



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

STAR Day Planning: Spring Term 2 - 2020

Y3 Class Teacher: James Tilden

Class Film Text: *The Boy Who Harnessed the Wind*

Class Book/ Text: *The Restless Girls*

WEEK 1 THEME/ Hook: Kufesa (Sowing)

Monday 24th February – Wednesday 26th February

Learning Experiences

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

What is it like to live in Malawi? What is it like to live in a country so dependent on weather for food? Where does our food come from?

Learning about & through Film: Film Analysis/ Film Making

Film Focus recap: cinematography, sound, and editing - how do we see these things in *The Boy Who Harnessed the Wind*? What sort of shots do we see most often? How effectively is sound used? Do we hear interesting instances of non-diegetic sound? How is the film edited to show the passage of time? Year 3 will dive into the film by discussing and writing about these key film techniques as seen through the lens of a filmmaker.

English:

Because the film is distinctly set in Malawi, with no scenes filmed in a familiar setting, we will take a closer look at the country, answering key questions: what cultural differences do you notice? Is the language the same? Is the climate the same? What religions might you have picked up on in the film? What sort of rituals might you have seen? This will lead into the following research assignment: *Where in the World?*

Where in the World? (Part I)

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
- 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

Students will research their country of origin to provide a report on a few major details:

- Where in the World?
- Language
- Religion
- Food
- Celebrations

As a class, we will research each topic, developing our ideas for each paragraph in a carousel. Students will be given websites to access with information relevant to each topic. They will rotate through five tables, each with the above topics offered through websites on iPads. Having rotated through the carousel, and having written down notes for each topic, we will write our first paragraph on "Where in the World?" together, in order to ensure cohesion across the whole of Year 3. We will repeat this process for Language, Religion, Food, and Celebrations, over a two-week drafting and redrafting process.

GPS:

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

Reading Tree:

This week we will introduce our class text, *The Restless Girls*, and discuss how it relates to *The Boy Who Harnessed the Wind*

Maths in the Movies / STEM:

Fractions

The food supply for William's family in Wimbe is a predetermined ration. We will use peg boards and blocks to represent the allotted one-month food supply for William's family. Each block will represent grain to feed the family. Knowing that William's family is five people, including himself, students will begin to divide the grains into five, recording the representative fraction. Then, they will be challenged to convert this fraction into its written form (two tenths) and its decimal form. As an extension, students will be asked to recreate the rations to be in proportion to each family member: knowing that Trywell (William's father) may need more than William's baby sister, how much should you ration for each? What do our representative fractions look like now? Can you compare and order the fractions?

Arithmetic Focus:

Converting fractions to decimals

Display:

Map of the world

Students will place a push pin on their country of origin on a map of the world. The map will be surrounded by the flags of their respective countries that they will illustrate.

- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.
- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Friday 28th February

Learning Experiences

Friday Big Write:

William’s Memoirs Part I

William succeeds far beyond his wildest dreams. He learns about electrical engineering and saves his community through a makeshift windmill that harnesses power to extract water and grow much-needed crops. He then attends an Ivy League in the USA. We will write in first-person perspective as if we are William after all of his successes as he looks back and recounts his path to where he is now. Our first “William’s Memoirs” will detail the early moments of the film in which William searches through scrapyards in his spare time and begins to attend the local school, foreshadowing his development of the idea to use a bike to make a windmill.

Messy Maths:

Fractions and decimals

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

Skittleball

This week, we will introduce Skittleball. We will go over the rules, with particular emphasis on the positions within a 3-girl-3-boy team: attacker, defender, centre player, and skittleguard. Beginning our Skittleball learning, we will all be skittleguards and attackers, taking turns attempting to score 2 points by knocking down the 0.75m skittle positioned in a 1m radius, understanding that if the skittleguard him/herself knocks it down, 1 point is awarded.

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
- □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: Kukula (Growing)

Monday 2nd March – Wednesday 4th March

Learning Experiences

As the town of Wimbe, and the greater region, experiences flooding - ruining crops - and the subsequent drought season, William’s family grows more concerned about their food sources. We will look at how this affects their relationships as well as how this produces greater tensions in the region, threatening its political stability.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What do we mean by “growing,” as related to the film? Does this simply mean growing crops for food? Or is the filmmaker implying growing problems in the region?

Learning about & through Film: Film Analysis/ Film Making

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

How does filming location affect cinematography? Knowing that cinematography can go beyond types of shots and can dictate the feeling, emotion, and mood of a film, we will question how cinematography can be a particular aspect of our film. Because the film was shot in Malawi, a sunny, arid southern African country, do we see a difference in the overall colour and feeling of the film? Is the cinematography different from that of ET? We will analyse the two films, contrasting their mood and styles through cinematography and colour. We will then group students to film the bright and dark colours of Greenside. Some groups will film close-up shots of all darker, moodier colours they can see around Greenside, while some groups will do the same but for brighter, lighter colours. We will come together to discern how colour in cinematography promotes a certain mood and feeling within film.

English:

Where in the World? (Part II)

Students will continue research on their country of origin to fulfill their report on a these major details:

- Where in the World?
- Language
- Religion
- Food
- Celebrations

Having rotated through the carousel of topics, and having written down notes for each topic, we will revise our work through a redrafting carousel: one station to use a success criteria grid, another to use the Year 3 writing assessment grid, and a third station to review JT's comments. Students will then be given time to redraft their work in a published piece, which will be backed on card paper and used for the class display.

GPS:

Past, present, and future tense, including present progressive

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:

Fractions and decimals

We will use fractions and decimals to measure the amount of precipitation in Wimbe. Referencing the average precipitation per month in mm as presented through meteorological services, we will first be challenged to convert and record mm to cm (if in January, Wimbe experiences 223mm of rain on average, we will convert this to 22.3cm). Then, we will use number lines to visualise the average precipitation per month, challenging students to see the difference between precipitation in the winter months versus during the summer months. Students will then be challenged, using reasoning problems, to add and subtract

- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

the precipitation shown in fractions (if in January, there is $22 \frac{3}{10}$ cm of rain, but in February, there is $18 \frac{7}{10}$, how much less rain does Wimbe get in February?).

Students will then examine some bar graphs representing weather patterns, hours of sunshine, high and low temperatures, to get acquainted with weather statistics. Finally, they will present the precipitation in Wimbe data they found in a bar graph, ensuring that the months of the year are shown on the x-axis and the precipitation is present on the y-axis, while ensuring that they represent their data between whole numbers to represent the data found.

Science: Plants

Students will be introduced to the different parts of flowering plants (roots, stem/trunk, leaves, and flowers) by spotting plants and flowers in Malawi through various scenes in the film. They will then label and draw these parts on a diagram. Then, we will take our iPads to the learning garden to search for plants and flowers native to the United Kingdom. After photographing these plants, we will use PicCollage to label them correctly and scientifically. Finally, we will contrast these plants with the ones native to Malawi.

As Malawi spearmint is a popular type of tea, we will plant spearmint seeds this week to keep in a pot on the windowsill. We will also plant chilli seeds, making pots out of scrap paper and using ziploc bags for mini greenhouses. This will help us track the growth of plants and will, ideally, be grown full enough to use at the end of the half-term to make our own tea!

Arithmetic Focus:

Converting fractions to decimals

Display:

Where in the World report

Bar graphs of precipitation

Friday 6th March

Learning Experiences

Friday Big Write:

William's Memoirs Part II

William gets his first ideas from his teacher about the dynamo. We will write through his perspective again to include detail about how the dynamo is influencing his ideas and how he is becoming more interested in using it to harness power.

Messy Maths:

Fractions and decimals

PE/ Sports:

Skittleball

This week, we will focus on being centre players and defenders. We will have one station that will look at how centre players can drift on the game area between attacker and defender. In this station, centre players will pass through a drill forcing them to stop balls thrown towards the skittleguard area and then forcing them to attack against a separate area. We will also have a station devoted to defending where students will learn that they cannot defend using their legs and without any contact with another player.

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
- 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: Kukulola (Harvest)

Monday 9th March – Wednesday 11th March

Learning Experiences

Food sources are dwindling at alarming rates, engendering deeper tensions in the region and producing further distrust in the regional government. We will see how these tensions begin to reach a tipping point, as the community comes together - relying on protest and townhall-style meetings - in an effort to stymie a descent into famine.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is democracy? How does it work? Does it work for everyone? Or can it be a flawed system? When do people protest? Why do people protest? Why is protest an essential part of democracy?

Before immersing ourselves in the tenets of democracy, we will kick this week off by hosting a class election for position of Class Prime Minister. Students will be informed that the responsibilities of the CPM will include, but not be limited to: class dismissal; redistricting and gerrymandering (new class seating plan); appointing the Points Representative (picking someone to do the points when needed); appointing a Secretary of State for the Environment (keeping track of our spearmint growth); and appointing the Majority Whip (who will ensure and

Skills:

- 
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - In 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.
 - evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors

inspect order in class, especially during lining up times). Each student willing to campaign for CPM will be required to present a platform of realistic ideas to the class. After a couple of days of campaigning, on Wednesday, candidates will be voted on in a free and fair election. Given the likely large group of candidates and relatively small voting blocs, the position of Class Prime Minister will likely be based on a plurality and not an absolute majority. This will offer a moment of reflection where students will learn how governments can form without the consent of an absolute majority of the people (differentiating between minority and majority governments).

Learning about & through Film: Film Analysis/ Film Making

Film Focus: Lighting versus Natural Lighting

Natural lighting plays a huge role in *The Boy Who Harnessed the Wind*. The open, arid plains often appear to be naturally lit by ample sunlight. Conversely, there are several scenes at night and indoors that would require the techniques of key, fill, and back light. We will review and contrast these concepts to see how each affect various scenes in the film. Then, we will recreate a scene in the film using natural lighting and film lighting (using a torch).

English:

Understanding Democracy

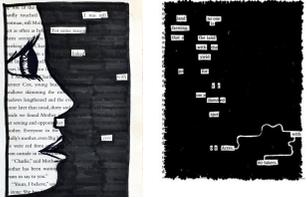
Students will carousel through four stations, each detailing key tenets of democracy: the franchise, rights, equality, and justice. Each station will host a series of iPads that breakdown these topics into their most accessible forms. Students will have to use their research and digital literacy skills to note the key points made at each station. They will do this knowing the intent is to create a poem about democracy.

Free-verse Poetry on Democracy

Students will be immersed in free-verse poems, in order to recognise their structurelessness, their lack of rhyming and rhythm, and their overall sense of literary freedom. They will then look at poems regarding democracy and politics, such as “What Kind of Times Are These” by Adriene Rich. Then, they will mind-map the most important words and phrases they wrote down from the “understanding democracy” carousel. They will also mind-map the geographical features of Malawi that they noticed in the film. Finally, examining these words and phrases, they will have a go at writing their own free-verse poetry on democracy, synthesising ideas of the franchise, rights, equality, and justice with the sweeping, arid, sunny plains of Malawi.

As an extension, students will examine Adriene Rich’s poem (and others provided) to see if they can create blackout poetry of out it. They will attempt to blackout words to form simple, but punchy phrases that shine a different light on the poems’ ideas while configuring their blackout in an artistic presentation.

- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- count up and down in tenths; recognise that tenths arise from dividing an object into
- 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with
- small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant



GPS:

Possessive 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.

Maths in the Movies / STEM:

Fractions of a whole measuring capacity of crop yields

As the crop yields dwindle, learning fractions in the village of Wimbe becomes more crucial. In order to understand the food rations even further, we will have to look at how many grams and kilograms (converting between the two) of grain crops available during the drought season. We will start by looking at packages of food, determining what a gram of food looks like. Then, we will extrapolate this by 1000 to imagine what a kilogram of food looks like.

We will then use peg boards and counters to represent fractions of whole numbers. Through a series of reasoning and problem-solving questions, students will gather information to plot a line graph of Wimbe's dwindling grain supply by the day. For instance, *if the local Wimbe government is supplying $\frac{1}{8}$ of its 40kg reserve of grain to the local people on Monday, how much food will be available to the people on this day?* Students will find 5kg, which will be their first point of data: 5kg of food on Monday. Subsequent problem-solving questions will reveal the food supply for the following days, giving them a view of the declining supply in a short period of time. The visual of this declining grain supply will lead into next week's hook, Njala (Hunger).

Science: Plants

Having looked at, and measured, weather statistics in Wimbe, students will now see how these weather patterns affect the growth of plants. We will question how air, light, water, and nutrients from soil are required to grow plants and, in particular, crops to feed the town of Wimbe. We will reference our bar graphs for a quick visual to see when we believe the precipitation conditions are ample enough for sustained growth, as we refer back to the film to predict the month in which we believe the film takes place (based on the obviously dry conditions seen on screen). Then, we will take to the school garden to explore the how we think air, light, water, and nutrients play a key role to the success of our school's

"crops." Finally, we will add a paragraph to our plant diagrams from the previous week to explain these requirements for plant life.

Arithmetic Focus:

Fractions of a whole
Converting capacity

Display:

Watercolours of African plains



Friday 13th March

Learning Experiences

Friday Big Write:

William's Memoirs Part III

Students will retell the part of the film in which William witnesses the people of Malawi protesting. Students will write about how the protest scatters into disarray, as a man gets hauled off by the government and his ideas are forcibly suppressed. Using their democratic vocabulary from this week, students will have to comment on the breakdown of democracy in Wimbe.

Messy Maths:

Reasoning and word problems dealing with fractions of a whole and converting units of capacity

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

Skittleball

This week, we will review the rules of skittleball, reinforcing not taking intentional steps with the ball; running without the ball; using only three seconds to pass the ball; passing in a variety of ways; and how a game is only six minutes. We will also review the scoring, penalty, and foul rules. Then, we will have our first few rounds of games. Students will be put in skittleball teams. With two games going at the same time, winners of each game will rotate in a round-robin style tournament.

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
- 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: Njala (Hunger) Monday 16th March Dance To Be Heard Performance (Rehearsal day)

Monday 16th March – Wednesday 18th March

Learning Experiences

Food supplies have plunged for the people of Wimbe, and especially for William's family. The people have resorted to aggressive tactics to hoard their

Skills:

food rations. This week, we will see the devastating social effects of famine and how it can drastically change the dynamics of a community.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is famine and is it our responsibility to help regions experiencing famine? What can be done about famine? How can it be prevented? What is social responsibility? How is social responsibility relevant to our discussions and learning on democracy?

Learning about & through Film: Film Analysis/ Film Making

Having become well-acquainted with *The Boy Who Harnessed the Wind* and with film learning in general, Year 3 will apply the the 3 C's and the S's to the film text in order to take a more holistic approach to film analysis. This will challenge students to synthesise their prior learning (cinematography, mise-en-scene, sound, lighting, et. cetera) with the 3 C's and S's paradigm.

English: (Including any experiences for inspiration)

Opinion piece: What is famine and is it our responsibility to help? As a class, we will discuss what famine is. Students will research famine in order to compose an opinion piece on social responsibility. We will look at famine, particularly in Africa, through information presented on Google Slides, looking to understand how famine stems from food shortages, often caused by drought or flooding (as seen in the film). Through a guided writing process, we will compose our opinion piece in three sections: What is Famine and Who Is Affected By It? How Does Famine Happen? Is It Our Responsibility to Help? In a rotating writing workshop carousel, we will self- and peer-assess using a success criteria grid, the Year 3 writing assessment grid, and look at JT's WWW and EBIs.

GPS:

Possessive apostrophes (with emphasis on plural nouns)

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:

Wimbe Marketplace

Using fake money manipulatives, students will be challenged to show unit conversions: 100p = £1, for instance. This will be done to get acquainted with money and how it fractions or multiplies into different denominations. Then, students will be given £30 per group, which will have to cover the group's living cost for one week. They will rotate through tables, each table will offer them the bare necessities of surviving during the dire conditions in Malawi: food, water, shelter, each with a corresponding cost, but configured such that the total of all food, water, and shelter items add up to more than the £30 living cost. Thus, they will have to prioritise a certain amount of each, recording how much money



- 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
- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

they will allocate for each. Then, they will have to show their allocations as fractions and decimals of the £30 given. They will have to represent their allocations using a bar graph or line graph. Students will then be challenged to create their own problem solving question out of this “Wimbe Marketplace” exercise. They will review their fractions/decimals and their data to write their own word problems and then challenge their peers to solve them.

Science: Plants

This week, we will investigate the way in which water is transported within plants. Each student will pull a plant, from its roots, from the school garden (plants aside from garden plants), and then tape it into their STEM books, ensuring that the dirt is thoroughly brushed off. They will observe how the roots are where the water transportation begins. They will draw lines next to the parts of their plants to indicate absorption, water travelling through the plant, and then transpiration from the leaf surface. We will then water our class spearmint plant, recognising that watering is not just dampening the soil, but is part of a crucial process for plant growth.

This week, we will also explore the life cycle of flowering plants, looking at pollination, seed formation and dispersal. We will investigate flowering plants in the school garden to see if we can find, though perhaps too early in the year, blossoming flowers. Investigating flowering plants, we will look at how each part of the plant plays a key role in pollination and how pollination is crucial for seed formation.

Arithmetic Focus:

Fractions of a whole
Converting capacity

Friday 20th March

Learning Experiences

Big Write:

William’s Memoirs Part IV

This week, students will have to write the crucial moments in William and his family’s life in which they realise that they may experience starvation. They will write about the great extents William go to in order to retain food. They will also have to retell the devastating moment when his house gets robbed of all their grains.

Messy Maths:

Fractions and unit conversions with money

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

Skittleball

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

This week, we will continue to review the rules of skittleball, reinforcing substitutes and out-of-play rules. Then, in the same teams as before, students will have round-robin tournaments in preparation of the upcoming skittleball tournaments.

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

WEEK 5 THEME/ Hook: Mphepo (Wind) DC4

Monday 23rd March - Wednesday 25th March

Learning Experiences

Tensions begin to grow between William and Trywell. As William insists on using his father's bicycle to create a windmill, the two find themselves in a heated argument. Trywell finally concedes and gives William the bike, leading to the triumphant end in which William harnesses the wind, bringing water to the family crops, effectively saving them from starvation. This week, we will learn about how William's audacious efforts save his community and how many leaders in history risked so much to change the world as well.

World Thinking: Big, Critical Curious Questions

What is William's big idea? How did this big idea go on to change so much? How can we change the world? What needs changing and what can you do to start that change?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

Montages

Students will look at how montages are created through a series of quick shots, quick cuts, and music, used to show the passage of time. We will review the film technique of montages as seen in the montage used to show the building of the windmill. We will ask ourselves, what types of shots were used here? How long does each shot last for? How do all these shots come together to show the passage of time? What is the purpose of the music here? What mood does the music denote? Then, students will create their own windmills using straws, card paper, lolly sticks, and tape, and film it, using a series of short shots. They will edit these shots to show the beginning stages of the build to show the final product, adding music to create their own montage.

English:

Students will take part of a redrafting carousel. They will choose one extended writing piece from the half-term and follow through three stations: one to use a success criteria grid to ensure all criteria in writing piece was met, another to use the Year 3 writing assessment grid, and a third station to review JT's comments. Students will then be given time to redraft their work in a published piece to then go into their writing portfolios.

William's idea to use a bike to create a windmill to save his community was unorthodox and was met with serious backlash, until his community realised the

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- 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
- .evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- count up and down in tenths; recognise that tenths arise from dividing an object into
- 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with
- small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators

merits of his work. Similarly, Picasso broke convention and produced what are now considered world-renowned pieces of cubist and surrealist art. On Tuesday, we will go to the Royal Academy of the Arts to view an immersive Picasso Exhibition.



GPS:

Year 3/4 Grammar and Punctuation Test (mid-year check-in)

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:

Consolidation and mid-year check-in for reasoning with Year 3 Mathematics Reasoning Test. This week, we will review our Maths concepts from this half-term and previous half-terms, while practicing our test-ready skills in preparation for our reasoning and arithmetic tests.

Rising Stars unit test: Plants

This week, we will review our learning on plants in preparation of our Rising Stars test.

The Class that Harnessed the Wind

As part of our film focus on montages, students will create their own windmills using straws, card paper, lolly sticks, and tape. They will have to review the final moments in the film that focus on the windmill construction to see how to construct their own. They will work in pairs to build their own windmill, with the goal of the windmill itself actually moving with the wind.

Arithmetic Focus:

Converting fractions to decimals
Fractions of a whole
Converting units of capacity

- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.
- Exercise test-ready skills

Friday 27th March

Learning Experiences

Big Write:

William’s Memoirs Part V

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

Students will tell the story of William resisting his father's demands to plough the fields and how William insists on using his father's bicycle to create a windmill. They will have retell the building process, including descriptive detail about how the project was a risk but how it paid off immensely.

Messy Maths:

Fraction and unit conversion recap

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

Wednesday 25th March: Year 3 Skittleball Competition at Burlington Danes Academy

We will consolidate our skittleball learning by reviewing Year 3's performance, referee calls, and overall scores. We will switch up the teams in order to promote different team dynamics. We will run through some team-based drills for attacker, defender, centre player, and skittleguard, then proceed with a few games.

- 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
- □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: Kukhudza (Impact)

Monday 30th March - Wednesday 1st April

Learning Experiences

Continuing our discussion from last week on big changes, we will look at the impact and legacy of unconventional leaders throughout history. How have people like Nelson Mandela, Martin Luther King, and Greta Thunberg led movements by negating the rules of bigger establishments and conventions? How did William leave a lasting impact on Wimbe and Malawi?

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is the historical impact of big ideas? Who has had a lasting impact on their community and/or their country? Which ideas stick and which do not?

Students will be able to see that the impact of learning through The Boy Who Harnessed the Wind will be that we will have a months-long project (detailed below) and that we will have half-termly elections for Class Prime Minister, in which students will have to take personal responsibility for their political platform and will have to reflect on their campaign successes or failures, and their CPM legacy (if applicable), as well as their peaceful transitions of power from CPM to CPM.

Learning about & through Film: Film Analysis/ Film Making

Storyboarding the final scene

The final scene of The Boy Who Harnessed the Wind will be provided through Google Classroom. Students will review it and be tasked with breaking it down into its most important moments. They will then illustrate these moments on a

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

storyboard, detailing the types of shots used, while including a blurb that describes that is going on in each shot.

English: (Including any experiences for inspiration)

How to Change the World

Inspired by William Kamkwamba, students will be assigned a months-long challenge entitled “How to Change the World,” researching this central question: what can I do to change the world? This will be a Google-style project, in which they will devote 10% of their time per week (or other occasional spare time) to focus on their own group project to change the world. They will have to present data, opinion, process, intention and impact. This project will be done entirely using iPads and have a due date set for the final half-term of the year.

To kick-start this project, students will be given familiar topics (global warming, racism, bullying, online bullying, et. cetera). They will research these topics, thinking of particular strategies to combat the problems. They will have to research some key statistics on their topic of choice. With this background research, they will have to write one paragraph that offers their opinion on the severity of the problem (what is the urgency? why is this bad?). Going forward, students will have to present their ideas on how to change these problems, why it is a good idea to change, and what the impact could be.

Changing Famine through Action Against Hunger

Year 3 will make their own impact! We will take the learning about famine from week 4 a step further to help stop famine. We will use our advertising skills learnt from crew to create posters to promote school-wide fundraising for Action Against Hunger. Students will take these posters and present the information to each class, asking that, over the remaining days of the half-term, Greenside students bring in any donations they can provide for Action Against Hunger. Students will be given the opportunity to continually design new posters to keep the Action Against Hunger campaign fresh in the eyes of Greenside students.



GPS:

Carousel with consolidation and gaps from mid-year check-in test

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:

- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- count up and down in tenths; recognise that tenths arise from dividing an object into
- 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Reviewing reasoning test
 This week, we will review our reasoning and arithmetic tests in order to assess our own gaps and to understand how to tackle improperly solved questions.

We will carousel our half-term concepts: fractions, decimals, unit conversion, and statistics to reflect on the impact that the Maths learning from this half-term has had. Students will be grouped in each station of the carousel and will take turns teaching each other the concepts they have learnt over the half-term, by reviewing the worksheets done throughout the half-term.

This week, we will harvest our spearmint for Malawi Spearmint Tea! If our spearmint has grown enough for us to harvest it, we will be able to try it over water. This will give us a direct opportunity to see how growing and harvesting plants is necessary for sustenance.

Arithmetic Focus:
 Reviewing Arithmetic Test

Friday 3rd April

Learning Experiences

Big Write:
 William's Memoirs Part VI
 Looking back on all the events of William's life and how far he has come, students will write about how successful William has become. They will write about how grateful William is and how he has travelled and studied in the US but has come back to Malawi. They will express the impact that William has had and the importance of sticking to an idea that you know could have a revolutionary impact.

Messy Maths:
 Statistics recap and half-term review

PE/ Sports: (Activities, key skills / techniques)
 Wednesday 1st April: Year 4 Skittleball Competition at Burlington Danes Academy

We will consolidate our skittleball learning by reviewing Year 4's performance, referee calls, and overall scores. We will then host our own Greenside Film Factory skittleball competition!

- 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]

