



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

STAR Day Planning: Spring Term 1 - 2020

Y5 Class Teacher: Laura Vandepas

Class Film Text: *Life of Pi*

Class Book/ Text: *Boy Giant* by Michael Morpurgo & *Life of Pi* by Yann Martel

WEEK 1 THEME/ Hook: *Life of Pi*

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 *Life of Pi*

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 ask ourselves what the theme is. Who is Pi? Why is his story a fascinating one?

Learning about & through Film: Film Analysis/ Film Making

English:

Our focus will be on familiarisation with the story. Who is Pi and how does he define himself in the context of the story? What are the main themes in the film? We will also learn about the technical aspects of this film to discuss how the film translates from paper to screen.

GPS:

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

Reading Tree:

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
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

This week we will continue to experience our class text and discuss how it has similarities to our film.

Maths in the Movies / STEM:

This week we will consider what is Pi in the maths context. We will use this decimal number to work through a range of challenges including multiplying, dividing and using Pi in the concept of geometry.

We will focus on finding the circumference of a range of different circles.

Students will be astonished to find out that no matter the size of the circle, when you measure the circumference and divide it by the diameter you always get an answer of pi. We will take this concept one step further and begin to convert different units of measurement to help us with this task.

To begin our STEM project, we will create a large scale lifeboat with junk cardboard and tape. This will be the first attempt for the students to create something of a large scale. Students will have to use their World Ready Skills to work as a team to successfully create a lifeboat as well as using trial and error along the way. This activity will be an immersion experience that will allow the students to begin to understand the struggles that Pi went through on his amazing journey. We will have specific criteria that students must work towards such as it being big enough for two students to fit inside.

Arithmetic Focus:

This half term we have a large focus on geometry, measures and data however arithmetic is always being experienced. This week we will be learning to interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Display:

This week we will be experiencing and creating some jaw dropping displays. We will create origami garlands that will fill our classroom with light and colour. This will represent the Indian culture from our film and ensure that our learning environment is bright and fun.

We will also create pieces of art based on the mathematical constant of pi π . This artwork will enhance our understanding of pi and depict its meaning.

- 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
- Calculate perimeter of composite shapes & area of rectangles
- Be able to suggest ways of improving own work
- Use standard written methods for all four operations
- Confidently add & subtract mentally
- Use vocabulary of prime, factor & multiple
- 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
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials



Friday 10th January

Learning Experiences

Friday Big Write:

Scenes from The Life of Pi. Each week we will describe a scene from the film using a still image as a starting point. This week we will describe the opening title sequence.

Messy Maths:

This week we will learn about converting between different units of measurement.

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

This term our focus will be on indoor athletics skills leading to an external and internal tournament. Skill of the week: running

- sprinting
- team relay
- obstacle relay
- over/under relay

Skills:

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Convert between different units
- 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 2 THEME/ Hook: Surviving At Sea

Monday 13th January – Wednesday 15th January

Learning Experiences

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

We will begin this week by learning about the big concept of the film - survival. Pi finds himself in an impossible situation, where he must survive impossible elements as well as keeping his mind fresh. We will explore how Pi overcame such adversity to survive in the harshest conditions.

Learning about & through Film: Film Analysis/ Film Making

English:

This week students will write an adventure survival story. Students will use images from the film to base the setting of their story on but use different characters to tell the narrative. We will imagine that Pi's brother, Ravi, also escaped from the ship and has found himself on an adventure of his own due to finding a survival kit. Students will be experiencing what survival items they would need in their kit, as well as focusing on the different writing features such as short sentences for tension, expanded description of the setting, and creating a tense and exciting atmosphere. What sort of adversity did the character have to overcome in order to survive? How will we build that tension in our writing?

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]
- Use expanded noun phrases
- Use modal & passive verbs
- 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

GPS:

We will learn about building tension in our writing by using powerful vocabulary, similes and personification, and ensuring that our story starts right in with action and excitement.

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:

Surviving at sea is no easy task and nor is understanding statistics. Much like Pi, we will have to triumph over our struggles and attempt to answer statistical questions. This week we will learn about statistics and the interesting world of classifying data. We will construct pie charts and line graphs for data from the film and link it to the idea of surviving at sea. We will interpret tables and line graphs to solve questions based upon the adventures of Pi.

This week we will explore what foods we will have in our survival kit, if we had our choice. We will explore how these foods decompose and whether it is a good idea to choose the foods that we did. We will create a display of the differing foods and scientifically examine and explore how they decompose. Were our predictions correct? Did we choose the right food to have with us in order to survive?

Arithmetic Focus:

This week we will learn about worded problems that will help us to solve statistical questions.

Display:

This week will create our most exciting display - the display of decomposing food. We will predict which foods will stand the test of time and last the longest if we were out at sea. We will constantly refer to this display throughout the half term to see whether our predictions were correct or not. Students will take pictures of this display every week to create an imovie about the decomposing process in Wk 5.

We will also create a display board from our survival at sea writing pieces. We will choose the most exciting part of our story and write them on a small boat, that will be put on a display.

- 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
- Be able to communicate through visual and tactile forms
- Interpret tables & line graphs
- Solve questions about line graphs
- Use standard written methods for all four operations
- Confidently add & subtract mentally

Friday 17th January

Learning Experiences

Friday Big Write:

Scenes from The Life of Pi. Each week we will describe a scene from the film using a still image as a starting point. This week we will describe the scene where the ship to Canada is hit by a storm.

Messy Maths:

This week we will learn about classifying data and answering statistical questions.

PE/ Sports:

This term our focus will be on indoor athletics skills leading to an external and internal tournament. Skill of the week: jumping

- standing long jump
- standing triple jump
- vertical jump
- speed bounce

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: Lifeboats

Monday 20th January – Wednesday 22nd January

Learning Experiences

Pi manages to get into a lifeboat during the horrendous storm. He finds himself as the only human in the lifeboat and it becomes both his prison and his means of survival. Once the storm subsides, he then has to begin the process of surviving. We will watch this sequence of the film and consider how Pi is feeling at this point in the story.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Would you get into the lifeboat or go back for your family? How would you feel to be alone out at sea? How important is it to rescue the animals? Do we value all life forms the same?

Learning about & through Film: Film Analysis/ Film Making

English: Students will explore the animals that were on the lifeboat with Pi during the film. They will create mini documentary style films about one of the incredible animals from Pi's adventure. Using their ideas from these films, they will then write an information text about the same animal. Students will use their research skills to find out as much about the animal as possible. We will explore how best to present this information – examining the key features of this type of text, including headings & subheadings, paragraphs and the appropriate GPS.

GPS:

Use organisational & presentational features.

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 non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- Proof-reading
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Proof-reading
- Give well-structured explanations
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Convert between different units

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:

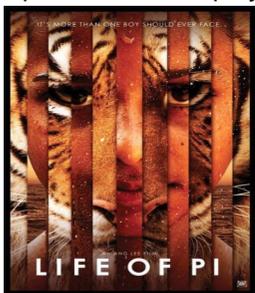
We will begin our lifeboat STEM project this week. Students will design and engineer a lifeboat inspired by the one used to rescue Pi in the film. They will have to use their World Ready skills and work as a team to create their boats that will be made to a range of technical specifications. Within their creations, they will have to incorporate maths learning that will include: angles, measurement and shapes. Students will measure angles in their boat and classify them based on their degree as well as learning about the properties of the angles and deduce related facts and finding missing lengths and angles.

We will first begin this STEM project by creating small boats out of plasticine. In order to have a fair test, all students will be given the same amount of plasticine. Students will be briefed on creating a lifeboat that holds the most amount of passengers (peas). What shape works best for creating a lifeboat? What scientific language needs to be explored (upthrust)? We will then move onto creating our large scale lifeboats and exploring how we can make them float. Within their creations, they will have to incorporate maths learning that will include: angles, measurement and shapes.

Arithmetic Focus:

We will be able to use the properties of rectangles and using our addition and subtraction skills, deduce related facts and find the missing length.

Display: Students will create artwork that is based around the animal that they are researching. Students will combine their face with the animal's face to make a piece of art that plays tricks on the eye.



- Calculate perimeter of composite shapes & area of rectangles
- Estimate volume & capacity
- Identify 3-d shapes Measure & identify angles
- Understand regular polygons
- Reflect & translate shapes
- Use research & criteria to develop products which are fit for purpose and aimed at specific groups
- Use annotated sketches, cross-section diagrams & computer-aided design
- Analyse & evaluate existing products and improve own work
- Use mechanical & electrical systems in own products, including programming

Friday 24th January

Learning Experiences**Friday Big Write:**

Scenes from The Life of Pi. Each week we will describe a scene from the film using a still image as a starting point. This week we will describe the scene where Pi attempts to train the tiger whilst on the lifeboat.

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

Messy Maths:

Students will answer questions about properties of shapes and angles.

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

This term our focus will be on indoor athletics skills leading to an external and internal tournament. Skill of the week: throwing

- chest push
- javelin
- partner throw

- 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]
- Calculate perimeter of composite shapes & area of rectangles
- Estimate volume & capacity
- Identify 3-d shapes Measure & identify angles
- Understand regular polygons

WEEK 4 THEME/ Hook: Lost At Sea**Monday 27th January – Wednesday 29th January****Learning Experiences**

Pi has to learn how to survive on that lifeboat. He never loses hope and he tries to keep himself going by telling stories and singing. Finally, he is rescued as he washes up on a beach in Mexico. When he is in the hospital some people from the Japanese shipping company come to interview him about the shipwreck and they are very surprised by what they hear!

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

How would you survive both physically and mentally, alone in a lifeboat for so long? What would you do to keep yourself going? Was Pi imagining it all? What was real and what was not?

Learning about & through Film: Film Analysis/ Film Making**English: (Including any experiences for inspiration)**

Students will continue their non-fiction writing pieces about their chosen animal. They will have been given feedback from their classroom teacher the week prior and this week they will participate in an editing carousel, where they will improve their writing piece. After their final attempt of editing, they will produce a published piece that will be displayed for others to read.

This week students will really dive into the concept of being lost at sea. They will begin by exploring a range of items, and have to rank them of importance when lost at sea. We will then compare our lists with the list made by the US Coastguard. How does our ranking compare to theirs? They will use this activity to write their own Survival at Sea Guide, next week.

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 non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- Proof-reading
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Proof-reading
- Give well-structured explanations
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Use negative whole numbers in context
- Use standard written methods for all four operations
- Confidently add & subtract mentally

GPS:

Using commas to clarify meaning or avoid ambiguity in writing, hyphens to avoid ambiguity, brackets, dashes or commas to indicate parenthesis, semi colon, colon and dash to mark boundary between independent clauses and colon to introduce a list.

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 participate in their own shipwrecked activity. They will first have to mark the coordinates of where Pi travelled to on his journey using a graph. In addition, they will also participate in a shipwrecked activity of finding a missing boat in the sea but following and answering mathematical clues. Students will have to answer clues based upon position and direction. With the help of some arithmetic questions, students will identify, describe and represent the position of a ship following a reflection or translation. They must use the correct language to describe the movement of the ship and understand that the shape of the ship has not changed at all.

Students will continue their STEM projects this week, of constructing a boat. However, in addition to the original task, students will be given an extra challenge - they must create a message in a bottle. In the film, Pi writes a message and throws it into the ocean. Students will write their own message and find some way to create a bottle, that floats, to put their message in. This week students will begin to examine a globe and start to understand and locate countries, continents, understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones. To demonstrate their new learning of Geography, students will create their own globe. After creating their globe which shows large land masses, students will choose a country from Europe or the Americas and learn about their features.

We will continue to work on our lifeboat projects this week, incorporating factors, multiples and multistep problems. As engineers, we will need to assess our designs and see what we can do to improve them. What problems do we need to overcome? We will explore reasoning and problem solving in maths as part of this.

Arithmetic Focus:

We will be learning to use our understanding of addition and subtraction to answer positional and directional questions.

- Use vocabulary of prime, factor & multiple
- Multiply & divide by powers of ten
- Use square and cube numbers
- Interpret tables & line graphs
- Solve questions about line graphs
- Use research & criteria to develop products which are fit for purpose and aimed at specific groups
- Use annotated sketches, cross-section diagrams & computer-aided design
- Analyse & evaluate existing products and improve own work
- Use mechanical & electrical systems in own products, including programming
- Name & locate counties, cities, regions & features of UK
- Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones
- Study a region of Europe, and of the Americas Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.
- Use 4- and 6-figure grid references on OS maps
- Use fieldwork to record & explain areas



Friday 31st January

Learning Experiences

Big Write:

Scenes from The Life of Pi. Each week we will describe a scene from the film using a still image as a starting point. This week we will describe the scene where Pi finds himself on an island filled with meerkats.

Messy Maths:

Students will explore geometry, focusing on position and direction.

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

This week we will combine our learning of the three skill areas to practise for the tournament. There will be a carousel of running, jumping and throwing activities where students will work to record and beat their personal bests.

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.
- Measure & identify angles
- Understand regular polygons Reflect & translate shapes
- 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 - Faith

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

Learning Experiences

Faith is a very strong theme in this film. Pi is brought up as a Hindu in India but he soon begins to explore and experiment with different faiths. The story specifically takes us through his starting point of faith based in Hinduism and his discovery of Christianity and Islam.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Do you really know the strength of your faith until it is tested? How would you survive such an extraordinary experience? Can you believe in more than one faith?

Skills:



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

Learning about & through Film: Film Analysis/ Film Making

English:

Pi needed to ensure he survived at sea. He realised that many aspects of survival were important such as nourishing not only his body but also his mind. Pi kept himself alive by writing in a journal and keeping track of the days with a calendar. Students will write their own survival at Greenside which will demonstrate how they survive the trials and tribulations of being a Y5 student at Greenside.

GPS:

Begin to recap and revise our GPS learning and exploring how The Life of Pi links with our GPS knowledge.

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:

Students will undertake their DC papers in Maths and begin to reflect after receiving their score. They will set goals for themselves, and begin to review their efforts and progress this half term.

Throughout this half term, students have been exploring what foods they would take on their lifeboat. This has been facilitated by our display board, as we have watched a variety of foods decompose. Students will reflect on Wk2 where they made predictions on which foods would decay the fastest and begin to use scientific terminology to complete their investigation. Students will create an imovie to show their experiment and decipher if their predictions were correct. Students will continue to create their globe and begin to learn about different areas of our planet and answer geographical questions, focusing on using geographical features.

Arithmetic Focus:

Explore arithmetic questions that come up on DC3 and be able to answer them with confidence.

- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Apply knowledge of morphology & etymology when reading new words
- Reading & discuss a broad range of genres & texts
- Identifying & discussing themes
- Make recommendations to others
- Draw inference & make predictions
- Discuss authors' use of language
- 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
- Command of Standard English
- Understand location and interaction of Sun, Earth & Moon
- Introduce gravity, resistance & mechanical forces
- Secure place value to 1,000,000
- Use standard written methods for all four operations
- Confidently add & subtract mentally
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Name & locate counties, cities, regions & features of UK
- Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones
- Study a region of Europe, and of the Americas Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.
- Use 4- and 6-figure grid references on OS maps
- Use fieldwork to record & explain areas.

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
- noting and developing initial ideas, drawing on reading and research where necessary

Scenes from The Life of Pi. Each week we will describe a scene from the film using a still image as a starting point. This week we will describe the scene where Pi witnesses the sea turn into a beautiful display of animals.

Messy Maths:

This week our problems will be based around the skill of reasoning.

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

This week we will combine our learning of the three skill areas to practise for the tournament. There will be a carousel of running, jumping and throwing activities where students will work to record and beat their personal bests.

- 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 standard written methods for all four operations
- Confidently add & subtract mentally
- □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: Our Story

Monday 10th February - Wednesday 12th February

Learning Experiences

.This movie is a beautiful story about a young man who goes through a huge event that changes his life forever. We will look at how the events in our life have shaped us in different ways.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Who are we? Who is in our family? How have the people in our lives and the experiences we have gone through, shaped us?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will write a report on their own family, focusing on the idea of overcoming obstacles. Students will have to research their own family by asking questions to their family members. Students will come up with the questions that they will ask, and go home to ask these questions. From the answers given, students will write their own family report, focusing on the structure of their writing.

GPS:

To speak audibly and fluently and with an increasing command of Standard English.

Reading Tree:

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
- Give well-structured explanations
- Command of Standard English

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:

Students will explore their DC papers and reflect on how they scored. Which questions did you not know how to answer? Which questions did you just make a simple mistake? Students will be given a second chance to answer questions and reflect on misconceptions.

Arithmetic Focus:

Students will review their arithmetic paper and confirm their understanding of some areas and address misconceptions.

- Consider & evaluate different viewpoints
- Use appropriate register
- Use vocabulary of prime, factor & multiple
- 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

Friday 14th February

Learning Experiences

Big Write:

Scenes from The Life of Pi. Each week we will describe a scene from the film using a still image as a starting point. This week we will describe the closing scene.

Messy Maths:

This week we will focus on multi step word problems.

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

This week will be our tournament week. Students will take part in all of the athletics skills covered to see if they can improve on their personal bests and to discover who our champions are.

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 standard written methods for all four operations
- Confidently add & subtract mentally
- 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]

