



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

**STAR Day Planning:** Spring Term 1 - 2020

**Y3 Class Teacher:** James Tilden

**Class Film Text:** *E.T. the Extra-Terrestrial*

**Class Book/ Text:** *Skellig* by David Almond

**WEEK 1 THEME/ Hook:** The Arrival

**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**

**Breaking Boundaries/ Flip the Learning**

We will begin to examine this film and begin to ask ourselves what the theme is, keeping the following questions in mind:

What kind of life might live outside of Earth? Will other lifeforms ever contact us in the same ways we see in *E.T.*? Will we ever be able to reach other lifeforms? How might people react to a spaceship landing? What might that spaceship look like? Would it look much like what we see in *E.T.*?

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

Film Focus: We will review the concepts we learnt about in the previous half-term: editing, cinematography, and mise-en-scene. We will examine how each are used in *E.T.*, particularly cinematography and mise-en-scene. We will pick a scene within the film to practice a variety of shots (close-ups, medium, over-the-shoulder) while noting the setting, props, and makeup (mise-en-scene).

**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

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

**E.T. the Extra Terrestrial** Film Review

Using some of the film terminology learnt from last half-term, we will write our first film review in Y3. We will be challenged to include our best command of prior GPS (contractions, possessive apostrophes, fronted adverbials, expanded noun phrases) while recalling the film's narrative with a critical eye. We will answer important questions such as: what parts of the film made the most sense? What parts made the least sense? How was cinematography used? How effectively was mise-en-scene used throughout the film? With these questions, and others, we will give the film a rating out of five stars. A good copy of this review will be posted as part of our class display.

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

**Reading Tree:** We will introduce our class book, *Skellig* by David Almond and compare the similarities and differences between Elliot and Michael.

**Maths in the Movies / STEM:**

The Light of the Spaceship

As ET's spaceship approaches the woods in suburban California, it needs light to reflect off the ground to see. What if it landed on different surfaces? How might this affect the way the ground reflected light? We will study this reflection by turning off the lights, pulling the blinds down, and using iPads (with screenshots of ET's spaceship), adjusting our brightness to see how the light reflects off of the surface of our desks as well as off the surface of a mirror and paper. We will make scientific predictions prior to the test, questioning how the light illuminates differently off the different surfaces. We will compare our predictions with our test results, determining how more or less light reflects back into our eyes as we change surfaces. We will make comparative charts that detail how bright or dim the reflection is based on surfaces, using this information to scientifically conclude how effective reflection is based on varying surfaces.

Measurement: Length

Students will look at millimetres, centimetres, and metres to determine which length is most appropriate to measure certain parts of ET's spaceship. We will also use rulers, tape measures, and metre sticks to figure out which is best to measure the platform, the escalator, the doorway, and other parts. We will also use equivalent measurements to see how different units can function to measure different things. This lesson will form the prior knowledge needed to design our own spaceships in the coming weeks.

**Arithmetic Focus:**

3, 4, 8 multiplication tables review

- 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
- Secure spelling, inc. homophones, prefixes, silent letters, etc.
- Legible, fluent handwriting
- Plan writing to suit audience & purpose
- Develop character, setting and atmosphere in narrative
- Use organisational & presentational features
- Use consistent appropriate tense
- Use standard written methods for all four operations
- Multiply & divide by powers of ten
- Introduce gravity, resistance & mechanical forces
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- 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
- Multiply & divide by powers of ten
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.
- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

**Display:**

The class has been transformed into outer space. It has been decorated with glow-in-the-dark stars and moons for “under-the-stars” learning, which can take place at any appropriate time over the half-term by simply turning out the lights and immersing ourselves in outer space!

**E.T. the Extra Terrestrial** Film Review

A critical analysis of film techniques and of the narrative of the film. Our published piece will be written on a decorated template, backed on card paper, and displayed in class.

## Pastel Planets

We will imagine what ET’s home planet looks like and then represent this through pastel colours.



- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- using straightforward scientific evidence to answer questions or to support their findings.
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year

Friday 10th January

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

The Extra-Terrestrial Files: Friday 10th January, 1982

An unidentified flying object has landed in suburban California. We must investigate. Students will write in first-person, assuming the role of US Government Special Agent to write down all the information they can regarding the UFO landing. They will be challenged to write from a perspective entirely unlike Elliot’s (they will not know who ET is, nor will they ever refer to it as ET). Further, they will have to write formally, using the professional language that a special agent might use, describing in detail the UFO, where it may have come from, what it might be doing here, why it is important to humankind to investigate, and what next steps must be taken to secure further information.

**Messy Maths:**

Length problem solving and reasoning

**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
- solve a range of fluency, reasoning, and problem solving questions using various units of measurement to measure length and time
- 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

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

Students will be introduced to the sport of hockey. We will begin by watching a few key moments in hockey history, recognising that the sport is to be played on an ice rink, using skates and other hockey equipment. However, we will note that our version of the sport will be played with modified equipment and some modified rules (no contact, for instance).

To break down to how to play the sport, we will introduce the proper technique for holding a hockey stick and how to dribble a ball with it. To practice this, we will have two main stations:

1. Dribbling practice in stations: students will dribble within a personal predefined zone with the goal of retaining the ball within comfortable reach of their hockey stick.
2. Dribbling practice in lines: students will attempt to refine their dribbling skills by moving along a predefined line with the goal of maintain dribbling accuracy.

- □develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

**WEEK 2 THEME/ Hook: The Goblin**

**Monday 13th January – Wednesday 15th January**

**Learning Experiences**

This week, we will see how Elliot takes in “The Goblin,” his and family and friends’ original term for the lurking sounds outside his house. We will see how Elliot implicitly understands the importance of caring for this lost creature and how the two learn from each other: ET learns about food and how to speak English, while Elliot learns that ET has powers to levitate items and regrow things that have perished. This reciprocal relationship will build on themes of empathy and understanding that were introduced in the previous half-term.

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

**Breaking Boundaries/ Flip the Learning**

What is ET? Why is he stranded on Earth? What human characteristics does ET resemble? How does he differ and how is he the same as humans? What might be the most curious to you, if you had never been to Earth? What things do we do as humans that might seem, from an outsider’s perspective, a bit absurd?

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

Film Focus: Lighting in Film

Lighting plays a huge role in *ET*. Shadows lurk in strange corners and flashlights illuminate the landing site of spaceships. But are these on-screen lights and shadows the workings of actors or is there something more going on? We will answer this question by examining how three key lighting techniques work in film: key, fill, and back lights. We will investigate this film technique through certain *ET* scenes that depict light in interesting ways, such as ET’s finger. Then, we will practice our own key, fill, and back lights by filming in the dark using lighting from extra iPads.

**Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- using conjunctions, adverbs and prepositions to express time and cause (when, so, before, after, while, because)
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- Be able to identify and form nouns using a range of prefixes [for example *super-*, *anti-*, *auto-*]
- 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

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

**UFO Lands on Earth! (Part 1)**

This week, we will begin the first part of our “UFO Lands of Earth!” news article. We will look at a series of news articles about UFO sightings, highlighting the who-what-where-when-why-how reporting aspects. Students will then be tasked to write in a formal third-person perspective to objectively detail the event of ET’s spaceship landing in suburban California. They will need to use critical thinking skills to deduce the most crucial details to write about; they may choose to mind map these important details. Then, they will begin to write a rough draft of their article, making proper use of direct and indirect speech, while considering the most relevant who-what-where-when-why-how reporting questions. These rough drafts will be peer-assessed to help students reflect on the importance of concision and on the effective use of direct/indirect speech and reporting questions.

**GPS:** Indirect speech versus direct speech

**Reading Tree:** comprehension based on a section of the text with a focus on reading domain 2b – retrieving and recording information/identify key details from the text.

**Maths in the Movies / STEM:**

**The Light of ET**

ET has many superpowers: he can make things levitate and he can create light through his chest and finger tips. How strong is this light? Can it project through different surfaces? What types of shadows might it cause if shown at various materials? We will investigate ET’s light by shining our own lights through our own hands and fingertips, through our desks, glass and plastic bottles, and tissue paper. We will predict what types of shadows these might cause (either dark shadows or pale shadows), then test them, contrasting our predictions with our test results. We will organise our test results in table that includes: type of object used, type of shadow caused (dark or pale), and other variables (e.g. light of the classroom). With this, and the previous week’s knowledge about light, we will write a reflection using scientific language while considering our WR skills.

**Measurement: Length and Perimeter**

In Elliot’s house, ET makes a few household items levitate. We will use our knowledge about units of measurement to convert the units used to measure each of these household items. Are there some objects that are too big for ET to levitate? Beyond converting our units to measure these things, we will introduce how to calculate the perimeter of these objects. Building on our understanding of perimeter will lead us into our next week’s STEM project, building our own spaceship. To brainstorm for this building process, we will have to consider exact measurements by examining reasoning and problem-solving questions such as, *if the door of your spaceship has a perimeter of 85cm but needs to be reduced to 48cm, how many cm does each side of the door now have to be? If*

- Be able to communicate through visual and tactile forms
- Understand the application of a range of GPS concepts including indirect and direct speech, pronouns, main and subordinate clauses
- Multiply & divide by powers of ten
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.
- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- using straightforward scientific evidence to answer questions or to support their findings.
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year

*we needed to extrapolate our measurements for life-size spaceships, what numbers would be need to multiply to scale properly?*

**Arithmetic Focus:** Multiples of 10, 50, 100

**Display:**

Stars and Moons

We will create star and moon cutouts. Each student will be able to do several in order to drape the class with as many stars and moons as we can.

**Friday 17th January**

**Learning Experiences**

**Friday Big Write:**

The Extra-Terrestrial Files: Friday 17th January, 1982

The UFO has landed and now disappeared, but we have reason to believe that it left behind an artefact or a living being. We will survey the scene, writing down all crucial information about evidence remaining from the UFO landing site. Students, through the eyes of their US Government Special Agent, will write about the government's discovery of alien footprints leading to a nearby neighbourhood. They will begin to piece together the evidence leading to Elliot's house.

**Messy Maths:**

Length and unit conversion with reasoning questions

**PE/ Sports:**

Will we move forward with our dribbling practice by adding passing skills practice. To do so, we will have two main stations:

1. Keep the ball: all students will dribble within a predefined zone with the goal of retaining the ball from others trying to shoot their ball out of the zone. If their ball is removed by another player from the zone, they are out.
2. Passing practice: students will pick partners, passing the ball back and forth from a comfortable distance apart. Then, upon a few successful passes back and forth, they will take a step further away from each other and attempt a pass. If each player is able to receive the pass, they will move a step further. If they do not receive the pass, they will take a step closer in. The group that is furthest away by the end of the station time will win.

**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 a range of fluency, reasoning, and problem solving questions using various units of measurement to measure length and time
- 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 3 THEME/ Hook: Finding ET**

**Monday 20th January – Wednesday 22nd January**

**Learning Experiences**

As Elliot and ET begin to connect on deeper, telepathic level, he and Elliot devise a plan to connect with ET's home. Sneaking ET out on Halloween to go into the forest to use their makeshift Speak & Spell communication device, Elliot

**Skills:**

and ET find themselves deep in the forest. Overnight, ET mysteriously goes missing. This week, we will look at the events leading up to and including ET's lost whereabouts as well as the process of finding him and Elliot.

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

What would it feel like to be stranded on foreign planet, trying to connect with your home planet? How might the forest connect us to the cosmos more deeply than in the middle of the city?

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

Film Focus: Diegetic and Non-diegetic sound

Much of the sound heard from ET himself is non-diegetic, meaning it is sound added in post-production, not originally made or heard on-screen by actors and the film crew. However, all of the dialogue from other characters, and many other sounds, are diegetic, meaning they are natural, on-screen sounds made and/or heard by actors and the film crew. With this knowledge, we will dive into the deeper language of sound offered in ET. Where do we hear diegetic and non-diegetic sound? Are there instances in which they might be heard at the same time? We will replicate both types of sound using our own dialogue and the sound effects within iMovie.

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

UFO Lands on Earth! (Part 2)

This week, we will continue our "UFO Lands of Earth!" news article. Having peer-assessed our rough drafts, we will cross-reference our work with our success criteria sheet, ensuring that we have also included pronouns. Then, we will prepare for our final drafts. Our final draft will be written using our best handwriting and in the column format of a proper newspaper and presented to the class as news.

On Wednesday, we will go on a trip to the Natural History Museum to explore their space exhibition.



**GPS:** Pronouns

**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.



- Reading & discuss a broad range of genres & texts
- Identifying & discussing themes
- Make recommendations to others
- 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
- Understand the application of a range of GPS concepts including indirect and direct speech, pronouns, main and subordinate clauses
- Multiply & divide by powers of ten
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.
- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- using straightforward scientific evidence to answer questions or to support their findings.

### **Maths in the Movies / STEM:**

#### **The Shadows of the Forest**

Having examined the light and shadows of *ET*, we will now look at how the forest can cast longer shadows, but how this is entirely dependent upon the time of day. We will look at the length of shadows during different times of day, recognising that the sun can cast longer shadows depending on its time and location. To investigate this, we will create tree cutouts with card paper, and fashion them to be able to stand up, then shine light at them, adjusting the light to be further the closer to the trees. Then, we will create bar graphs that feature the length of the shadow (y) based on the proximity of the light source (x). Further, by reviewing scenes in the film in which the sun sets and the moon rises, we will begin to understand how looking at the sun can be dangerous because it can damage your eyes, even through sunglasses.

#### **Measurement: Length and Perimeter**

Having built up our knowledge of length and perimeter, we will now begin designing and constructing our spaceships. We will need to model these around empty water bottles to be used for our launch in Ravenscourt Park in the final week of the half-term. At the same time, we will review the aesthetics and build of ET's spaceship, so as to model ours based on his as closely as possible. This will informally test our knowledge of length and perimeter by challenging students to scale, choosing appropriate units of measurement, their spaceships on grid paper before committing to the construction process. This will be done in four major steps.

#### **Step 1: Blueprint**

Students will first need to choose appropriate units of measurement to measure the various parts of their spaceship, recognising that they are modelling it around an empty plastic water bottle. They will have to measure the water bottle itself to understand the size of components to glue onto it. Then, on grid paper, they will need to create a comprehensive layout of the components included in their spaceship: wings, doors, engines, et cetera. Each component will take the form of recognisable, easy-to-measure shapes and will have to be labelled to indicate its purpose as a part of the spaceship and with lengths of sides in appropriate units as well as with perimeter and its calculations.

#### **Step 2: Build**

Using their blueprint as their guide, students will have to cut out and model the components of their ship. They will have to measure the lengths and widths of card paper and other materials that they laid out in their blueprint. They will cut out and paste these components to their spaceship, using extra colour and decorations to create the final product ready for launch.

#### **Step 3: Spaceship Exhibition**

Students will place their finished spaceships on top of their blueprints on their desks. With a ruler and a recording sheet, students will circulate the room examining their peers' spaceships. They will need to choose at least three

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year

others' spaceships to measure their blueprints and their spaceships for accuracy. Through this, they will offer constructive criticisms for peers to improve the measurements of their spaceships.

#### Step 4: Reflection

Students will write a reflection that details the full process of creating their spaceship. They will write about what was needed in their blueprint (proper units and measurements) as well as difficulties they face in scaling to fit the size of the bottle. Similarly, they will write about the building process: did their cut-outs match their blueprint? did their components fit the ship well? what might have been missing? Finally, they will reflect on the merit of comparing their ship and its measurements with their peers: what did I learn from others' ships? what did I include that others didn't? is my spaceship likely to fly as easily as others?

#### ET Extension:

As an extension, students will be tasked with converting units of measurement to figure out what lengths, widths, and perimeters would be seen if their spaceships were life-size, like ET's. They will need to multiply, add, and subtract current measurements to determine a life-size scale. This will be done in a series of reasoning and problem-solving questions involving unit conversion (mm, cm, m).

**Arithmetic Focus:** Unit conversion (mm, cm, m)

#### Display:

Using our knowledge of length and perimeter, we will design and construct our own ET-like spaceships for class display.

### Friday 24th January

#### Learning Experiences

#### Friday Big Write:

The Extra-Terrestrial Files: Friday 24th January, 1982

The steps have led to Elliot's house and the government is hot on his trail. They have scouted out his house and have reason to believe that he may be harbouring alien lifeforms. Students will write about their plan to enter Elliot's house and search every inch of it, being careful to potentially hostile alien forces. They will include details about what they find upon arrival. They will continue to write formally as US Government Special Agents.

#### Messy Maths:

Adding and subtracting length. Length and perimeter reasoning questions.

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

We will move forward with our dribbling and passing skills practice, introducing shooting practice. To do so, we will have two main stations:

#### 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 a range of fluency, reasoning, and problem solving questions using various units of measurement to measure length and time
- 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

<ol style="list-style-type: none"> <li>1. Passing/dribbling practice: in partners, students will dribble and pass the ball back and forth while running at a moderate pace from a starting line to a finish line.</li> <li>2. Shooting practice: students will practice shooting at an open net with three types of shooting: shovel, wrist, and slap shots. They will shoot these types of shots from different distances, recognising the purpose of each type of shot.</li> </ol>	<ul style="list-style-type: none"> <li>• □develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>
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**WEEK 4 THEME/ Hook: Quarantine**

**Monday 27th January – Wednesday 29th January**

**Learning Experiences**  
 The US government has closed in on Elliot’s house. They have determined that there is an alien inside. They approach the house in NASA space suits, ready for alien contact. They believe it may potentially infectious and dangerous for humans, so they fully quarantine the house, locking down Elliot and ET inside a medical bubble in the living room. This week, we will examine the quarantine and how this affects ET and Elliot. Further, we will quarantine the era of the 1980s by researching what it was like to be a kid in that time.

**World Thinking: Big, Critical Curious Questions**  
**Breaking Boundaries/ Flip the Learning**  
 Why is ET quarantined? What sort of dangers might an alien pose to humankind? What might we learn from the body of an alien? Is it fair to quarantine ET? Why does the US government believe they can control the situation?

**Learning about & through Film: Film Analysis/ Film Making**  
 Film Focus: Cinematography Level 2  
 Last half-term we looked at cinematography. Our primary focus was on close-up, medium, long, and over-the-shoulder shots. Cinematography Level 2 will include more difficult-to-film shots such as panning, tracking, and tilt shots. We will consider how these shots can convey movement and examine how they are used in ET, as in the bike chasing scenes, for instance. We will then practice our own versions of these shots while seriously considering what should and should not be included in the frame as our cameras move.

**English: (Including any experiences for inspiration)**  
 Quarantine the 1980s  
 To be a kid growing up in the 1980s was much different than it is today. Students will do a research project on growing up in the 1980s. Through information uploaded to the Google Classroom, they will be tasked to write about the music, toys/games, movies, and technology that kids would be into in

**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
- other reading skills as above
- Learn poetry by heart
- Use relative clauses
- Use commas for clauses
- Use brackets, dashes & commas for parenthesis
- Understand the application of a range of GPS concepts including indirect and direct speech, pronouns, main and subordinate clauses
- Multiply & divide by powers of ten
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes

the 1980s. They will have to use headings and subheadings to organise their work, much like the uploaded information to GC will be organised for them. They also will have to use main and subordinate clauses to structure their sentences.

**GPS:** Main and subordinate clauses

**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:**

The Light of the Quarantine

Students will make their own quarantine! Using plastic wrap, freezer bags, card paper, and books, they will section off a space for a LEGO figurine to represent ET and/or Elliot. They will use the card paper to represent medical equipment. After making scientific predictions, they will shine light through the quarantine from different angles to test what parts of it may be transparent, opaque, or translucent. They will contrast these predictions with their test results and then categorise the materials based on their optics.

Measurement: Time

ET is from a different world, one that might be light years away. To fully understand this, we will have to understand time itself. We will have to turn minutes into hours, hours into days, days into weeks, weeks into months, and finally months into years. To do this, we will have a carousel to solve a variety of time-related fluency, reasoning, and problem solving questions: if ET was dead for 120 minutes, how many hours was he dead for? How long did it take him to come back to life? How long was Elliot quarantined for? These questions themselves will be timed to help ET and Elliot escape the quarantine. If all questions are solved correctly in the allotted time, they escape. If not, ET is doomed to be an alien cadaver for government testing.

**Arithmetic Focus:** Unit conversion (hours, minutes, days)

- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.
- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- using straightforward scientific evidence to answer questions or to support their findings.
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year

**Friday 31st January**

**Learning Experiences**

**Big Write:**

The Extra-Terrestrial Files: Friday 31st January, 1982  
Having secured Elliot's house, US Government Special Agents will now write about locking down and quarantining the area. They will detail the special NASA space suits that they have to put on upon entering, and about harnessing the alien and Elliot to the gurneys, sealing off all outside contact. Then, they will have to write about scientific discoveries: Elliot and the alien's synchronisation and the alien being able to speak English. Finally, they will detail the alien's

**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 a range of fluency, reasoning, and problem solving questions using various units of measurement to measure length and time

flatlining and eventual death, marking the exact time of death and noting future projects to study the body.

**Messy Maths:**

Time and time conversion questions involving fluency and reasoning skills.

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

With an understanding of dribbling, passing, and shooting, we will introduce our final hockey skill: goal keeping. We will have two main stations to do so:

1. Dribbling, passing, shooting drills: students will have to cycle through an intricate obstacle course that challenges each of these skills with designated lines to dribbling on, specified cones to pass through, and a net to shoot on at the end. This drill will synthesise all of these skills to prepare for a proper game of hockey.
2. Goal keeping: students will take turns being the goalie in a hockey net. Soft balls and proper safety equipment will be used. They will recognise that they are not to dive for the ball, as may be a habit formed in football. They will have to block the ball with their goalie hockey stick. This will further their stick handling skills and will serve as the final preparation for a proper game.

- 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: ET Returns / DC3**

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

**Learning Experiences**

Our primary focus this week is to review learned concepts to prepare for our third Data Capture. We will review our Maths and arithmetic skills as well as our GPS and English skills to consolidate our learning for testing. We will further review test-ready skills as well as how we have used our World Ready skills over this half-term.

This week will also detail ET's return to life. To Elliot's dismay, ET passes away in the quarantine. Later, after illuminating his chest to "phone home" and bringing the perished flower back to life, he triumphantly returns to life himself. Students will learn about how Elliot and ET escape from the quarantine and enlist the help of Mike and neighbourhood friends to get back to the landing site in the forest.

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

**Breaking Boundaries/ Flip the Learning**

How does ET return to life? Is ET immortal? How does ET's return to life affect Elliot? What would it mean to be immortal? What would you do if you were immortal?

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

Film Focus: Mise-en-scene Level 2: Colour

**Skills:**

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

- Apply knowledge of morphology & etymology when reading new words
- Reading & discuss a broad range of genres & texts
- Identifying & discussing themes
- Make recommendations to others
- Draw inference & make predictions
- Discuss authors' use of language
- Retrieve & present information from non-fiction texts.
- Secure spelling, inc. homophones, prefixes, silent letters, etc.
- Legible, fluent handwriting
- Plan writing to suit audience & purpose
- Develop character, setting and atmosphere in narrative
- Use organisational & presentational features
- Use consistent appropriate tense

Last half-term students learnt about how mise-en-scene entails what is “put on stage” (or in scene), including the setting, props, makeup, and costume design. They learnt that to make a proper scene in a film, it must *look* like what they are trying to convey. We will now focus on another key aspect of mise-en-scene: colour. The filmmakers chose to use certain props, settings, makeup and costume design to create a certain feeling and atmosphere in E.T., but why did they choose these to be certain colours? The setting in E.T. the Extra-Terrestrial is, in colour, a very moody and affecting film (intense moonlight, deep sunsets, foggy shadowy evenings), so how are the props and costume design reflecting this atmosphere?

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

Our primary focus will be on picking our best writing piece and Big Write for our Year 3 portfolio. Students will choose their best piece of writing based on their extended writing pieces and their Extra-Terrestrial Files. They will further self- and peer-assess their work, seeking to make improvements going forward, answering difficult questions: how can I improve my sentence and paragraph structure? Having spent several lessons engaging with Google Docs last half-term, students will rewrite this digitally as well, which will go in their writing portfolio as evidence of their digital literacy skills.

**GPS:** GPS review for DC3. We will have a carousel that features all learnt GPS devices: indirect and direct speech, pronouns, and main and subordinate clauses. Students will have to recognise these GPS devices in their extended writing pieces by colour-coding them. They will then be challenged to apply these devices to short writing assignments about ET’s return (describe ET’s return to life with each GPS device we used this half-term).

**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:**

We will review our Maths concepts for the half term: measuring length and perimeter and time. We will also review our science focus: The Light of E.T. the Extra-Terrestrial. We will have a series of carousels and Google Classroom/mathletics assignments to further consolidate learning.

**Arithmetic Focus:** Unit conversion (length, time)

- Proof-reading
- Understand the application of a range of GPS concepts including indirect and direct speech, pronouns, main and subordinate clauses
- Multiply & divide by powers of ten
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.
- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- using straightforward scientific evidence to answer questions or to support their findings.
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year

**Friday 7th February**

**Learning Experiences**

**Big Write:**

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

The Extra-Terrestrial Files: Friday 7th February, 1982  
 US Government Agents notice that the body has gone missing. One of the agents then notices Mike at the wheel of one of their government trucks with the alien appearing to be in the back of it. Students will detail the chase from Elliot's quarantined house to the street where boys and the alien are able to fly off into the woods. They will have to write about chasing after the group but then eventually losing it, and about how crucial it was to keep the alien body in quarantine.

**Messy Maths:** Length and time reasoning and problem solving questions

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

This week, we will have a review of key moments in historic hockey games, in order to energise ourselves for our first games. After recapping our four key hockey skills, students will practice all of them at once in two simultaneous hockey games. These hockey games will take place under our new league, The GHJ (Greenside Hockey League). They will have predetermined teams that will compete against each other. Winners of each game will go on to play the winners of the simultaneous game, as will the losing teams play each other.

- 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 a range of fluency, reasoning, and problem solving questions using various units of measurement to measure length and time
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

**WEEK 6 THEME/ Hook: ET Phone Home**

**Monday 10th February - Wednesday 12th February**

**Learning Experiences**

This week, we are basing our learning on by far the most iconic and memorable line of the film: "ET phone home." Near the end of the film, he successfully phones home, necessitating his and Elliot's return to the landing site in the forest for ET to board his incoming ship. We will study the impact of this line as well as the impact of the film itself. We will also look at other pieces of pop culture that touch on similar space themes, to see how other artists, apart from Spielberg, have contemplated the enigmatic nature of the cosmos.

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

**Breaking Boundaries/ Flip the Learning**

Why is ET an iconic film? What impact did it have on people's view of the world and of space? Why has it stood the test of time? What other films, music, or books have had similar themes with the same impact?

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

Film Focus: Level 2 Filmmakers  
 Students will be tasked with writing, storyboarding, and filming a trailer for their spaceship launch. They will have to use panning, tracking, and tilting shots learnt from Cinematography Level 2. They will have to select a colour backdrop in which to film their spaceships; this will reflect the importance of colour palettes as learnt in Mise-en-scene Level 2. They will also have to consider how to effectively use light and diegetic and non-diegetic sound to build tension in the trailer.

**Skills:**

- Apply knowledge of morphology & etymology when reading new words
- Reading & discuss a broad range of genres & texts
- Identifying & discussing themes
- Make recommendations to others
- Draw inference & make predictions
- Discuss authors' use of language
- Retrieve & present information from non-fiction texts.
- Secure spelling, inc. homophones, prefixes, silent letters, etc.
- 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

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

**Fact File for ET**

It has been 38 years since ET has been to Earth. What impact did ET leave on Earth? How do people think about aliens now? ET brought with him unprecedented technologies, but since his time here, there have been countless new technologies invented by humans that ET would most certainly love to learn about. Students will use Google Slides to create a “fact file” for ET, detailing all the major technological advancements since his visit in 1982. Using key information uploaded for them to access on the Google Classroom, they will have to describe the advent of the internet, smart phones, app culture, social media, as well as how 1980s technology has advanced (for instance, what does the car look like today?). They will have to make use of as many learnt GPS devices from this and previous half-terms.

Students will do a lyrical analysis of Space Oddity by David Bowie with the intent of understanding how space exploration captured people’s imaginations even before 1982 with E.T. the Extra-Terrestrial. We will listen to the song several times, with a close read of the lyrics. Then, through Google Classroom, with key facts about the song as well as context given about the time period of the song, students will create their own Google Doc to analyse Space Oddity’s lyrics. They will have to provide a reflection on what they think the lyrics are about as well as a paragraph that links the themes of the song to that of E.T. the Extra-Terrestrial.

**GPS:** Applying learnt GPS devices from this and previous half-terms

**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:**

As some of the most significant moments in ET occur in the forest, on Wednesday, we will go to Ravenscourt Park to for some outdoor learning. We will take our spaceship designs and launch them into space as a final goodbye to ET. This will be done by using a bicycle pump to pump air pressure into the bottoms of the space ships, launching them upwards. Students will take iPads to film the launching event. They will estimate roughly the height and distance that their spaceships travelled, comparing all launches in a bar chart to determine whose spaceship travelled the farthest.

**Arithmetic Focus:** 2, 3, 5, 8, 10 times table and unit conversion consolidation

- Multiply & divide by powers of ten
- Use square and cube numbers
- 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 the application of a range of GPS concepts including indirect and direct speech, pronouns, main and subordinate clauses
- Multiply & divide by powers of ten
- recall and use multiplication and division facts for the 2, 3, 4, 5, 8, 10 multiplication tables
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year

**Friday 14th February**

**Learning Experiences**

**Skills:**

**Big Write:**

The Extra-Terrestrial Files: Friday 14th February, 1982

Having failed to recapture the alien, US Government Special Agents will close The Extra-Terrestrial Files. They will write about the fascinating rainbow pattern formed from the spaceship, pondering the wonders and powers aboard. With a solemn word on the lost opportunity to discover more about an alien race, Special Agents will give up their quest for the alien and turn in their file.

**Messy Maths:**

Half-term learning review

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

This week we will have our final hockey matches. We will retain the same teams as the previous week, continuing the same round-robin-style tournament, competing for top team. Winning teams will receive the GHJ's Milly Cup!

- 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 a range of fluency, reasoning, and problem solving questions using various units of measurement to measure length and time
- 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]