

GREENSIDE FILM FACTORY
The Year of Changing Places
Big Ideas
2019-2020

STAR Day Planning: Spring Term 1 - 2020

Y2 Class Teacher: Joanne Rundle

Class Film Text: *Honey I Shrunk the Kids*

Class Book/ Text: Mrs Peppercorn Stories by Alf Proysen

WEEK 1 THEME/ Hook: I've shrunk!

Monday 6th January – Wednesday 8th January

Learning Experiences

*On Monday we will gather as a school to share a film immersion and spend the day on a range of linked learning experiences: **Changing Words - Spellbound.***

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

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

How would you feel if you had been shrunk? Is it possible to change the size of a person through science? Has anyone ever made a size changing machine? Are the children scared?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

Students will be learning about film sets and how a studio creates a house as mad as the Szalinskis.

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
 - asking questions to improve their understanding
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- To use adjectives to describe
- To identify commands/statements/different sentences

English: (Including any experiences for inspiration)

We will be thinking about how it must be to be 6cm tall and describing the experience using adjectives. We will be using this piece of writing for our 'magnifying' display. Using this as a stimulus student will be using their adjectives and senses to write a narrative about how it must feel to be tiny in a huge garden. We will be looking at scenes from the film to write a setting description to go along with our story and picture.

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

Reading Tree: We will introduce our class book, Mrs Pepperpot Stories by Alf Proysen, all about a shrinking woman. We will make predictions about the book.

Maths in the Movies / STEM:

We will be using our measurement skills to create large scale items and make ourselves feel like we have been shrunk! This can then help to inform our writing. We will measure the biggest and smallest bug in the garden, and use symbols to compare the sizes. We will also look at word problems when comparing the sizes of the bugs in the garden, eg how much bigger is the caterpillar compared to the ladybird?

We will use addition and subtraction to add together the two largest insects, and using our subtraction skills to find the difference between the largest and smallest mini beast.

We will be carrying out many investigations this half term and creating a mini garden from the film in our classroom. Our 'big idea' this week is planting seeds in the classroom and looking at how different environments affects growth. When our plants are tall enough we will create Wayne's children as an art sculpture project to climb the plants. We will also be measuring the height with rulers and ordering, and creating a graph to show which plants grow the best, depending on the environment and season they are in.

Arithmetic Focus:

Count forward and backwards in steps of 3.

Display:

Magnifying writing display

- To choose and use appropriate standard units to estimate and measure – Length/Height in any direction (m/cm)
- to observe closely, using simple science equipment
- using their observations and ideas to suggest answers to questions
- identify and name a variety of plants
- observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- to use symbols to compare
- Count forwards and backwards in steps of 3 – starting with any multiple of 3
- I can interpret simple tables and graphs

We will be writing a narrative about what it would be like to be shrunk to the size of a pin and walk around the garden.

Invention display

Using alliteration we will be using our alliteration skills to think of names to describe Wayne's machine eg Mimi's marvellous machine
Samuel's super sonic sucker.

Friday 10th January

Learning Experiences

Friday Big Write:

This half term we will be creating our own story titled 'Mini Me'. We will be writing a chapter each week about being mini in a new location. This week we have landed in the garden. Let's write about the insects and creatures we find!

Messy Maths:

Word problems based around measurements (cm).

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

Throughout the term students will be mastering basic skills and movements through a rotation of activities including:

- relays consisting of running focusing on how to hand over the baton correctly, correct running posture of head up and pumping the arms and legs; jumping focusing on using the arms for extra momentum and landing in a balanced way; and aiming in to a target using their other arm to aim, focusing on accuracy not power.

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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- To choose and use appropriate standard units to estimate and measure – Length/Height in any direction (m/cm)

WEEK 2 THEME/ Hook: Becoming designers

Monday 13th January – Wednesday 15th January

Learning Experiences

This week we will be having a science fair, showcasing our travelling devices that we will create using our knowledge of 3D shapes. We will also look at how it would be to have an enlarging machine compared to a shrinking machine!

World Thinking: Big, Critical Curious Questions

What are the most successful inventions from the past? What do you think should be invented for the future? What inventions do we use everyday?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

This week we will be looking at how sounds are created in the film to show how characters are feeling at different parts of the film.

English: (Including any experiences for inspiration)

This week we will be writing a different storyline to Honey I shrunk the kids, and writing a story called 'Honey I enlarged the kids!'. Instead of shrinking his children this week, Wayne will be making them ten times bigger! We will be using paragraphs, and speech marks to write about how the children would respond to being too big, and we will plan how to solve this problem! They will have to invent a machine to help them become small again. We will organise our writing so our story makes sense and think about how to change the story, maybe even change the location! We will be using superlatives to show who is the biggest and smallest and making comparisons.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- to use paragraphs to organise writing
- to use the correct tense consistently
- to use speech marks for speech
- to use superlatives to make comparisons
- to write for different audiences
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- 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
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- to compare and sort 2D and 3D shapes and everyday objects.

We will also be writing speeches for our science fair, explaining to our audience what our device does and how it transports the children across the garden. The learning focus here is to work on our speaking and listening skills, we will check if we have all included how our device works, how it was made and how it will help the children in the garden.

GPS: Using superlatives to compare and adjectives to describe.

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:

This week our big idea will be joining Wayne's children at school and hosting a science fair! The children in the garden need to cross from one end of the garden to the other end ,and their feet just can't take them all that way. We will be making our own transportation devices, some to fly with, some to cross the river with and some that move on the ground.

In order to make these travelling devices, we will be using and identifying different 3D shapes. A raft could use a cuboid for the base, and cones around it for storage containers. We will be looking at the properties of 3D shapes and recording which shapes we have used on our travelling devices. We will be researching the 3D shapes that we use, finding out their properties including the amount of faces and edges they have. We will compile this information into a fact file about our travelling devices, including the properties of the shapes we have used and how the device works on the water, air or ground.

As we are designing our travelling devices this week for the children, we will also look at an important date in history of two very clever designers who were also from America - The Wright Brothers. We will look at how their invention changed the future of travelling and we will take inspiration from these men when designing our own flying devices.

In science this week we will be looking at all the different plants in the garden and we will look at the plants we have grown in the classroom. We will gather the results and construct a bar graph showing which

- Be able to find out aspects of the past from a range of sources of information
- observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- to derive and use related number bond facts up to 100.

plants have grown the tallest and how we think the conditions have helped the plant to grow. We will make predictions about which plant we think will grow the tallest and which ones will have more problems due to not having enough sunlight/water etc.

We will think about which plants the creatures like to eat, and what plants we eat as humans. The children have to find a variety of different foods to survive while they are in the garden. They eat sunflower seeds, pumpkin seeds and a range of plant based snacks. We will try these for ourselves this week!

Arithmetic Focus: This week we will be looking at number bonds to 100.

Friday 17th January

Learning Experiences

Friday Big Write:

This week we will be writing the next chapter of our book. This chapter will be called 'The Shrinking sofa'. Wayne's sofa in the attic, shrinks without him realising it, and he breaks it by mistake. We will think about how he makes this discovery and how it helps him find the children.

Messy Maths:

Word problems based around 3D shapes.

PE/ Sports:

Throughout the term students will be mastering basic skills and movements through a rotation of activities including:

- Throwing and catching using a range of objects such as balls, bean bags etc. Catching focusing on hands together, fingers wide, watching the object the whole time and using the hands to take the pace off of it. Throwing focusing on making sure the target is clear, understanding how and where they would like the object to be when catching it themselves.

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
- to compare and sort 2D and 3D shapes and everyday objects.

WEEK 3 THEME/ Hook: The inconvenient neighbours

Monday 20th January – Wednesday 22nd January

Learning Experiences

This week we will be thinking about how life must be for the neighbours of Wayne's family. We will be looking at different points of view and thinking about how we can rectify mistakes, in this case with a peace offering.

World Thinking: Big, Critical Curious Questions

Do you get along with your neighbours? How do you get along with someone, but have differing opinions? Can you always be friends with someone? How do you handle conflict?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

We will look at how colour is used in the film, and looking at contrasting colours used in scenes. We will ask ourselves these questions: What does this colour mean? Are any characters associated with a particular colour? Is there a tone/colour scheme to the film?

English: (Including any experiences for inspiration)

This week we will be writing from different perspectives. We will be writing about when Wayne's family moved in. The neighbours were frustrated because of the strange noises and sights with Wayne's inventions in the garden, including his remote control lawn mower. We will be using paragraphs and conjunctions to explain their opinions about each other. Each family thinks the other is strange but this week we will be writing about Wayne's funny inventions and how the neighbours perceive them. We will be learning about how to convey emotion in our writing to show how the family really feel!

GPS: using past papers to learn about identifying conjunctions in sentences and looking at how we will use them this week to explain how the Wayne family are feeling. We will look at a range of conjunctions including but, when, because, then, therefore.

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

- articulate and justify answers, arguments and opinions
- use conjunctions to explain opinions/perspectives
- organise writing using paragraphs
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Develop character, setting and atmosphere in narrative
- to accurately record addition in columns.
- to accurately record subtraction in columns
- Be able to communicate their geographical knowledge and understanding, to ask and answer questions about geographical and environmental features
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Find 10 more to 10 less than a number (up to 100)
- to combine amounts of money to make a particular value.
- to find different combinations of coins that equal the same amounts of money.
- to solve simple problems that involve addition of money in the same unit, including giving change.
- I can interpret simple tables.

The neighbours are meant to be going on a golf trip in their caravan, but they need to buy some supplies and luggage first. This week we will be going to the shops with the neighbours and helping them to add up all their shopping and golf items. We will learn about column addition and subtraction through money and look at renaming when working out our calculations.

We will be looking at where our film is created, in America. We will look at the size of America compared to the UK and look at the location on the map and use this as an opportunity to explore comparative mathematical language and see how huge America is compared to the UK!

The big idea this week is helping those who you do not get on with - the angry neighbours. As a peace offering, Wayne's family will be giving the angry members some flowers, but we will be dying flowers and looking at how they absorb liquids and change colour. We will be measuring the amount of liquid in the vase, and after a few hours we will see how it has decreased as it has been absorbed.

Arithmetic Focus:

Adding and subtracting 10/100 from any given number.

Friday 24th January

Learning Experiences

Friday Big Write:

The next chapter this week will be called 'In the kitchen' and we will be writing about how big a spoon is compared to the shrunken children.

Messy Maths:

Word problems surrounding column addition and subtraction with renaming.

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

Throughout the term students will be mastering basic skills and movements through a rotation of activities including:

- Throwing and batting a ball: Focus for throwing will be reinforcing the skills from previous weeks and now progressing on add accuracy and speed to try and get people out. How do you add the speed bit by bit but without losing your accuracy?

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
- to accurately record addition in columns.
- to accurately record subtraction in columns
- to use superlatives to compare
- to use conjunctions
- to use adjectives to describe

WEEK 4 THEME/ Hook: Classroom garden

Monday 27th January – Wednesday 29th January

Learning Experiences

This week we are thinking about Wayne feels when he thinks his children have gone missing, and we will be thinking about alternate places they could have gone. We will also be thinking about time durations, and how each minute that goes past, the parents get more and more worried.

World Thinking: Big, Critical Curious Questions

Do you think time goes quickly or slowly? When does it go quickly? When does it go slowly? How do you remain calm when you're worried?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

This week we will be looking at the technology used in the film to make the children appear as if they have shrunk. We will be using a green screen this week to create our own shrunken classroom!

English: (Including any experiences for inspiration)

This week our big idea will be using a green screen to make ourselves tiny and experience what it was like for the characters to be tiny and fly on a bee! In the original film the bee luckily drops the children back in their garden, but we will be writing about the bee dropping the children all the way in the city - into a concrete jungle. We will look at what 'concrete jungle' means and how phrases are used to convey meaning.

We will create notes to plan our story and use paragraphs to organise our writing around a theme. We will be using our five senses to write about how the sounds and sights in the city are different from their suburban living area. We will be using speech marks to write about what each child says when they arrive in the city centre. We will then narrate our new narratives over our Green Screen films to make our own mini movie of the adventure!

Wayne is also getting very worried that his children are now missing, so this week we will help him by writing 'missing children' posters using adjectives and adverbs to describe how the children act and what they look like, as well as using key structural features to set out the poster in

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- how to organise paragraphs around a theme
- to use speech marks for speech
- to use adverbs and adjectives to add description
- to describe settings
- to sort and identify 3D shapes
- to measure using cm
- to compare and sequence intervals of time.
- to tell the time to five minutes (including quarter to and past).
- to write the time to five minutes (including quarter to and past)
- Count forwards in backwards in steps of 5 – starting with any multiple of
- to comment on works of art
- to discuss how to make improvements
-

an eye catching way. We will also be using our art skills to create the portraits of the children.

GPS: We will be learning how to use speech marks accurately.

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:

This week we will be creating our own mini concrete jungles to inspire our writing, about where the bee drops the children in our own version of the story. We will be using our measuring knowledge to measure the different lengths for the skyscrapers, and using a range of 3D shapes to create buildings.

While Wayne and his wife are waiting for the children to return, they are constantly checking the time, and thinking about how long they have been away. This week we will be reviewing our knowledge on quarter to the hour and looking at some challenging word problems with 5 minutes past the hour. We will also look at how long it takes the children to climb the tallest flower in the garden compared to how long it takes us to climb trees outside. Word problems will also be practiced this week, and Wayne will be writing exactly how many minutes they have been missing for, to inform the police.

Arithmetic Focus: Count forwards and backwards in steps of 5 – starting with any multiple of 5.

Friday 31st January

Learning Experiences

Big Write:

We will be writing the next chapter about how the children find shelter in the garden at night.

Messy Maths:

We will be looking at word problems surrounding time durations.

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

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

Throughout the term students will be mastering basic skills and movements through a rotation of activities including:

- Balance, agility and coordination skills: focusing on using the arms and legs to help balance with eye and head up looking straight ahead. Agility will focus on being able to move from high and low positions using strength and balance, knowing when to release grips to move to another position.

- 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 5 THEME/ Hook: DC3 - Fighting the scorpion

Monday 3rd February– Wednesday 5th February Slam Poetry Day Wednesday 5th February

Learning Experiences

This week we are looking at the big battle scene between the Scorpion and the ant. We will look at how the children try to defend Anty, and how the children become closer because of this. After the fight, the children have to fight food and shelter and we will think about what plants we are able to eat.

World Thinking: Big, Critical Curious Questions

Have you ever defended someone before? What does it mean to 'sacrifice' yourself? In your garden, what could you eat? What plant based foods do you like to eat?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

This week we will look at the different camera shots taken to make the scorpion look even larger than he is.

English: (Including any experiences for inspiration)

Our big idea this week is about managing to pull through when it seems impossible, and the children were able to win against the enormous scorpion despite being so much smaller. This week we will be looking at poetry. Thomas and Amy like each other in our film and when the scorpion attacks the children, Thomas saved Amy's little brother. This week, Amy will be writing Thomas a poem, showing how much she

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Learn poetry by heart
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Draw inference & make predictions
- Plan writing to suit audience & purpose
- Use paragraphs and verses to organise writing
- learning how to identify both familiar and new punctuation correctly
- to solve division problems using arrays, repeated addition, mental methods and known facts.
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

appreciates his actions in the face of such adversity! We will also be looking at poetry that illustrates the fear and tension when the scorpion is attacking the ant. We will write a poem filled with powerful vocabulary, similes and metaphors and poetic techniques, based on how the scorpion moves, and how the children feel during the attack and after Thomas saves them.

GPS: We will be looking at the main punctuation used in poetry this week including full stops, commas, where capital letters have been used (often irregularly) and how we can identify this punctuation.

Reading Tree:

comprehension based on a section of the text with a focus on reading domain 2c – summarising the main ideas from the text.

Maths in the Movies / STEM:

Fighting the scorpion in the garden was hard work for the children and they are now famished. They hunt around and find a sunflower, and eat the seeds. When they have gathered the food, they need to share it out equally. This week we will help the children to share the food, and use our written division methods.

We will be looking at the types of food the children find in the garden, and trying some for ourselves! We will be eating different seeds and making a comparison table, looking at whether sunflower seeds or pumpkin seeds are tastier for our year 2's. We will organise this data into a pie chart / bar chart and interpret the results.

Arithmetic Focus: Mental methods for dividing by 2, 5 and 10.

- Recall division facts for x2 tables
- Recall division facts for x5 tables
- Recall division facts for x10 tables

Friday 7th February

Learning Experiences

Big Write:

This week the children somehow get into the house through the basement and they look at all the dirt and dust floating around.

Messy Maths: Word problems based around division.

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

Skills:

- Plan writing to suit audience & purpose
- Use paragraphs and verses to organise writing
- 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
- reflect on skills learnt, and review how to improve for future games

This week students will get the opportunity to return to the skills covered previously that they feel they need to improve on. They will reflect on their individual performance and what they need to do to improve it. There will be a station set up for each skills for students to work through the 3 things they need to develop the most.

- to solve division problems using arrays, repeated addition, mental methods and known facts.

WEEK 6 THEME/ Hook: Back home safe

Monday 10th February - Wednesday 12th February

Learning Experiences

The children finally return home, but not before nearly being eaten by their father at breakfast! This week we will see how the children finally return home, despite facing many battles along the way including the lawnmower and sprinkler! As the children find a giant cookie in the garden, we will also try to create an enormous treat to eat.

World Thinking: Big, Critical Curious Questions

What does 'home' mean to you? Can 'home' be more than one place? Who is at your home? How does it feel to go back to your home? What happens at your home that makes it feel like home?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

This week we will reflect on the overall story in our film and think about how the many different themes came together in the end. We will think about how the themes have changed throughout the film and use story arcs to help us map this out.

English: (Including any experiences for inspiration)

This week we will be writing sets of instructions to direct the children back home, we will be using directional and positional language. We will be using imperative verbs to make sure the children know where to go. We will also be listening to the music that we hear when the dreaded lawn mower comes out. We can close our eyes and write an alternative scene to go with the music.

We will also be writing a review and a recount of the whole story. We will exercise our opinion based language to explain our reasoning. Our recount will be from the viewpoint of one of the children in the film and in

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- to use directional language
- to use imperative verbs
- Identifying & discussing themes
- Make recommendations to others
- Develop character, setting and atmosphere in narrative
- Use organisational & presentational features
- Use consistent appropriate tense
- use conjunctions to explain opinion and point of view
- commas to list items
- using measurement (cm)
- to estimate and measure temperature
- double and halve numbers (up to 100)

letter form. And just like the children in the film we will play charades and see if we can express our language with only actions.

GPS: Commas, statements and commands for our instruction writing.

Reading Tree:

comprehension based on a section of the text with a focus on reading domain 2e – predict what might happen from details stated and implied.

Maths in the Movies / STEM:

In the film, while hunting for food, the children find a gigantic cookie that has been dropped in the garden. This week our big idea will be baking the biggest cookie we can to really make it feel like home! We will use our teamwork skills in our groups to mix all the ingredients together and follow a recipe to make sure we bake the cookies at the correct temperature. We will measure the cookie and look at how we can stick pieces together to make it as large as the table! We will review our knowledge of fractions and look at how much of the cookie has been eaten by the children compared to the minibeasts in the garden. The mini beasts have a bigger mouth compared to the children but the children have hands to grab and hold onto the cookie.

We will also be reading scales to measure out the ingredients correctly and measuring how many cm's the children need to climb up to the tallest flower to see over the top of the garden, We will think about how long it would take them to climb, considering how small they are.

Arithmetic Focus: Mental methods for doubling and halving.

Friday 14th February

Learning Experiences

Big Write:

This week we write about how it feels to be tiny on a massive spoon, going into Wayne's mouth! We then reflect on how much better it feels, to be the right size now that Wayne has fixed the machine.

Messy Maths: Word problems involving reading scales.

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

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.
- use running, jumping, throwing and catching in isolation and in combination

This final week will be an opportunity for the students to apply all of these skills to game situations with 3 different games set up to test their new abilities!

- 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
- to read a variety of scales