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials

writing the most inspiring line into our piece of art. We will carefully consider our language choices and think about figurative and emotive language as well as rhetorical questions. These declarations will be read aloud and inspire us all to spark change for the better.

GPS: We will focus on using expanded noun phrases in our writing to declare emotion.

Reading Tree: We will work on comprehension questions, based on our text. We will focus on reading domain 2a and give / explain the meaning of words in context.

Maths in the Movies / STEM:

This week in Auggie's Maths class they are learning to round a range of numbers. He has learnt some of this with his Mum as part of his homeschool but now that he is 10, he needs to have a better grasp with bigger numbers. We will learn to apply the rules for rounding to a range of larger numbers up to 1,000,000. Auggie also needs to know how to recognise and describe linear number sequences - including decimals, so that he can keep up with his new friends in class. He loves the puzzle of working out what the term to term rule is in these sequences and he uses them to set challenges for his new friends.

This week we will continue our space STEM exploration. Students will be asked to create a space lander. This activity combines science principles, a fun storyline, simple materials and the use of the design process. Students will team up together to build a lander to keep two marshmallow 'aliens' inside of a cup as it is dropped from various heights. Students will look at the concepts of shock-absorption, drag forces and stability, to create and test their design.

Arithmetic Focus: using rounding to help with mental calculations

Friday 28th September

Learning Experiences:

Friday Big Write:

The Auggie Diaries: Jack Will and I
Auggie will tell the story of his friendship with Jack Will. He will discuss how he was able to impress Jack Will with his science skills and how he helped Jack Will cheat on a pop quiz. Further, he will recall how nervous he was in asking if Jack Will wanted to come over after school. Students will use descriptive, touching language to detail how Auggie feels as if this is his first real friendship. Then, they will write about Jack Will's betrayal -- how Auggie feels hurt when he catches his friend talking behind his back. They will then illustrate how, through Minecraft, the two become friends again, and bond through their mutual disgust

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
- round any number up to 1 000 000 to the nearest 10,100,1000,10 000,100 000.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns.

of Julian's behaviour. They could, further, express any concerns Auggie might still have.

Messy Maths: This week we will tackle problems to do with rounding

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

Team building games. Skills based sessions working on throwing and catching. This week, we will begin to use the throwing and catching skills to play dodgeball. We will touch on attacking and defending skills and tactics needed to succeed in the game.

WEEK 5 THEME/ Hook: Arch Enemy - Julian

Monday 30th September – Wednesday 2nd October

Learning Experiences:

This week we will look at the villain of the film, Julian. He is portrayed as the bully of the film, however, the film is never told by his point of view. Why did the author decide to do this? We will look into the underlying issues that made Julian behave the way he did towards Auggie and begin to have a better understanding of who Julian is.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Who is Julian? Why is he made to be the bully in the film? Is there another reason why Julian behaved so poorly?

Learning about & through Film: Film Analysis/ Film Making

English:

Continuing our sequel theme, we will examine the character of Julian. R.J. Palacio decided not to incorporate a Julian chapter in her book Wonder, however she did write another book entitled Auggie and Me, to which there is a Julian chapter. Students will read the chapter and better understand this complex character and see that he is not just a bully, but also had his own struggles throughout the school year. This week we will examine the character of Julian and discuss whether we think he is a good character or a bad character. Julian begins a new adventure, and finds himself at a new school. Has the lessons he learnt from Beecher Prep gone with him? Or has he gone back to his old ways of judging others? We will participate in a carousel activity that will prepare us for our writing piece. The carousel will include the following activities:

1. GPS
2. Students will discuss the new challenges that Julian will face at his new school. Will he be missing Beecher Prep? Does he enjoy his new school? Have his parents stepped back a little to allow him to be his own person?

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
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- Proof-reading
- Use expanded noun phrases
- Command of Standard English
- Consider & evaluate different viewpoints
- using brackets, dashes or commas to indicate parenthesis. As well as using semicolons, colons or dashes to mark boundaries between independent clauses
- add whole numbers with more than 4 digits, including using formal written methods.
- subtract whole numbers with more than 4 digits, including using formal written methods.
- add and subtract numbers mentally with increasingly large numbers.
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

3. This independent group will look at the transformation that Julian has gone through when he went to visit his Grandmere in France. How did the story that Grandmere share with him, change his outlook on life?

GPS:

This week we will look at using brackets, dashes or commas to indicate parenthesis. As well as using semicolons, colons or dashes to mark boundaries between independent clauses.

Reading Tree: We will answer comprehension questions based on our text. We look at Reading Domain 2C and summarise main ideas from more than one paragraph

Maths in the Movies / STEM:

Julian has always found Maths rather difficult. He struggles to understand the importance of place value when it comes to calculations. Auggie will help Julian to consolidate their understanding of mental and written methods for addition and subtraction, including when calculating with decimal numbers. Students will be introduced to more complex variations on these concepts and work through a range of calculations. When students are confident they will then create a Maths tutorial movie to help Julian to consolidate his understanding.

This week we will continue our exploration of space using STEM projects. For the Beecher Prep Science Fair, Julian and his teammate Miles create a volcano. However, it is rather basic and does not impress the teachers in the slightest. We will take the idea of volcanoes, and design a Mars colony. Students mission will be to ensure the colony's success by bringing along enough supplies and tools to create a self-sufficient outpost of human civilization. We will ask ourselves questions such as How will colonists get food? What is the Martian environment like? Will our colony have a government? How do we prevent boredom? In the end, we will have created a colony that will far exceed that of Julians.

Arithmetic Focus: This week in arithmetic will explore variations of addition and subtraction calculations. How would we approach missing number problems? Or questions where the answer precedes the 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
- Understand location and interaction of Sun, Earth & Moon
- Introduce gravity, resistance & mechanical forces
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials

Friday 6th October

Learning Experiences:

Big Write:

Auggie Diaries: Julian, School Bully
This week, we will write about how Auggie sees Julian. How does Auggie view Julian initially? Is he open to being friends with Julian or is he apprehensive at first? We will dive into Julian's bullying of Auggie, how Julian leaves notes in Auggie's locker. We will examine Auggie's feelings to see if we think Auggie is compassionate or resentful towards Julian.

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

Messy Maths: Students will focus on answer complex word problems involving addition and subtraction which may involve more than two steps.

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

Team building games. Skills based sessions working on throwing and catching. We will continue with dodgeball, considering the tactics involved and our positioning on the pitch.

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

WEEK 6 THEME/ Hook: DC1 - Science Fair Part 1

Monday 9th October – Wednesday 11th October

Learning Experiences:

This week, along with completing our first Data Capture as Year 5 students, we will create our own Science Fair that will be presented in Wk 7. We will look at the previous STEM creations, as well as discover new STEM activities. All activities will contribute to our Science Fair.

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

Why was the Science Fair such a pivotal moment in the film? How will we share our Science Fair with the school and ensure that it is captivating for all age ranges.

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will edit and improve their sequel writing pieces, ready for publishing. What piece of writing will they choose? Which piece of writing is their best work to date? How can you improve this piece of writing? We will break the editing process down and look at the different ways a piece of writing can be improved. These different ways of editing, will be put into a carousel, to ensure that students have a strong understanding of the expectations of editing.

1. Punctuation Party - ensure that students have incorporated the correct punctuation as well as adding commas, brackets and semi-colons.
2. Adverbial Phrases - challenge - can students rearrange their sentence so that have a sentence with a fronted adverbial?
3. Spelling - How many words did you spell incorrectly? Can you use a dictionary to spell them correctly? Can you use a thesaurus to use new vocabulary?
4. Imagery - Using similes, metaphors, personification, alliteration, and assonance.

This piece will then be put into their writing portfolio.

We will use this opportunity to assess progress in writing and reading.

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
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Apply knowledge of morphology & etymology when reading new words
- Reading & discuss a broad range of genres & texts
- Identifying & discussing themes
- Make recommendations to others
- Learn poetry by heart
- Draw inference & make predictions
- Discuss authors' use of language
- Secure spelling, inc. homophones, prefixes, silent letters, etc.
- Use a thesaurus
- Legible, fluent handwriting
- Plan writing to suit audience & purpose
- Develop character, setting and atmosphere in narrative
- Use organisational & presentational features

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| <p>GPS: Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Reading Tree: We will answer comprehension question based on our reading this week. We will look at Reading Domain 2d and make inferences from the text / explain and justify inferences with evidence from the text</p> <p>Maths in the Movies / STEM: There will be a big focus on our work for the DC1 assessments this week but we will also be completing a number of small STEM projects related to our science fair. The science fair was a pivotal moment in Auggie and Jack’s friendship. Jack made a large gesture of partnering with Auggie, when he could have gone with Julian. The science fair mended their friendship and together they created an amazing camera obscura that won them first prize at the fair. Students will look at creating their own camera obscura for our science fair as well as the specific science learning that goes with creating such a big piece.</p> <p>Arithmetic Focus: Students will remind themselves of the arithmetic learning we have done this half term, in order to prepare them for DC1.</p> | <ul style="list-style-type: none"> ● Use consistent appropriate tense ● Proof-reading ● Command of Standard English ● Understand location and interaction of Sun, Earth & Moon ● Introduce gravity, resistance & mechanical forces ● Secure place value to 1,000,000 ● Use standard written methods for all four operations ● Confidently add & subtract mentally ● Improve mastery of techniques such as drawing, painting and sculpture with varied materials |
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Friday 11th October

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| <p>Learning Experiences:</p> <p>Big Write: The Auggie Diaries: The Passing of Daisy This week, we will write about the passing of Daisy, the Pullman family dog. We will examine how this affects Auggie. Did he see Daisy as an impartial, unconditional friend? Does Daisy’s passing represent the passing of his original true friend? “Everytime I came home from the hospital, Daisy was here. She was a real friend, and real friends are hard to find.”</p> <p>Messy Maths: This week we will review DC1, filling in any gaps in our scores as a class</p> <p>PE/ Sports: (Activities, key skills / techniques) Team building games. Skills based sessions working on throwing and catching. How has throwing and catching helped our performance in dodgeball? How can we improve?</p> | <p>Skills:</p> <ul style="list-style-type: none"> ● 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. |
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WEEK 7 THEME/ Hook: Science Fair Part 2

Monday 14th October – Wednesday 16th October

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| <p>Learning Experiences: This week is our final week of Autumn 1 and with that comes big excitement! We will finally showcase our Science Fair to students. What things have we created</p> | <p>Skills:</p> |
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to showcase? How will we engage all students in the school from nursery to Year 6?

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

This film has many moments of beauty in it. What have we learnt from this film? What has been our favourite precept and how has it transformed our way of thinking?

Learning about & through Film: Film Analysis/ Film Making

English:

Just as Auggie and Jack Will were excited to finally present their Science Fair project, we in Year 5 feel the same way! It is with great pleasure that we showcase our Science Fair to the students at Greenside. We must ensure that we have a literary explanation of our showcase pieces, that exemplifies the specific science learning that is going on. We will use our knowledge of scientific terms to write a piece about our project.

Students will be allowed to write their final sequel on the film, to which they can choose any character they wish to share perspective on. This can be anyone from Isabel Pullman to Daisy the dog. Students will take all that they have learnt this year, in GPS skills, as well as organising writing, to write their final sequel.

GPS:

Reading Tree: We will answer questions based on our reading for this week. We will look at Reading Domain 2e and predict what might happen from details stated and implied

Maths in the Movies / STEM:

This has been the moment that Year 5 has been waiting for all half term. We will finally showcase our Science Fair. Students will put the finishing touches on their fair projects and incorporate any final amendments that need to be made. Auggie has always been a very strong mathematician. His ability to manipulate and work with numbers is extraordinary. However, his best friend Jack Will sometimes struggles with his understanding of number. Auggie helps him by teaching him ways to count forwards and backwards using numbers up to 1 000 000. The tricks that Auggie teaches him, helps him in understanding how to add and subtract larger numbers.

Arithmetic Focus: Using our understanding of place value and number to count forwards and backwards.



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Understand location and interaction of Sun, Earth & Moon
- Introduce gravity, resistance & mechanical forces
- Reading
- ·Apply knowledge of morphology & etymology when reading new words
- ·Reading & discuss a broad range of genres & texts
- ·Identifying & discussing themes
- ·Make recommendations to others
- ·Learn poetry by heart
- ·Draw inference & make predictions
- ·Discuss authors' use of language
- ·Retrieve & present information from non-fiction texts.
- ·Formal presentations & debates
- ·Secure spelling, inc. homophones, prefixes, silent letters, etc.
- ·Use a thesaurus
- ·Legible, fluent handwriting
- ·Plan writing to suit audience & purpose
- ·Develop character, setting and atmosphere in narrative
- ·Use organisational & presentational features
- ·Use consistent appropriate tense
- ·Proof-reading
- ·Perform own compositions
- ·Use expanded noun phrases
- ·Use modal & passive verbs
- ·Use relative clauses
- ·Use commas for clauses
- ·Use brackets, dashes & commas for parenthesis Speaking & Listening
- ·Give well-structured explanations
- ·Command of Standard English
- ·Consider & evaluate different viewpoints
- ·Use appropriate register
- Secure place value to 1,000,000
- Use standard written methods for all four operations
- Confidently add & subtract mentally
- Use vocabulary of prime, factor & multiple
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials

Friday 19th October

Big Write:

The Auggie Diaries: Science Fair Success

For our final Big Write of the half-term, we will cover the events leading up to and including the Science Fair. Students will write about how this greatly helps to rekindle Auggie and Jack Will's friendship, noting how Jack Will genuinely insists on being Auggie's partner. We will also write about the camera obscura and how going inside the contraption that Auggie and Jack Will make gives the participants a new perspective -- is this a metaphor for how Auggie wishes people's perspectives towards him would change? is this a representation of something more? Further, we will retell how Auggie and Jack Will eclipse the efforts of Julian's volcano project entry, winning first prize.

Messy Maths:

Half-term recap: we will cover and reinforce Maths skills learnt this half-term

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

Team building games. Skills based sessions working on throwing and catching. This week will be our final dodgeball match where we will assess our performances and how much we have improved.

What other sports can we apply the skills of throwing and catching to?

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.
- 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.

