



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

STAR Day Planning: Spring Term 1 - 2020

Y4 Class Teacher: Laura Gilroy

Class Film Text: *Up*

Class Book/ Text: *Brightstorm* by Vashti Hardy

WEEK 1 THEME/ Hook: Dreaming

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 *Up*

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. What dreams do you have for the future? Why do we dream? Do animals dream as well?

Learning about & through Film: Film Analysis/ Film Making

This week we will look at the powerhouse of animated film that is *Pixar*, specifically exploring CGI graphics and the special effects that can be generated through this medium.

English: (Including any experiences for inspiration)

We will be delving into our different characters from our film and using the accompanying music to help us develop our understanding of their personalities. We will focus our writing on a character description of Carl, the main protagonist, and exploring the different layers of his personality. What experiences has he had that moulds this character? How does he change throughout the film?

Skills:



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

What character traits does he have that enable him to finally achieve his dreams of visiting Paradise Falls?

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

Reading Tree: We will introduce our class book, Brightstorm and consider the similarities and differences to our film.

Maths in the Movies / STEM: It can be argued that the most memorable visual item from the film is that of Carl and Ellie's house, the place where all of Carl's dreams and memories are kept close to his heart, and which he is determined to take to Paradise Falls. Students will look at different building plans for houses of different shapes and sizes and use their knowledge of multiplication and division to calculate the areas of the different shapes ie; if the product or area of a wall is 56m squared, what could the different lengths of the sides of the wall be? They will be challenged to use mathematical terminology correctly to describe their findings, such as product, factor, factor pairs, area.

Arithmetic Focus: Multiplication of 1, 2 and 3 digit numbers using formal written methods.

Display:

Students will be creating their 'Wall of Dreams' where they will each write their hopes and dreams for the future and include them on each of the balloons which lifts Carl & Ellie's house to the sky.



- 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
- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares

Friday 10th January

Learning Experiences

Friday Big Write: Students will write a short narrative each week focusing on developing their setting descriptions. This week we will write from the perspective of Carl at the beginning of the film, what is happening to his home and the surrounding area, and how does this affect him?

Messy Maths: Problem solving and reasoning questions involving multiplication of 1, 2 and 3 digit numbers.

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

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 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 maintaining dribbling accuracy.

- 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 2 THEME/ Hook: Adventure awaits

Monday 13th January – Wednesday 15th January

Learning Experiences

In our film, Russell is a young adventurous boy who tackles challenges with a fearless attitude regardless of the danger that may await. Again thinking about the film's music, we will use one of the main adventure themes to inspire our own thoughts about adventures we wish to take. Alongside this, Y4 will also visit the Science Museum's Flight gallery to explore the developments of different aircrafts over the years and the people who devoted their lives to creating the unthinkable.

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

What does adventure mean to you? What is your most memorable adventure? Do you have to travel far to have an adventure?

Learning about & through Film: Film Analysis/ Film Making

We will explore the use of leitmotif, a recurrent theme in the film, and how it contributes to our understanding of the story. What feelings/emotions does it evoke?

English: (Including any experiences for inspiration)

We will continue our exploration of characters this week by looking at Russell, an enthusiastic and curious young boy who unintentionally ends up taking an adventure with Carl. How is his character different/similar to Carl? How does his character develop throughout the film? Does he look like a typical explorer? How does this affect our opinions of him? Students will write a character description which will show the differences in Russell's character to that of Carl who we wrote about last week. These descriptions will be used in our class display.

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-*]
- recall multiplication and division facts for multiplication tables up to 12×12
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down

GPS: Using modal verbs to indicate degrees of possibility linked to Russell's experiences.

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 we will consider the importance of planning when an explorer decides to take on their next adventure. In order for some of the great explorers to keep on track, they must use maps and grids to plot out their routes and directions to the different areas they wish to visit. We will look at a map of South America (where Carl and Russell are headed in their adventure,) and identify the coordinates of different locations and use positional language to describe the movements and distances between each destination. Students will then be challenged to create routes for each other to solve, recording the coordinates stopped at along the way and reach a final destination.

Arithmetic Focus: 11 and 12 times tables

Display: We will use our most descriptive character descriptions from our writing days to create an 'All about Up' wall to give readers a detailed analysis and comparison of the two main characters from our film.

- plot specified points and draw sides to complete a given polygon.

Friday 17th January

Learning Experiences

Friday Big Write: This week we will continue our setting descriptions by looking at Carl and Russell's adventure through the Venezuelan wilderness. We will focus on building suspense through the language we use.

Messy Maths: Problem solving and reasoning questions involving coordinates.

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 a 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
- 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: Explorers

Monday 20th January – Wednesday 22nd January

Learning Experiences

This week we will be inspired by our visit to the science museum and choose an explorer who had a significant impact on the development of aviation to research. How did they develop their initial ideas? How did their work contribute to aviation today?

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

How many balloons do you think it would take to lift a house? Which do you prefer; staying in a place of familiarity or visiting new places? Why?

Learning about & through Film: Film Analysis/ Film Making

This week will look at the beginnings of the use of animation in film. We will create our own mini stop motion flip books to demonstrate a simple story of adventure, thinking carefully about the technique needed to show the movements in a smooth transition.

English: (Including any experiences for inspiration)

We will use our research this week to create a piece of non-fiction writing in the form of a biography of our chosen explorer from our trip. Not only will students write their biography using the relevant features such as; headings and subheadings, third person pronouns and past tense, they will then go on to create an imovie documentary using their new found knowledge to make a short 'In the Life of....' film incorporating voice over, images, and embedded video clips. We will watch some other mini documentary films of pioneering people to be able to grasp the right style of the genre and apply it to our own films.

GPS: Using headings and subheadings, third person pronouns and maintaining past tense.

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 we will continue our learning of coordinates and movements on a grid by creating our own set of directions for each other to plot on our South American map. Within this we will also look at the properties of shapes we can determine by drawing lines between the coordinates plotted and measuring the angles between the sides. What is the difference between a right, acute and obtuse angle? There will be an additional challenge for students to use the skills of translation and reflection across the opposite sides of the grid ie, Point A is translated 4 left and 8 down, what are the new coordinates of Point A?

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-*]
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.
- Be able to choose materials and techniques which are appropriate for their task
- Be able to communicate through visual and tactile forms

Students will this week begin working on their STEM project to build a house incorporating their new knowledge of angles, shape and materials. The aim for the project is to build a house which can be lifted by a helium filled balloon and so students will have to not only meet certain measurement criteria, but also think about what materials will be best suited to building a freestanding structure, whilst also being light enough in weight to be lifted by an attached balloon. This week will focus on the initial planning and prep stage of the project where students will demonstrate their World Ready skills such as Action Planning and Critical Thinking.

Arithmetic Focus: Mental addition and subtraction.

Display:

We will use our stop motion flip books to contribute to an animation display where the technique will be compared to modern use of animation such as that used in our film. We will also be showing our understanding of the use of coordinates and positional language by creating an interactive maths display where directions will be given for users to plot different routes throughout South America and see if they can find Paradise Falls.

Friday 24th January

Learning Experiences

Friday Big Write: This week students will focus on writing from the perspective of Charles Muntz, the now obsessed antagonist. We will describe the setting where he has spent most of his life pursuing the remarkable bird which he was accused of fabricating in his earlier life travels.

Messy Maths: Problem solving and reasoning questions involving coordinates and angles.

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:

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.
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.

Skills:

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 4 THEME/ Hook: Friendship

Monday 27th January – Wednesday 29th January

Learning Experiences

At the beginning of our film it is hard to see how our two main characters, Carl and Russell, will ever see eye to eye; one is an over-enthusiastic 10 year old boy, the other a grumpy geriatric looking for a quiet life. Over the course of the

Skills:

film we see their relationship develop into a true friendship, with Carl becoming a father-like figure to Russell. We will consider the importance of friendship in our lives and look at how age should be no barrier.

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

Do you think Russell has friends his own age? why/why not? What does each character have to offer the other? How do Carl and Muntz present different views on getting older?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will be thinking about the importance of friendship this week, both in terms of our film characters, and also to themselves. What makes a good friend? We will create a 'Wanted' ad that describes a friend they would like to find. They will think about what age they would like this person to be. Does it matter if the friend is a girl or a boy? What personality traits are you looking for in a friend? What kind of person do you think would make a great friend? Are there any activities that you would like to share with this new friend? They will be encouraged to incorporate persuasive language such as rhetorical questions, opinions and emotive language in order that the reader won't be able to say no!

Students will also write letters to a class within a school in Venezuela to invite them to become pen-pals, sharing their interests and asking questions about life in this different country, showing that a friendship can form despite the distance.

GPS: Simple, compound and complex sentence structures and use of contractions within informal writing.

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:

Students will gather the materials they need to begin building the house for their STEM project, remembering to include the specified measurement criteria in their building. The building work will take time and focus to ensure it maintains its structure whilst being lifted. Once built, they will write a prediction as to whether they think their house will successfully be lifted by the balloon and what they have done to give the best chance of success. The testing and conclusion will take place next week.

Following on from the previous week's learning of identifying angles, students will look at ordering and comparing angles within different polygons including triangles, introducing the terms scalene, isosceles and equilateral to describe the triangles accurately. We will also look at quadrilaterals and explore the



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-*]
- recall multiplication and division facts for multiplication tables up to 12×12
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.
- Be able to choose materials and techniques which are appropriate for their task
- Be able to communicate through visual and tactile forms

differences between the different shapes that fall within the category, answering reasoning style questions to really demonstrate our understanding of all of these different terms.

Arithmetic Focus: Mental recall of multiplication tables.

Friday 31st January

Learning Experiences

Big Write: Students will write a description of Carl and Russell's new lives after their Paradise Falls adventure.

Messy Maths: Problem solving and reasoning questions involving properties of different polygons.

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.

Skills:

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 5 THEME/ Hook: DC3 - Never Giving Up

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

Learning Experiences

This week will see students undertake class tests as part of our DC3 assessments where we will demonstrate our learning from the half term. We will take inspiration from Carl and Russell who were both determined in their quest to reach Paradise Falls and then save Kevin the bird from Muntz and apply this same focus to our tests maintaining positivity and support for each other.

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

What actions can we take to help us succeed in a task? What will help most in the long term - talent or hard work?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

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]

Students will think about and record the positive character traits both Carl and Russell possess which enable them to see success in their endeavours. They will then explore features of a poetry slam, looking at different examples of performance poetry, and applying these skills to writing their own poems which will be used in our Slam Poetry Day. The poems will be based on our hook of Never Giving Up. Who will the Poetry Slam winner be?

Students will also take time this week to choose a piece of writing to edit for our portfolios. We will work in a carousel style setting where each group can focus on editing one section of their piece of work and rotate the activities so that by the end, we can put our edited work together in to our final version.

GPS: Incorporating performance poetry devices such as rhyme, rhythm, pace, volume.

Reading Tree:

Students will use the skills they have learned and apply them to a reading comprehension paper as part of our DC3 assessments.

Maths in the Movies / STEM:

This week is the time to test out our STEM project houses - we will attach a helium filled balloon to each of the houses and see if they can be lifted - will they fall or fly? Once all structures have been tested, students will write a conclusion focusing on the success of their designs, what went well and what we would change if we were to start from scratch.

To prepare for our DC3 reasoning paper, we will spend time revising different types of reasoning and problem solving questions explored throughout the term, identifying key vocabulary and the most efficient methods to use to help us solve the problems.

Arithmetic Focus: Revision of the four operations to apply to our arithmetic test paper.

- 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-*]
- recall multiplication and division facts for multiplication tables up to 12×12
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.
- Be able to choose materials and techniques which are appropriate for their task
- Be able to communicate through visual and tactile forms

Friday 7th February

Learning Experiences

Big Write:

Students will take their learning of creating setting descriptions to write a final description, this time of their dream destination. This can be somewhere imagined or a real place where students have been before or wish to go in the future. Students will be able to use a still image to help inspire their descriptions.

Messy Maths: Problem solving and reasoning questions involving the four operations.

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 GH (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.

Skills:

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 6 THEME/ Hook: Venezuela!

Monday 10th February - Wednesday 12th February

Learning Experiences

Our film has taken us all the way to Venezuela, South America, where Ellie and Carl dreamed of living. We will be exploring the different cultural festivals and traditions of this colourful place before holding our own Venezuelan class party with traditional music, food and activities.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What do different cultures have in common? Where is your favourite place in the world and why? If you could travel anywhere, where would you go?

Learning about & through Film: Film Analysis/ Film Making

In this final week we will use the knowledge we have acquired over the half term to write a critical analysis of our film *Up*, focusing solely on film techniques as opposed to the story being told.

English: (Including any experiences for inspiration)

Students will incorporate their film making analysis over the course of the term to write a critical analysis of *Up*. This will be in the form of an article using appropriate tier 2, and some tier 3, level vocabulary to demonstrate their knowledge and understanding of the different aspects they will be analysing. These articles will be shared on our google drive so that other students within the school can read them to help form their own opinions of the film. Students will also create a leaflet to advertise Venezuela and its varied festivals and traditions to entice people to visit the place of Carl and Ellie's dreams.

Skills:



- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- 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-*]
- recall multiplication and division facts for multiplication tables up to 12 × 12

GPS: extending the range of sentences with more than one clause by using a wider range of conjunctions including; when, if, because, although, until, even though, therefore, despite, due to the fact that.

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:

This week we will spend some time reviewing our reasoning paper results and have a second attempt at any incorrect/unanswered questions exploring the different methods we could use. We will also be preparing for our Venezuelan party, practically applying mathematical concepts such as number and measurement when it comes to making the different food and drinks, and shape and symmetry for decorations. Students will also work in small groups to create a game which can be played; this could be in the form of a board game, quiz, or physical activity which must link to our film.

Arithmetic Focus: Reviewing and analysing our arithmetic paper answers from DC3 and establishing areas where we can benefit from additional practice.

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.
- Be able to choose materials and techniques which are appropriate for their task
- Be able to communicate through visual and tactile forms

Friday 14th February

Learning Experiences

Big Write: In this final week, students will write a film review of *Up* describing the plot and characters from their own perspective and persuading the reader why they should or shouldn't watch it.

Messy Maths: Multi-step word problems based on the different topics covered this half term.

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 GHL's Milly Cup!

Skills:

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

