



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

STAR Day Planning: Spring Term 2 - 2020

Y4 Class Teacher: Laura Gilroy

Class Film Text: *Hidden Figures*
 Shetterly

Class Book/ Text: *Hidden Figures* by Margot Lee

WEEK 1 THEME/ Hook: Ambition

Monday 24th February – Wednesday 26th February

Learning Experiences

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

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

Have you ever been ‘the first’ to do something? What can we do to help break barriers for ourselves and others like the main characters did? What would you do if you were told you could not pursue a career or job because of something you cannot control ie, what you look like, your gender etc?

Learning about & through Film: Film Analysis/ Film Making

We will consider the importance of setting in film. Why did the filmmakers choose to set *Hidden Figures* in the USA? Do we think it would be as successful if it were set in another country? why/why not?

English:

Having focused previously on writing a character analysis, this time we will use that knowledge and skill to write a critical analysis of our new film, including discussing the story being told, characters, acting, cinematography and music/sound effects. Students will have to not only describe these elements, but explain if they are effective and why/why not they think so. Students will also take time to reflect on themselves and what big ambitions they have. What would they like to be the first to do? and how could they work towards achieving

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:
 - 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
- discuss and evaluate how authors use language, including figurative language,

these goals and helping others to do the same? These ambitions will be incorporated into our class display.

GPS:

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

Reading Tree:

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

Maths in the Movies / STEM:

In the calculations Katherine works on, fractions appear regularly which she is expected to understand and calculate. We will begin to explore fractions this week, recapping on our previously learned knowledge and exploring equivalency within fractions. Students will link this learning to real life contexts in which they may be faced with understanding a fraction such as; cutting a quarter of a cake, half price deals in the shop etc This will help students see that fractions are actually a common occurrence in day to day life. Students will be challenged to write a space themed word problem including their new found knowledge for their peers to solve.

Arithmetic Focus: Consolidation of division of 2 and 3 digit numbers by a 1 digit number.

Display:

The main professional motivation of the women in our film is to contribute to a successful trip into space. Students will create some spectacular space artwork using pastel colours on a black background and interspersed between the art pieces will be the students' written 'Out of This World Ambitions' to share the big dreams our class members have.

considering the impact on the reader

- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
- use a variety of statements, questions, exclamations and commands

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- 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



Friday 28th February

Learning Experiences

Friday Big Write: To Space and Back - A Story. Students will be creating a story of their own based on a journey to and from Space. Today they will write the opening to their story introducing their character/s and the initial setting.

Messy Maths: Problem solving and reasoning questions involving the use of equivalent fractions.

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
- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator

WEEK 2 THEME/ Hook: No Place for Racism

Monday 2nd March – Wednesday 4th March

Learning Experiences

In our film, Katherine, Dorothy and Mary are leading the way not only for women in science, but also for black african americans in the midst of the Civil Rights Movement. This week we will be investigating the lives of some of the most prominent activists from the movement and discovering the sacrifices they had to make in the effort to be given equal rights. We will also research up to date education, employment and income data in the USA to identify patterns and areas where there is more to be done.

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

What inequalities continue to exist? What work remains to be done in the effort to create a just and equitable society?

Learning about & through Film: Film Analysis/ Film Making

Students will learn about the differences between active viewing and passive viewing of film using a shooting script for the opening scenes of *Hidden Figures* to explore the level of detail needed to create such a sequence and how different viewing types impact our understanding.

English:

Students will be researching the Civil Rights Movement, looking at why the movement was happening, what differences it helped make, the different types of activism people took part in and what sacrifices those people had to make. They will link their findings to the work done by the main characters of our film and begin to create an informational text in the form of a non-chronological report evaluating their findings. Part of this process will also involve looking at the current climate for black americans and suggesting ways things can still be improved based on the information gathered. This piece will take place over two weeks to allow students to incorporate the level of detail needed for such an important and prominent period in history.

GPS: technical vocabulary specific to the topic, headings/subheadings, cause and effect conjunctions and impersonal tone.

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

Maths in the Movies / STEM: This week students will continue and develop their learning on fractions using statistics found from their research to calculate fractions of the population who are earning certain amounts, or working in particular fields. The data will be represented in different ways including pie charts and bar graphs to help enhance students' understanding of the fractions.

Students will also be introduced to their STEM project this week which will involve them having to design and make a rocket and parachute which will be

Skills:



ARGUMENT FORMATION



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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]

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator

dropped from a height. The aim of the experiment will be to design a parachute which will slow the downward flight of the rocket enough that a contained egg will not be broken upon impact with the ground. In this first lesson we will look at different rocket designs and discuss common features which will enable students to begin to plan their designs thinking about materials needed and how to make their designs sturdy enough to retain shape and hold the egg during flight.

Arithmetic Focus: Multiplication of 2 and 3 digit numbers by 1 digit numbers.

Display: Students' rocket designs will be annotated and displayed in our class to show their STEM thought processes, as well as have easy access to refer to in the following week where they will begin to make and test out their designs.

Friday 6th March

Learning Experiences

Friday Big Write: To Space and Back - A Story. This week students will progress their story to describing the launch of their character/s from Earth into Space.

Messy Maths: Problem solving and reasoning questions involving finding fractions of amounts.

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
- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator

WEEK 3 THEME/ Hook: Feminism Means Equality

Monday 9th March – Wednesday 11th March

Learning Experiences

This week students will mark International Women's Day with a workshop with the Bush Theatre on Monday. This will lead into our focus on the pivotal role of women in science like our three protagonists. Students will research other prominent women in fields typically associated with male workers and incorporate their findings into their previous research on the Civil Rights Movement.

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

Skills:



Why are women underrepresented in STEM disciplines? What strategies might successfully encourage girls to explore opportunities in STEM fields? How can gender stereotypes be challenged?

Learning about & through Film: Film Analysis/ Film Making

English: Students will continue working on their non-chronological report which they started last week. This week, they will incorporate a section which looks in more detail at the role of women in STEM careers. They will choose one of the three main characters from our film to focus on, explaining how they made advances for women working within the space and mathematics industry and what impact that had on future generations of women. Lastly, they will conclude with some statistics showing the numbers of women in STEM roles versus men and give their opinions on whether true equality has yet been achieved and what more may need to be done. This will be done in a carousel system where one station will be tasked with editing their previous writing and the other stations focused on adding in the new information. They will then be able to take all the elements of their edited and new research to put together into a final published report which will include a diagram to show some of the statistics they were able to find out.

GPS: technical vocabulary specific to the topic, headings/subheadings, cause and effect conjunctions and impersonal tone.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2a - Give/explain the meaning of words in context.

Maths in the Movies / STEM: This week we will finish our STEM project by completing our rocket and parachute designs and putting them to the test by letting them fall from a height and seeing if the egg being carried has been protected or broken on landing. Students will be working scientifically by conducting the experiments, analysing and reporting the results using graphs and reflecting on the designs and suggesting ways they may need to have been improved to be more successful where appropriate.

Students will continue their focus on learning about fractions, this time looking at adding and subtracting fractions using the data found from last week's session. They will add and subtract from whole numbers as well as from fractions and will be required to use their prior learning on equivalent fractions to be able to complete some of the calculations such as $\frac{3}{4} - \frac{1}{2}$.

Arithmetic Focus: Adding and subtracting fractions.

Display: Now that students have completed their STEM projects, we will display our experiment findings through graphs alongside our designs to allow viewers to see the results and conclude which designs were most successful and why. This will complete our STEM wall display.

- 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.

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Friday 13th March

Learning Experiences

Friday Big Write: To Space and Back - A Story. This week, students will continue their story by choosing a planet where their character/s have landed for the first time. What is it like on this unknown territory and what did they find?

Messy Maths: Problem solving and reasoning questions involving addition and subtraction of fractions.

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
- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator

WEEK 4 THEME/ Hook: Space Monday 16th March *Dance To Be Heard Performance (Rehearsal day)*

Monday 16th March – Wednesday 18th March

Learning Experiences

This week is all about Space! We will be exploring one of the most significant space missions of the 20th century; the Apollo 11 moon landing. Students will use multiple sources to gather as much information as possible and consider what it would have been like to be one of the astronauts on the mission; what would you eat? How would you move around and sleep? What difficulties would you have to overcome? These are questions, amongst others, we will aim to answer through our investigation.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What might it be like to live on the moon? How would it differ from living on Earth? Where might space travel take us in the future?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will be using various sources to gather information about the Apollo 11 moon landing and consider it from the perspective of one of the astronauts on the mission. Once the research has been completed they will use this information to write a recount of the events as if they were either one of the astronauts present. In doing this, they will be required to use technical language specific to the subject of space, describing the events in chronological order,

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

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2

using consistent past tense and base their recount on factual evidence from their research.

GPS: adverbials of time and use of tier 2 vocabulary.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2d - Making inferences and justifying them with evidence from the text.

Maths in the Movies / STEM: Our Maths focus this week will be learning about decimals. This will tie in closely with our previous learning of fractions as students will be exploring the links between the two. Students will calculate problems involving distances travelled and numbers of orbits around the moon in order to help them understand that a decimal is part of a whole for example, the Apollo 11 has travelled 0.3 of a single whole orbit around the moon (1), how much further does the rocket have to travel to complete the full orbit? We will use various manipulatives to help us visualise the concept in different ways such as measuring tapes, cuisenaire rods and dienes and students will be required to both read these representations as well as show them after being given the numericals.

Arithmetic Focus: Addition and subtraction of decimal numbers to make whole numbers.

- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places

Friday 20th March

Learning Experiences

Big Write: To Space and Back - A Story. Students will now work on describing the descent back to Earth from Space. How did it feel for the character/s having been the first to visit a planet in space and now be on their way to returning to normality? What are they looking forward to doing first when they land?

Messy Maths: Problem solving and reasoning questions involving decimal numbers.

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

Skittleball

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.

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
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
 - round decimals with one decimal place to the nearest whole number
 - compare numbers with the same number of decimal places up to two decimal places

WEEK 5 THEME/ Hook: Maths Matters DC4

Monday 23rd March - Wednesday 25th March

Learning Experiences

Skills:

Alongside our DC4 assessments this week, students will be exploring the evolution of Maths and looking at how it plays such an important part of our everyday lives in different ways. Katherine, one of the 'human computers' of our film was tasked with calculating many trajectories for the rocket launch and this was through the power and understanding of number. We will explore different numerical systems and think about whether Maths is something natural which has always been around us, or a man-made concept.

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

What is Maths? Where does it come from? Was Maths always around us or invented? How does Maths affect our daily lives?

Learning about & through Film: Film Analysis/ Film Making

English:

This week is all about immersing ourselves in the world of Maths. We will begin to discover how Maths lies at the heart of our universe and to see why Maths rules and patterns infiltrate all areas of our lives. We will carry out a piece of research on the Fibonacci sequence to discover how this is found in natural objects all around us and why it came about. Students will find out who Fibonacci was, what he discovered and why his discovery is impacting our lives today. We will take this knowledge and apply his sequence to creating some Fibonacci-inspired artwork, utilising geometrical patterns and shapes in various mediums to showcase our understanding of this numerical system.

GPS: DC4 related work

Reading Tree: DC4 related work

Maths in the Movies / STEM:

There will be a big focus on our work for the DC4 assessments this week and we will revise the mathematical concepts covered this term so far. As well as this we will take some time to look at our science focus of sound, exploring how sound is made, heard and how/why it might be different trying to hear sound in space. Students will use various objects and instruments to explore the concept and gain a deeper understanding by looking and listening carefully to each item and recording their findings.

Arithmetic Focus: DC4 assessment



- 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

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- 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

Friday 27th March

Learning Experiences

Big Write: We will use this time to publish a piece of our strongest written work from our STAR days to be put in our portfolios as part of our DC4 work.

Messy Maths: multi step word problems involving concepts covered this term.

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

Skittleball

We will consolidate our skittleball learning by reviewing our 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.

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
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
 - round decimals with one decimal place to the nearest whole number
 - compare numbers with the same number of decimal places up to two decimal places

WEEK 6 THEME/ Hook: Power of Perseverance

Monday 30th March - Wednesday 1st April

Learning Experiences

One of the biggest lessons we can learn from *Hidden Figures* is that in order to achieve our dreams and be taken seriously in our fields of work, we are required to show perseverance through our actions and attitudes otherwise we may not be so successful. Students will take time this week to reflect on all of our learning from the term, identify areas where we want to improve and decide on what actions we can take to demonstrate perseverance and determination to succeed.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Why is perseverance so important? What has been the biggest obstacle you have had to overcome in your life so far? What steps did you take to overcome this obstacle? Why did you keep going when it got really tough?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Mary Jackson showed great perseverance as she tried to get the opportunity to earn her engineering degree. We will be analysing her actions and writing a report on this inspiring woman and how she affected change for her community. We will then take these findings and consider our own lives, how we have already demonstrated perseverance and what actions we want to take in our future. We will then write a second report about ourselves to share these experiences and ones still to come.

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

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

GPS: We will review our results from DC4 and set targets for ourselves for moving forward.

Reading Tree: In this session we will review our results from DC4, creating perfect answers, identifying where points have been dropped and the types of questions that students are finding challenging.

Maths in the Movies / STEM:

In this final week, we will review our results from our DC4 work and establish any areas for improvement. We will also finish our learning on decimals, this time comparing, ordering and rounding them. We will take our learning from the term and create our very own quizzes on our ipads for our peers to be challenged on their knowledge of decimals and fractions. The quizzes will have to involve a mix of arithmetic questions and word problems which the students must make themselves. In order to create challenging questions which may involve more than one step, we will begin with an activity where students are given multistep problems but they are not in the correct order. Students will have to think about what knowledge they already know and what they are trying to solve to be able to rearrange the problems in the correct order. This will then help them in structuring their own word problems in a methodical and clear way.

Arithmetic Focus: Mental methods for multiplying and dividing

- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places

Friday 3rd April

Learning Experiences

Big Write: To Space and Back - A Story. This week students will conclude their story by describing the events following their character/s' landing back on Earth. How did they feel and what did they do? What are they planning to do next?

Messy Maths: Problem solving and reasoning questions involving decimal numbers.

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
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
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