

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

**STAR Day Planning:** Spring Term 2 - 2020

**Y5 Class Teacher:** Laura Vandepas

**Class Film Text:** *The Blind Side*

**Class Book/ Text:** *Million Dollar Throw* by Mike Lupica

**WEEK 1 THEME/ Hook:** Football: 11 players, 1 mission.

**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.

This week, Year 5 will really immerse themselves into the American football culture. We will go outside to play a variety of football games as well as creating our own jerseys and painting our faces in solidarity of our teams.

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

**Breaking Boundaries/ Flip the Learning**

What is American football? How does it differ from the football we know? What are the rules of American football? What is the atmosphere like at a football game?

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

This week we will look at our film and begin to look at how life is different in southern America, than it is here in the UK.

**English:**

This week Year 5 will fully immerse themselves into the sport of American football. We will build on our understanding of the sport by going outside and playing variations of the game such as, touch football, paper football and flag football. We will use our knowledge of the sport to create a How To Guide on how to play the game. We will ensure that we have the following in our explanation text:

- title
- opening paragraph
- time conjunctions
- diagrams

**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
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- making comparisons within and across books
- identifying the audience for 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

- present tense

We must make sure that these How To guide's are accurate, as we will be using them next week to teach other classes how to play american football.

**GPS:**

Year 5 will look at conjunctions that signal time as well as usual causal connectives such as because, so and this causes.

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

**Reading Tree:**

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

**Maths in the Movies / STEM:**

Part of the fun of going to a football game, is looking at all of the retail available for purchase. Students will calculate how much revenue each item sold at the football game. We will use the football jerseys we have created to build up a store of merchandise. We will look at using our multiplication skills of 2-digit by 2-digit numbers as well as 4-digit by 2-digit. We will extend our knowledge by exploring how to put this information into worded problems. We will ensure that we have a strong understanding of how to demonstrate multiplication questions using counting blocks as well. This will ensure that students have a solid understanding of multiplication.

We will continue our understanding of how mathematics and football are connected by looking at coordinates. We will describe positions on a full coordinate grid by exploring the shape that it creates.

**Arithmetic Focus:**

This week we will have a focus on multiplying HTO x TO.

**Display:**

Year 5 will look at creating our own football jerseys that we will then turn into a display.

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

•



**Friday 28th February**

**Learning Experiences**

**Skills:**

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

**Friday Big Write:** This term we will write from the perspective of different characters from the film. Inspired by the weekly hook and writing in the first person, we will explore how moments in drama have affected each character. Bike Mike's Big Write- how did Michael feel to be taken in by the Tuohy family.

**Messy Maths:**

This week we will look at extended multiplication.

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

This half-term we will focus on basketball. We will be able to layup, free-throw, and dunk core into the nets. First, we will need to build some foundational skills. This week we will focus on dribbling with a variety of dribbling games and drills. We will enforce dribbling rules; no double-dribbling and no travelling. We will also show proper strategy and tactics; keeping the ball to ourselves using our bodies and non-dribbling arms as cover. Our games and drills will include:

- 1) Dribbling on a straight line, turning around and coming back
- 2) Dribbling in a zig-zag path
- 3) Dribble war (all players in a circled-off zone trying to defend their balls while players try to knock each others' balls out of the circle; last player with their ball wins)

- 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: Energy**

**Monday 2nd March – Wednesday 4th March**

**Learning Experiences**

When Michael Oher first started to play football at Wingate Christian School, he was out of shape and lacked energy. His body was not ready for the scrutiny it was about to go under. With the help of his brother, SJ, Michael participated in different drills that got his body into the shape it needed to be in focusing on having energy. We will investigate how our body reacts to extreme physical exertion, and the importance of staying physical and retaining energy. We will put ourselves in the shoes of SJ, and try to encourage other classes to stay fit by putting them through a succession of drills, followed by a game of flag football. Once these drills and games are complete, students will be taken to our replenishing station where a variety of drinks and foods can be consumed that will bring back their strength.

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

**Breaking Boundaries/ Flip the Learning**

How does our body react to physical exertion? Why is it important to stay physical? What changes can we see in our body when we begin to get physical? What foods help to give us the energy we need to stay physical? What gives us energy? What takes energy away from us?

**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
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- identifying the audience for 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
- using a wide range of devices to build cohesion within and across paragraphs

On the very difficult days of training, Michael needed to support his body by giving it a range of nutrients in the food he ate and the drinks he drank. Year 5 will create and market their own energy drink, that Michael himself would drink. We will explore writing a persuasive writing piece that will encourage people to buy our drink in order to retain energy. Year 5 will make the drink in an immersion task and then participate in a carousel where they will design the packaging, make the drink and look at persuasive language. These immersion tasks will allow us to write up a wonderful piece that would convince anyone to drink our creation. Once complete, we will share our writing pieces with others and see what drink is the most sought after.

For an extension students will create a jingle for their energy drink that will promote and encourage athletes to use it as their main energy drink.

#### **GPS:**

We will explore a range of persuasive writing techniques such as facts, powerful adjectives, and connectors to link ideas.

#### **Reading Tree:**

We will make comparisons within a text and link it to our own knowledge.

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

Whilst creating the packaging for our energy drink, Year 5 will also have to write down the capacity and volume of their drink. Each drink designer will have to estimate the volume and capacity and begin to increase their volume to put it into a larger can. As well as learning about volume and capacity, we will build on multiplication learning by tackling scaling problems as the volume of the drinks will need to be increased to fill bigger bottles and to supply a larger amount of people. How much would you need to supply a full American football team for a day? For a week? For a season? How much would you need to supply a supermarket on a regular basis?

This week we will explore the human body – specifically the circulatory system while also describing the functions of the heart, blood vessels and blood. What is heart rate? What happens to our heart rate when we exercise? Why? Y5 will take part in various practical investigations, measuring how their heart rate changes and analysing the scientific data afterwards. As we recognise the importance of our bodies, we will discuss the impact of diet, exercise, drugs and lifestyles on the way it functions and share this information as part of our class display.

#### **Arithmetic Focus:**

We will use our understanding of addition, multiplication and division in order to find the mode, mean, medium and range

#### **Display:**

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Use research & criteria to develop products which are fit for purpose and aimed at specific groups
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Use annotated sketches, cross-section diagrams & computer-aided design
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Use sketchbooks to collect, record, review, revisit & evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Improvise & compose using dimensions of music
- Listen to detail and recall aurally
- Use & understand basics of staff notation
- Describe changes as humans develop & mature



**Friday 6th March**

**Learning Experiences**

**Friday Big Write:** Big Mike's Big Writes

This week we will write from the perspective of Leigh Anne Tuohy as she encounters Mike and brings him into being part of her family.

**Messy Maths:**

This week we will focus on capacity and volume.

**PE/ Sports:**

Continuing our focus on basketball, we will move on to passing skills and tactics. We will enforce proper chest and bounce passing and when/why each type is best used. We will pass our core and long-term memories in a series of games and drills:

- 1) Chest passing: students will have a partner and they will practice chest passing back and forth. The challenge: with each series of passes, their distance will grow apart! They will keep track of how far they can extend their chest pass.
- 2) Bounce pass: students will have a partner and they will practice bounce passing back and forth. Same challenge: with each series of passes, their distance will grow apart! They will keep track of how far they can extend their bounce pass.
- 3) Passing with dribbling: students will have to chest and bounce pass while dribbling. The challenge this time is that it will be within a given distance; whoever can dribble and pass the most wins!

**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
- 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: Protective Instinct**

**Monday 9th March – Wednesday 11th March**

**Learning Experiences**

When Michael first began playing football. he found it incredibly difficult to be physical and hit his opponent. However, Leigh Anne Tuohy helps to remind Michael that he must see the football players as his family. He must protect his family. This notion that Michael was a fierce protector of the things he loved, came from an aptitude test that he took at his former highschool.

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

**Skills:**



What is an aptitude test? Why do people take them? Why is Michael so fiercely protective? How does that protective instinct help to form the person he has become?

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

We will explore the character of Leigh Anne Tuohy. She is a captivating character that has many different layers. We will participate in a variety of games that will help us explore the many features of Leigh Anne Tuohy.

### **English:**

Year 5's persuasive pieces on their energy drink will be a piece that goes into their portfolio, therefore students will take part in a redrafting carousel. They will follow three carousel stations:

-one to use a success criteria grid to ensure all criteria in writing piece was met, which focuses on using persuasive language

-use the Year 5 writing assessment grid and ticing and highlighting where they have used the specific writing techniques in their piece

-reviewing LV comments.

Students will then be given time to redraft their work in a published piece to then go into their writing portfolios.

Taking the aptitude test gave clarity to the type of person Michael Oher was. Year 5 will take their own aptitude test to see what career might best suit them. After taking this test, students will create a pro's and con's list of whether they think this job suits them or not. This list will help to introduce the idea of using colons and punctuating bullet points consistently. In the end, students must choose if they would like to pursue a job in this area, and justify their reasoning.

### **GPS:**

using a colon to introduce a list and punctuating bullet points consistently.

### **Reading Tree:**

identify / explain how information / narrative content is related and contributes to meaning as a whole

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

We learn that Michael is extremely protective of all things, great and small. With the focus in mind, we will look at angles that are a range of sizes and begin to explore a range of angles and identify them as obtuse, acute or reflex. From there, we will draw and measure our own angles using a protractor. We will use our knowledge of angles to begin to answer reasoning questions that demonstrate just how deeply our understanding of geometry is.

All athletes are required to train in order to improve. This week, students will kick off their STEM learning by developing a mechanism that could be used on the training ground. They will use their engineering skills to design a 'ball launcher' – a device that will be used to propel a football to the players so they can improve

- 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.
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
  - angles at a point and 1 whole turn (total 360°)
  - angles at a point on a straight line and half a turn (total 180°)
  - other multiples of 90°
  - use the properties of rectangles to deduce related facts and find missing lengths and angles
  - distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Use research & criteria to develop products which are fit for purpose and aimed at specific groups
- Use annotated sketches, cross-section diagrams & computer-aided design
- Analyse & evaluate existing products and improve own work
- Use mechanical & electrical systems in own products, including programming

their catching. How will you ensure your design finds its target accurately? Can you change your design to launch a further / shorter distance? Students will consider the forces involved when their ball is launched. They will use their understanding of angles to solve complex problems involving their ball launcher – how does adjusting its angle change the success. They will then be introduced to mean and range. What was the mean distance the ball travelled? Why is it useful to find the mean?

Year 5 will continue to look at the human body and explore the milestones we go through from newborn baby to old age. From the moment that parents find out that they are having a baby, that protective instinct often becomes very strong. Whilst in the gestational period, mothers and fathers fiercely protect their little baby in a variety of ways. Students will then begin to think about when different animals are able to reproduce and how many offspring certain animals have as well as the gestational period. We will explore the amazing ways that mothers are able to care for their baby, even before it is born, with the umbilical cord and placenta. Students will go onto looking at a range of animals and finding out and graphing their gestation data. Students will look at possible things to consider such as average life span, size of the animal, number of offspring produced in each pregnancy etc.

**Arithmetic Focus:**

interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0

**Display:**



- Describe changes as humans develop & mature

**Friday 13th March**

**Learning Experiences**

**Friday Big Write:** Big Mike's Big Writes. This week we will write from Mike's perspective when he first steps onto the field and struggles until Leigh Anne has a pep talk with him about playing like he is protecting his family.

**Messy Maths:**

This week we will look at angles and identifying them.

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

**Skills:**

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

We have now honed our dribbling and passing skills in basketball. We will now work on our shooting skills. We will reinforce proper skills for layups, free-throws, and jump shots. There will be three stations to do this:

- 1) Layups: students will take turns dribbling and layupping, while we note that a single step with the left leg is permissible without dribbling. Teachers or TAs will bounce or chest pass the ball to instigate this drill
- 2) Free-throws: students will queue at the free-throw line, taking turns free throwing the ball into the net. They will practice proper hand placement on the ball. They will also recognise that free-throws generally occur as penalty for a foul from the opposing team and that free-throws require no defense.
- 3) Jump shots: students will recognise that a proper jump shot involves jumping straight up in the air without bending the knees overtly, with a cocked elbow and shooting hand that directs the arc of their shot towards the basket

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

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

**Monday 16th March – Wednesday 18th March**

**Learning Experiences**

The biggest game of the year. The one that all of the world looks forward to. It is time for the Super Bowl! Year 5 will host their own superbowl tournament, and participate in this beloved sport.

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

**Breaking Boundaries/ Flip the Learning**

Why is the Super Bowl such a popular sporting event? What is the cost of this event? What goes into creating the Super Bowl? Did Michael Oher ever make it to the Super Bowl? What type of determination must a player have to make it to the Super Bowl?

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

It is Green Screen time! Year 5 will use the green screen to create their Super Bowl commercials. We will look at how we must edit our films and what we need to do to use the greenscreen technology.

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

Often, the most exciting part of the Super Bowl is watching the commercials that are made and exploring how much it costs to make a short film.

Year 5 will look at a range of Super Bowl commercials, focusing on the language that is used to make it comedic as well as the technology that is needed. There will be a big focus on considering the audience as we create our adverts - how many people will be watching our ad and what how do we want them to react? We will dive into the world of script making and write our own scripts that are a replica of a commercial of our choosing. We will focus on the features of writing

**Skills:**



- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

a script, specifically exploring the stage directions and using brackets to express information. After we have written, refined and finalised our scripts, we will move onto creating them and shooting them using our ipads and a green screen.

**GPS:**

using brackets, dashes or commas to indicate parenthesis

**Reading Tree:**

.summarise main ideas from more than one paragraph

**Maths in the Movies / STEM:**

Let the football field goal challenge commence! Year 5 will participate in their own field goal challenge but before they can begin, they must construct their own football field accurately using the geometry skills learnt in the previous week. There will be a focus on finding the area and perimeter of a range of different fields - drawing on our multiplication skills. After the construction of their football field, they must remember to include all of the different yard lines, as well as football goal posts. What is the distance between goal post to goal post? How many cm will be in between each yard line?

After, we will begin our Paper Super Bowl challenge.

Students will pretend to be a field goal kicker. They must choose 4 different spots to kick from. After kicking the ball 10 times from each location, they will tally the marks, measure the distance from the goal post, find the fraction of completed goals as well as percentage. We will begin to look at questions such as which location has the highest and lowest field goal percentage? We will go into reasoning questions and tally how many points we scored from each field goal location, with field goals all being worth three points.

**Arithmetic Focus:**

use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

- identifying how language, structure and presentation contribute to meaning
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- identifying the audience for 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
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- Describe changes as humans develop & mature

**Friday 20th March**

**Learning Experiences**

**Big Write:** Big Mike's Big Writes. This week we will write from the perspective of Leigh Anne as she was sitting in the stand watching Mike play in his debut match.

**Messy Maths:**

This week we will look at area and perimeter.

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

Having learnt and practiced dribbling, passing, and shooting, we will go over the rules of basketball more thoroughly, discussing proper positioning and how many players are needed. Then, we will combine all skills into games and drills.

**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

<ol style="list-style-type: none"> <li>1) Dribbling to the net and shooting layups</li> <li>2) Passing and dribbling to the net and shooting jump shots</li> <li>3) Shooting free-throws with rebounding</li> </ol>	<ul style="list-style-type: none"> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**WEEK 5 THEME/ Hook: Test Touchdown - DC4**

**Monday 23rd March - Wednesday 25th March**

**Learning Experiences**  
Year 5 is ready to score a lot of touchdowns in our DC4. We have explored many key areas in our learning and we are ready to finally show off our skills.

**World Thinking: Big, Critical Curious Questions**  
Why do we participate in Data Capture? How does it benefit our learning? What areas do we find easy when participating in DC's? What areas do we find difficult?

**Breaking Boundaries/ Flip the Learning**

**Learning about & through Film: Film Analysis/ Film Making**  
Year 5 will put the finishing touches on their commercials, focusing on the editing process. We will share our commercials with others, give feedback and begin to finalise our projects.

**English:**  
This week Year 5 will edit and publish their scripts from last week by using google classroom to type it. This level of professionalism to their pieces will allow for more formality as well as LV to give extra feedback, as they type. Once completed, Year 5 will print their pieces and put them into portfolios.

**GPS:**  
Our focus this week will be on our data capture 4 GPS assessment.

**Reading Tree:**  
Our Reading Tree session this week will be used to complete a practice SATs paper. Students will look to improve on the questions and areas which they struggled with, specifically inference questions.

**Maths in the Movies / STEM:**  
We will be focusing on consolidating our math's learning from this half term while also completing our DC4 assessments. There will be a particular emphasis

**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

on test ready skills and we will match these to the character from our film and class book. We will show that we are ready for some test based touchdowns!

Year 5 will continue to look at the human body and explore the touchdowns (milestones) we go through from newborn baby to old age. This week we will be focusing on the foetal development of humans. Year 5 will look at the size of different vegetables and begin to guess what developmental stages occur with the corresponding fruit and vegetable sizes. Year 5 will play a game of fact or myth and decide if statements of gestation are true or false. Once this game is finished we will create our own scientific developmental diagram which will include labels and information boxes.

**Arithmetic Focus:**

Students will use the same world ready skills to tackle their fourth arithmetic paper.

**Friday 27th March**

**Learning Experiences**

**Big Write:** Big Mike's Big Writes. Now that the offers from college teams are flooding in, we will write about how Mike feels with his new found success.

**Messy Maths:**

We will focus on consolidating our Messy Maths learning from this half term.

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

Having combined all of our basketball skills with a range of drills and games, we will have our first basketball game! We will stress the importance of a warm-up and stretch beforehand, as well as review and reinforce proper rules, techniques, skills, and tactics. To even out teams and to make sure that the whole game is not bloated with players, we may wish to run some practice drills alongside the game.

**Skills:**

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

**Monday 30th March - Wednesday 1st April**

**Learning Experiences**

Michael faces many different challenges during his lifetime. It becomes very clear that Michael must show courage and honour in order to achieve his goal of becoming a college football player. However, this becomes increasingly difficult when he has teachers and students who do not see value in him, all because he looks different. Will Michael be able to face his demons and become the athlete he was born to be?

**Skills:**

### World Thinking: Big, Critical Curious Questions

What is courage? What is honour? How are they similar? How are they different? Is one more important than the other?

### Breaking Boundaries/ Flip the Learning

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

This week we will look at the character of S.J. He is the comedic relief in the film. How does the director ensure that we see this character as comedic? Does he use lighting? Does he use dialogue?

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

In the film, we are exposed to the poem **A Charge of the Light Brigade** by Alfred, Lord Tennyson. As a class we will explore this poem and begin to have an understanding of who Lord Tennyson was (he was the Poet Laureate in the UK during the 1850's), and his reasons for writing this poem. We will analyse the poem and explore the concept of honour and courage throughout.

Y5 will create their own poems on the topic, focusing on the idea of narrative poetry. We will explore what narrative poetry is and how it has the ability to tell a story.

After writing their poetic pieces, Year 5 will explore the idea of blackout poetry and how it can add a different meaning to a poem. We will identify key words and ideas in our poem and attempt to create blackout poetry from it, to be used for our display.

### GPS:

Year 5 will focus on adjectives and adverbs.

### Reading Tree:

identify / explain how meaning is enhanced through choice of words and phrases.

### Maths in the Movies / STEM:

To have courage and honour, we often have to see difficult things from another point of view. Michael has the ability to forget horrible things done to him in the past, and see them as moments in his life that challenged and changed him. Year 5 will take that idea of seeing things from different point of view, and begin to look at measuring objects from different perspectives. We will use all four operations to solve problems involving measure using decimal notation which will include scaling.

Year 5 will explore the idea of place value by participating in a playing cards game about chance. Each player in the tournament will get three cards and privately determine the highest three-digit number that they can make (including a decimal). Then, each player will have a turn to stick with the cards they have, swap with one from the deck, or steal one from another play. All players will lay



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Apply knowledge of morphology & etymology when reading new words
- Reading & discuss a broad range of genres & texts
- Identifying & discussing themes
- Make recommendations to others
- Draw inference & make predictions
- Discuss authors' use of language
- Retrieve & present information from non-fiction texts.
- Secure spelling, inc. homophones, prefixes, silent letters, etc.
- Legible, fluent handwriting
- Plan writing to suit audience & purpose
- Develop character, setting and atmosphere in narrative
- Use organisational & presentational features
- Use consistent appropriate tense
- Proof-reading
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
- solve number problems and practical problems that involve all of the above
- Use all four operations to solve problems involving measure using decimal notation including scaling.



