

GREENSIDE FILM FACTORY
The Year of Colour

2020-2021

STAR Day Planning: Autumn Term 1 - 2020

Y3 Class Teacher: Hannah Findlay

Class Film Text: Inside Out

Class Book/ Text: Fly Me Home - Polly Ho-Yen

WEEK 1 THEME/ Hook: The Year of Colour

Wednesday 2nd – Friday 4th September

We will welcome our students back to Greenside with three days of lovely sharing time together in our classes. Over these three days, students will take part in a range of learning experiences:

Wednesday:

- Individual and collective collages based around the theme of colour
- Postcards to old and new teachers
- Shared reflection time with LG
- Whole class shared story time

Thursday:

- Kermit arrives at Greenside
- Rewilding inside Greenside project
- Whole class shared story time

Friday:

- The Greenside Maths Project
- A Greenside 'Sports Day

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
- progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot. In non-narrative material using simple organisational devices [for example, headings and subheadings]
- 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-reading for spelling and punctuation errors, reading 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.

WEEK 2 THEME/ Hook: Riley's Big Move

Monday 7th September – Wednesday 9th September

Learning Experiences

Immersion in the text/genre. We will introduce our theme and ask our big questions about Inside Out

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

How can we use colour to reflect our emotions? Can memories and experiences be both sad and joyful? How have big life events shaped our personalities? How do you feel when you are going through a big life transition? Have you ever moved house/schools/countries? What difficulties might Leelu face in her new school that Riley doesn't?

Learning about & through Film: Film Analysis/ Film Making

This week we will think about how big changes in our lives make us feel. We will look at Riley's move to San Francisco and analyse how each of the emotion characters respond to this disruption in her life. This has also been an unpredictable year for all of us, and it is very likely that everyone is feeling a range of emotions about coming back to school. We will share some strategies we can use to help acknowledge and deal with our emotions during uncertain times.

English:

To gain a better understanding of where Riley is moving to, we will research the main attractions and famous landmarks in San Francisco. We will look at examples of brochures and pocket guides of other cities to gain an understanding of what needs to be included in this style of writing. Using this research, we will create our own 'Visit San Francisco' leaflet which will help Riley get to know her new city!

GPS:

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

Headings and subheadings

Reading Tree:

We will begin reading Fly Me Home by Polly Ho-Yen and consider how this book is different and similar from the film, particularly focusing on the protagonists' first impressions of their new cities. As Leelu steps off the plane she remarks: 'It

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
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - o asking questions to improve their understanding
 - o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - o predicting what might happen from details stated and implied
 - o summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - o identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction sources
- 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

looked hard. Cold. Grey. How does this compare with Riley's first impressions of San Francisco? How do their first days of school compare? How do both the film and book use colour to portray the emotions of the characters?

Maths in the Movies / STEM:

We've researched many famous landmarks and attractions in San Francisco during English. We will use this knowledge to design and construct our own models of the Golden Gate Bridge. We will choose a range of materials to construct our bridges, making sure that they are strong enough to carry Riley's car safely across the bridge!

During the film, we see a lot of memories in the form of coloured balls. In our maths this week we will use coloured cubes to represent these memories and support us in understanding place value. Joy needs some help figuring out exactly how many memories are in Riley's head. She tells us that the joyful memories are worth 100, the blue memories are worth 10, and the green memories are worth 1. In the concrete stage, Students will physically sort the cubes into the correct place based on their colour and calculate how many hundreds, tens and ones there are. The students will then move on the pictorial stage, answering questions based on visual representations of the concrete objects they were using. Finally, in the abstract stage, we will tackle place value questions using *only* numbers, as it will be much easier to convey the correct information to Joy using numbers rather than objects or pictures!

The memory balls are stored in long tubes, some of them are labelled to show the number of balls in each tube, but some are not! Students need to use their understanding of number lines to 1000 to find out how many balls are in the tubes. We will answer a range of questions based on number lines to 1000; we will plot points on a labelled line, estimate the value of different points, work out what the start and end numbers could be, and answer problem solving questions which require us to explain our reasoning.

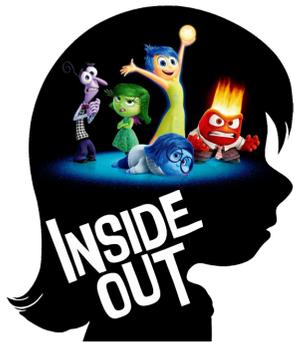
Arithmetic Focus:

Place value (HTO)
Number line to 1000

Display:

We will create our own artwork inspired by the film poster. Students will draw the things which make them feel joyful, angry, sad, fearful and disgusted onto a silhouette of their own heads. This artwork will depict the many things which make up the class' individual personalities and will give the students an opportunity to express some of the emotions they have experienced during the lockdown. We will then use these silhouettes to decorate our classroom!

- use headings and subheadings to organise non-fiction writing
- to be able to identify the key features of an information leaflet/city guide
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 using numerals and words
- compare and order numbers up to 1000
- to continue a sequence progressing forwards or backwards in even and uneven steps
- solve number problems and practical problems involving these ideas
- design and construct a model bridge, considering how the materials chosen which will strengthen and reinforce the model
- 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 communicate through visual and tactile forms



We will write our 'Big Questions' onto coloured circles and add these to our display!

We will display our San Francisco leaflets in our classroom to show what we have learned about Riley's new hometown. We will also add a map of the United States to our display and locate San Francisco and Minnesota. This will help us understand more about how far Riley has travelled and the scale of the US compared to the UK.

Friday 11th September : Baseline Assessments

Learning Experiences:

Whole school baseline writing task

Messy Maths: Maths Baseline

Whole school baseline maths task

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

This week, we will start our mixed sport PE unit with football drills and skills. We will break the sport down into three main components:

1. Dribbling: students will learn to keep the ball within a certain area of their feet as they dribble through pylons and stages to make it through a dribbling drill
2. Passing: students learn to kick the ball, with accuracy, to meet other players at ever-expanding distances and angles
3. Shooting: students will dribble their footballs towards a designated net, without a goalie, and attempt to shoot it from various angles

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
- solve number and practical problems that involve place value, counting and rounding with increasingly larger numbers
- 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: Yellow - Joy

Monday 14th September – Wednesday 16th September

Learning Experiences

This week we will be looking more closely at the emotion and character of 'Joy' and analyse why the colour yellow might have been chosen to represent her. We will think about Riley's yellow core memories and analyse how happy life events can shape our personalities, comparing these memorable moments in our lives with faded memories which can sometimes end up in the 'memory dump.'

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

How does the colour yellow make you feel? In your 'headquarters', what colour would you assign to Joy? What happy moments define Riley in the film? What are some of your happy core memories? What things make you feel joyful? Would you want to feel happy all the time? Do you ever pretend to feel happy?

Learning about & through Film: Film Analysis/ Film Making

We will learn about colour scripts and understand how animators use colour to convey emotion in different scenes. We will analyse some happy scenes from Inside Out and other Pixar films and think about the colours, music and images which make the scene feel joyful.

English:

As a class, we will create a new joyful memory of Riley's and focus on describing the setting alongside the memory. We will think about ways that we could *show* the audience that this is a happy scene, by describing the colour, the weather, sounds e.g. birds tweeting. As we are describing the setting, students will have to think carefully about their word choice and use a range of interesting adjectives to improve their sentences. As a challenge, some students might choose to attach several different emotions to this memory and think about how the setting might change to reflect Riley's changing feelings.

GPS:

Adjectives/Expanded noun phrase

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:

We will bring our writing to life! Using stop-motion animation, the students will create a short video based on their writing in English. This week we have studied how different elements in a scene work together to make the audience feel certain emotions. Our stop-motion animations will give us an opportunity to experiment with using colour, sound, setting and characters to create a joyful scene.

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/identifying key details from the text.
- reading skills also as outlined above
- using expanded noun phrases to convey complicated information concisely
- to create settings, characters and plot in narrative writing
- to understand how setting descriptions can set the tone of a scene
- learn how to plan stop-motion animation through the use of colour scripts
- recognise the place value of each digit in a 3-digit number (HTO)
- to be able to find 10 more and less than a given number
- to be able to find 100 more and less than a given number
- to compare and order objects and numbers
- to be able to count in multiples of 50

Riley's long term memory is very important, as it helps her recall things she learned a long time ago. When Riley sits down to do her homework, she suddenly can't remember anything about numbers! Joy realises that some of her long-term memories must have been sent to the memory dump by mistake. We will use our knowledge of 1, 10, 100 more and less to help Joy work out how many memories are missing so she can find and retrieve them. Using their knowledge of place value last week, students will work out efficient methods to calculate 1, 10, 100 more or less than a number. They will first answer questions using physical objects which represent the memory balls, before moving onto abstract approaches.

When Joy finally finds all the missing memories, it is very important that she puts them back in the same order, from newest to oldest. We will have to use our knowledge of comparing and ordering objects to help us put them back in the right order. After ordering the physical objects, we will practice the same skills using numerals.

As there are so many memory balls in Riley's mind, it is quicker for us to count them in groups of 50. We will use our knowledge of the 5 times table to help us count the balls in 50s. Joy is a little unsure of her 5 times table and has made a few errors in her counting, students will have to fill in some of the gaps that Joy has left and be careful to spot any mistakes she has made. We will also brainstorm some tips which can help Joy with her counting. Are there any patterns we see when counting in steps of 50? How can we help Joy spot any mistakes she has made?

Arithmetic Focus:

1, 10, 100 more and less
Comparing and ordering objects and numbers
Counting in 50s

Display:

As we will be writing about emotions a lot this term, we will practice using a thesaurus (both online and physical versions) to find synonyms for each emotion in the film- Joy, Disgust, Fear, Anger and Sadness. When we have found interesting, new vocabulary, we will put the words into sentences. These synonyms will be displayed in our classroom to help us improve our vocabulary when writing.

Friday 18th September

Learning Experiences:

Friday Big Write: Riley's Diary- A Joyful Core Memory

This week we will write a diary entry from Riley's perspective about a joyful experience which becomes a yellow core memory. The students will have to think about a significant event which would stay with Riley for a long time- a new

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

sibling has been born! We will draw on some of our learning earlier in the week to incorporate some setting description which reflects the happy emotions that Riley is feeling.

Messy Maths:

Students will explore word problems linked to 1, 10, 100 more and less and comparing and ordering objects and numbers.

PE/ Sports:

This week, we will continue our practice of football skills. To do so, we will synthesise last week's drill in one large drill, testing the time it takes to make it through the drill. Students will be required to dribble the ball through pylons; run through tires, ensuring each foot is set inside the tire; pass the ball to a teammate, who will then pass it back to them; then they will continue dribbling it to finally shoot on a net. Several students will go through this drill at the same time, using their own equipment. Each will be timed to see if they can achieve their personal best time.

- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 4 THEME/ Hook: Purple - Fear World Peace Day

Monday 21st September – Wednesday 23rd September

Learning Experiences

This week we will look more closely at Fear. We will think about times that we have felt frightened, sometimes for very real reasons and sometimes because we anticipate that something bad will happen. We will also consider how personal our fears are, and discuss that people can sometimes feel anxious or fearful in situations that we do not. We will practice the intonation and body language associated with fear and compare this with other emotions.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is the purpose of the emotion fear? What other emotions are related to fear? Do we ever fear things that are unlikely to happen? How can we deal with feeling scared? What kind of body language do we have when we feel frightened or worried? Do you think purple is a good colour to convey the emotion of fear? Is it good to feel scared about things?

Learning about & through Film: Film Analysis/ Film Making

We will continue to look at the relationship between fear and excitement, and discuss how often the anticipation that something bad will happen is worse than the actual event. Many of us will have experienced fear due to the circumstances this year. We will share different ways that we can express and

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
- assessing the effectiveness of their own and others' writing
- make inferences from the text, explain and justify evidence from the text.
- other reading skills as above
- retrieving and recording information/identify key details from the text

manage these emotions, and discuss how to support one another when these feelings arise. As a class, we will practice some mindfulness techniques which can help us when we feel overwhelmed and anxious.

English:

This week we will write a scripted conversation between Fear and Joy who are watching Riley doing something which is both exciting and scary. The students can choose to write about Riley starting a new school *or* Riley going on her first roller coaster. We will think about the juxtaposition of these two characters- Fear is anxious and anticipates everything that might go wrong, whereas Joy is extremely optimistic and is trying to calm Fear down. When we are finished writing, we will read aloud in groups and use our intonation and body language to show the emotions of both characters.

GPS: Conjunctions

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:

The food that powers Riley:

This week, we will start to examine how nutrition powers Riley’s body. We will think scientifically about Riley’s diet (how different food groups power humans) and contrast it with the diet of animals. We will create meals, listing the food items and nutritional value, and think about how Riley might react to these meals.

We will use our working scientifically skills to predict which meals would make us feel the most joyful and energised and which would make us feel lethargic and disgusted. We will then create a survey and interview our classmates to see which meals they think are the least and most healthy. When our data is gathered, we will compare the interview results with our own predictions. As a class, we will consider how to display our data to make it easy to understand.

When Riley was younger, she was scared of many things, like monsters being under her bed. Now she is older, those purple memories have faded. We need to clear these faded memories from long-term memory and transport them to the memory dump to make room for all the new memories she is forming. Our knowledge of addition and subtraction will help us to clear the old purple memories and make room for Riley’s new fears and worries. Students will answer questions and word problems using both written formal methods and mental maths strategies. As a class, we will discuss the various methods we can use for different questions, this will help us to add and subtract Riley’s memories in the most efficient way.

Arithmetic Focus:

- to be able to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- to learn about how to structure script writing and consider writing from differing perspectives
- reading 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.
- identify that animals, including humans, need the right type and amount of nutrition and they cannot make their own food.
- create meals with an understanding of food groups and their nutritional value
- add numbers with up to three digits using the column method
- subtract numbers using the column method
- to solve problems involving addition
- to solve problems involving subtraction
- add and subtract numbers mentally, including: 1. a three-digit number and ones 2. a three-digit number and tens 3. a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Addition and subtraction with 1, 2 and 3-digit numbers

Friday 25th September

Learning Experiences:

Friday Big Write: Riley's Diary - Feeling Scared

This week we will write a diary entry about something that scares Riley. We will imagine that Riley is getting ready for the situation and writing in her diary in the morning, anticipating what might happen. Some students might choose to do something very real, whereas others might think about anxieties we have which can be unlikely or unrealistic. As we discussed earlier in the week, Riley might be feeling a mix of excitement and fear, and students might want to include these mixed emotions in their writing.

Messy Maths:

Students will explore word problems relating to addition and subtraction.

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

This week, we will look at rounders with three skill break downs

1. Batting: students will take turns batting, as a teacher or TA pitches the ball at them. They will ensure they are holding the bat correctly and swinging it properly, attempting to bat the ball farther on each try.
2. Pitching: students will take turns, with separate equipment, pitching balls to batters, trying their best to pitch it accurately and quickly
3. Fielding: students will have to catch flying balls, throwing it to one of the four bases as fast as possible

While this will resemble a game of rounders, the overall exercises will take place separately and will not result in students actually playing a game.

Skills:

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

WEEK 5 THEME/ Hook: Green - Disgust

Monday 28th September – Wednesday 30th September

Learning Experiences

We will analyse how the character of Disgust prevents Riley from being poisoned - both physically and socially. We will look at how Disgust's tastes and opinions change as Riley gets older, when she is younger she is disgusted by physical things e.g. broccoli, but when she starts a new school Disgust is very preoccupied with fashion and popularity. We'll discuss how each person has individual tastes and opinions and reflect on why these differences are important.

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

What is the purpose of disgust? How can it stop us from eating poisonous foods? What things make you feel revolted? Is the feeling of disgust personal to

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

each individual? How do our tastes change over time? What is the difference between our own personal opinions and fact?

Learning about & through Film: Film Analysis/ Film Making

The character of Disgust is very critical and opinionated and often makes strong statements about what she feels is 'right' or 'wrong'. We will reflect on our own opinions and tastes, and compare these to facts. In one scene, Bing Bong accidentally knocks over the boxes of 'facts' and 'opinions' and Joy cries, 'Oh no! These facts and opinions look so similar!' We will recreate this scene and try to help Joy and Bing Bong sort the facts and opinions back into their correct boxes.

English:

Thinking about the things we personally have aversions to, we will design our own personal 'Disgust' character which we imagine would live inside *our* minds. This character will represent our own tastes and opinions and so will react differently to Riley's Disgust character. As the colour green can often be associated with other emotions, such as jealousy, we'll choose a new colour which we think best represents our own Disgust character. We will draw our new character in the middle of the page, on the left side of the character we will list all the facts about this character, for example, 'Disgust is green' She is wearing a red scarf.' On the right side of the character we will write all of Disgust's opinions, for example, 'She hates pop music', 'She thinks spiders are revolting.' When writing, we will consider some of the language we use when talking about opinions, such as 'think, feel, hate, like' and we will compare this to factual language.

GPS: Distinguishing between statements of fact and opinion.

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:

The first core memory which brought Disgust to life was Riley's encounter with broccoli as a baby. When Riley moves to San Francisco, she and her mother visit a pizzeria that serves broccoli pizza. The thought of broccoli pizza still revolts Riley and triggers Disgust! How will we feel about broccoli pizza? As part of our menu planning, we will create our own pizzas! We will apply our knowledge of hundreds, tens and ones to help us weigh out the exact amounts of ingredients for our pizzas.

Last week, we were clearing faded memories to make room for the new memories that Riley is making. Joy is still trying to work out the exact number of orbs leaving and arriving in Riley's mind however there seem to be some smudges on the page which makes some of the numbers difficult to read. It looks like Disgust was so revolted by the broccoli pizzas that she spat on Joy's

- 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
- assessing the effectiveness of their own and others' writing
- identify and explain how meaning is enhanced through word choice.
- other reading skills as above
- to distinguish between statements of fact and opinion
- to retrieve and record information/identify key details from the text
- create meals with an understanding of food groups and their nutritional value
- add numbers with up to three digits using the column method
- subtract numbers using the column method
- to solve problems involving addition
- to solve problems involving subtraction
- estimate the answer to a calculation using inverse operations to check
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

notes! We need to help Joy work out what the missing numbers are and complete the calculations so that we can make room for Riley's new memories. Joy needs to make sure that she knows the exact number of orbs in Riley's mind, so we will have to use inverse operations to double check our answers.

Arithmetic Focus:

Adding and subtracting with missing numbers.

Friday 2nd October

Learning Experiences:

Big Write: Riley's Diary - A Disgusting Experience!

This week's diary entry will focus on a situation where Riley felt disgusted. Riley's move to San Francisco has introduced her to a wide range of new experiences and she is bound to come across something new which she does not like. We will write about something she sees, tastes or experiences in the new city which evokes feelings of disgust. Some students might focus on a physical taste or smell, whereas others might write about Riley's strong opinion on certain fashion, music or sport.

Messy Maths:

Looking at word problems involving adding and subtracting with missing numbers.

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

This week, we will transition to athletics where students will record their personal best and attempt to beat it in three separate athletics stations:

1. Track and field: Students will participate in 100 metre dashes, being timed go as fast as possible, achieving their personal best
2. Hurdles: students will participate in a hurdle dash, running 50 metres, with hurdles
3. Long jump: students will attempt their longest jump, measured with metre sticks to record their achievements

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
- solve problems, including missing number problems and more complex addition and subtraction
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 6 THEME/ Hook: Blue - Sadness

Monday 5th October – Wednesday 7th October

Learning Experiences

This week we will focus on the character of Sadness. Riley experiences many sad moments in her life; we will reflect on the importance of sadness as an emotion and think about ways that we can best deal with this in our own lives. We will also look at the complexity of feeling sad- sometimes this feeling can be a good thing as it shows we really care about something, or there are times when something very sad is happening in our lives but we can still have very happy and joyful times and it's important not to feel guilty about this.

Skills:

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

What makes you feel sad? Is it important to have both sad and happy times? How do you deal with feeling upset? What can you do to support other people feeling upset? Why do you think the colour blue is often used to express sadness? Is sadness ever a positive emotion?

Learning about & through Film: Film Analysis/ Film Making

We will look closely at the character of Sadness, analysing her body language, how she speaks and the language she uses. We will compare Sadness to the other emotion characters and practice using intonation and expression to convey a range of different emotions.

English:

Riley experiences many strong and upsetting moments in the film as she struggles to deal with all the changes in her life. People often find it therapeutic to write poetry when they are dealing with strong emotions as it provides an outlet for their feelings.

This week, we will write our own prepositional poems- poems which use prepositional phrases to create a vivid narrative. We will firstly analyse a range of preposition poems. We will discuss how poetry differs to other writing styles, particularly as prepositional poems omit a verb. As a class, we will collectively write a poem about getting ready for school and think about the feelings we can attach to this memory, such as nervousness:

At 8am,
Out of my warm, safe bed,
After exciting dreams,
Down the cold, wooden stairs,
Into the kitchen, too anxious to eat,
In my scratchy school uniform,
Out the front door, rain falling hard,
Do I have to go?

We will then think about an experience or memory of Riley's which we can describe using prepositional phrases. Students can choose to either write about Riley scoring a goal in her hockey match or Riley driving from Minnesota to San Francisco. We will first write prepositional phrases which describe Riley's memory using the correct form with the subject and verb e.g. 'We are driving over the Golden Gate Bridge'. We will then use these sentences to create our poems by starting each line with a preposition e.g. 'Over the Golden Gate Bridge.' We will finish our poems with a final rhetorical question which shows the reader what Riley is feeling. When we are finished, we will have the opportunity to share our poems with the rest of the class!



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
- assessing the effectiveness of their own and others' writing
- Term clause is introduced (subject, verb): extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, until, even though, therefore, despite, due to the fact that
- identify and explain how meaning is enhanced through word choice.
- other reading skills as above
- retrieving and recording information/identify key details from a text
- recognising different forms of poetry
- using prepositions to express time or cause
- reading their writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- identifying that humans and some other animals have skeletons for movement, support and protection
- add numbers with up to three digits using the column method
- subtract numbers using the column method
- solve problems involving addition
- solve problems involving subtraction
- estimate the answer to a calculation using inverse operations to check
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

GPS: Prepositions

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:

Riley loves hockey and needs strong muscles to help her play well. We will look beyond Riley’s mind to understand how her muscles and skeleton are used for support, protection and movement. We will draw a life-size outline of Riley and label her skeleton. We will think about how different parts of Riley’s body support her when she does different activities such as playing hockey or sitting in her chair at school. We will ask ourselves what would happen if Riley didn’t have a skeleton, and we will consider how Riley’s structure compares to that of other animals.

Sadness keeps touching the core memories and turning them blue! This means that the number of yellow core memories is decreasing and the number of blue ones are increasing. Using our knowledge of addition and subtraction, we will find out how many happy memories have been altered. Joy is rushing after Sadness to stop her from making all of Riley’s core memories blue. She doesn’t need an exact number but she wants to know roughly how many memories Sadness has touched. We will use our understanding of rounding and ‘near numbers’ to practice estimating our answers before working it out exactly. We will also consider how estimating could support us both in tests and real life situations.

Arithmetic Focus:

Mixed addition and subtraction
Estimating answers by rounding

Friday 9th October

Learning Experiences

Big Write: Riley’s Diary - Feeling Blue

We will continue looking at the emotion of Sadness, writing through Riley’s perspective. We will write about a blue core memory of Riley’s, either from when she was younger or in San Francisco. As this is a core memory, we will have to think of something significant which shapes Riley’s life - perhaps a pet dies or a family member is unwell. We can explore the range of emotions that can accompany a sad situation- anger, guilt, loneliness, joy- and include these feelings in our writing.

Skills:

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

Messy Maths:

Students will explore word problems relating to addition and subtraction.

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

- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 7 THEME/ Hook: DC1- Red- Anger

Monday 12th October – Wednesday 14th October

Learning Experiences

Our primary focus this week is to review learned concepts to prepare for our first Data Capture as Year 3s. We will review our maths and arithmetic skills as well as our GPS and English skills. We will also be delving into the emotion and character of Anger and think about how our emotions can build up and lead to an angry outburst.

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

What makes you feel angry? What physical cues show you that someone is angry? What other emotions often accompany anger? Is it important to be able to express your anger? What happens if you try and suppress your feelings? Why do you think red is universally associated with intense feelings such as anger or love?

Learning about & through Film: Film Analysis/ Film Making

This week we will analyse the emotion of frustration and discuss how this can be closely linked with feelings of anger. We will think about the slow build up of frustration which can lead to an angry outburst as a release and decide the best colour to represent frustration- perhaps orange as it is a less intense version of red. In groups, we will write and perform a short drama where a character starts out feeling irritated and, as their feelings grow more and more, they end up feeling furious. We will perform these to the rest of the class, perhaps in the hall so that we could use coloured lighting to further express the emotions in the performance.

English:

This week we will choose our best writing for our Year 3 portfolio. We will choose their best piece of writing and analyse how they can further improve their work. Students will use strategies such as self- and peer-assessment, thinking about sentence and paragraph structure, and correctly using conjunctions, adverbs and descriptive language.

GPS: DC1**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
- assessing the effectiveness of their own and others' writing
- term clause is introduced (subject, verb): extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, until, even though, therefore, despite, due to the fact that
- identify and explain how meaning is enhanced through word choice.
- other reading skills as above
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading 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.
- using conjunctions, adverbs and prepositions to express time and cause
- retrieving and recording information/identify key details from the text
- add numbers with up to three digits using the column method
- subtract numbers using the column method
- to solve problems involving addition

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:

When Riley joins the hockey team in San Francisco she does not showcase her best skills which causes her to feel extremely angry and frustrated. We will reflect on times we have felt the same way, particularly when playing a sport or doing a physical activity. Perhaps Riley had not played hockey for a while, causing her to lose some of her strength and skills.

This leads us to investigate the question, ‘If we use our muscles more, does it make us stronger?’ We will complete a questionnaire which determines how much exercise we normally do, then we will each do as many lunge jumps as we can, stopping when our legs start to ache. When each person in the group has finished the jumps, we will look at our data and see if there are any correlations between the amount of exercise they normally do and the number of lunge jumps they completed. We will ask ourselves the questions: Were our predictions correct? What are some other ways we could investigate this enquiry question? Were there any issues with this investigation? As a challenge, we can try and display our data using a scattergraph and use this to make a prediction about where we think Riley might fit on the graph.

To prepare for our first data capture, the students will work their way around stations, answering place value and addition and subtraction word problems. Anger has stormed off and has been missing for quite a long time! The answers from each station will reveal a clue as to where Anger has gone, when the students have completed all the stations they need to decipher the meaning of each clue and help Joy and the others find Anger and bring him back to the headquarters.

Arithmetic Focus:

DC1 Review

- to solve problems involving subtraction
- estimate the answer to a calculation using inverse operations to check
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- setting up simple practical enquiries, comparative and fair tests
- recording findings using simple scientific language and tables
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Friday 14th October**Big Write: Riley’s Diary - A build up of emotions**

This week we will continue writing a diary entry from Riley’s perspective, focussing on a situation which made her feel furious. Often we don’t feel angry immediately, and so we will focus on how her emotions slowly build up until she releases her feelings and lashes out in an angry way. This Big Write will be challenging as we will have to think about how we can slowly build tension and give the reader clues that Riley is becoming more and more angry at the situation, for example, ‘*All the other kids were laughing at my new nickname. I was pretending to laugh along with them but I felt my face getting hot and my fists beginning to clench.*’

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
- solve addition and subtraction problems in context, deciding on which operations and methods to use and why.

Messy Maths:

Students will explore problems reviewing gaps on DC1.

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

This week, we will look at Skittle ball exercises. We will learn the general rules of the game and its differences from basketball and football, recognising that passing is most important. We will set up three main exercises

1. Shooting: students will take their ball and, at various distances from the "skittle" but without a skittleguard, they will attempt to knock the skittle down, understanding that they cannot stand too close it, as that would be the skittleguard's zone
2. Students will pass the ball, understanding that they can only take three steps with the ball in any direction. There will be no opposing team attempting to defend or steal the ball; this exercise will focus on passing the ball to ensure it gets down the playing area into the area of the skittle
3. Skittleguard: students will practice being skittleguards. They will have their designated skittleguard zone, trying to block incoming balls from knocking over the skittle

- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 8 THEME/ Hook: Pink - Bing Bong/Imagination

Monday 19th October – Wednesday 21st October

Learning Experiences

This week we will be delving deeper into Riley's mind through the character of Bing Bong. After Bing Bong's introduction to the audience, the film has many surreal scenes. We will replicate this through our writing and artwork, moving away from realistic depictions of Riley's life and focusing more on dream-like and imaginative settings. We will also be looking beyond our emotions to think more deeply about our own personalities, asking questions such as: What makes you *you*? We will create our own personality islands to celebrate our individualism.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What are some of your 'core values'? What makes up your personality? What is imagination? How does the film distinguish between reality and imagination? What kind of things do we dream about? What shapes our personalities? What is the difference between realism and surrealism?

Learning about & through Film: Film Analysis/ Film Making

As we are delving into Riley's imagination and dreams this week, we will focus on surrealism, both in the film and in artwork. We will analyse how the film distinguishes between Riley's real experiences and her imagination. We will

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
- assessing the effectiveness of their own and others' writing

study artists such as Andre Breton, Salvador Dali and Pablo Picasso to examine how they achieve surrealism in their work and create our own self-portraits inspired by one of the artists we have studied.

English:

This week we will think about the last time we see Bing Bong, left in the pit of forgotten memories. We will create a narrative about what happens next for Bing Bong as he tries to escape the pit and get him back to Long Term Memory. This will differ from previous narratives we have written as we will no longer be describing realistic memories of Riley's, but will have the opportunity to use our imagination and create a surreal and dreamlike story. We will use descriptive language to depict the weird and wonderful things Bing Bong comes across on his adventure. We will practice incorporating prefixes and suffixes into our writing, for example: '*Bing Bong looked around the dark, unfamiliar place...*'

GPS: Prefixes and suffixes

Reading Tree:

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

Maths in the Movies / STEM:

This week we will create our own personality islands! We will plan these first on paper, before constructing them on a cardboard base using a range of materials. We will think about what is important to us as individuals and what shapes our personalities. As a challenge when the island models are completed, students will work in groups to try and allow a marble to move between each island. This marble will be a symbol for the Train of Thought which travels between the islands.

This week we will recap on our learning this half term and focus on gaps students have from their DC1. Students will work their way around different stations, each with problems relating to the mathematical concepts we have studied this half term. We will then work in groups to create a poster of one of these concepts and present these to the rest of the class. We will imagine Bing Bong is our audience as he has never learned these concepts before. How can we explain things in a clear and engaging way to help Bing Bong learn? The 'expert' presenters will answer questions and explain things further to ensure everyone has a deep understanding of the concepts learned this term.

Arithmetic Focus:

This week we will be doing a selection of problems which cover the learning from the half term.

- Term clause is introduced (subject, verb): extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, until, even though, therefore, despite, due to the fact that
- identify and explain how meaning is enhanced through word choice.
- other reading skills as above
- be able to comment on works of art
- be able to talk about works of art, giving reasons for their opinions
- be able to communicate through visual and tactile forms
- be able to identify and form nouns using a range of prefixes [for example *super-*, *anti-*, *auto-*]
- add numbers with up to three digits using the column method
- subtract numbers using the column method
- recognise the place value of each digit in a 3-digit number (HTO)
- to be able to find 1, 10, 100 more and less than a given number
- to solve problems involving addition
- to solve problems involving subtraction
- estimate the answer to a calculation using inverse operations to check
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Big Write: Riley's Diary - A Strange Dream!

As we have seen in the film, Riley can only be woken up from a dream when it starts to become frightening or disturbing. Riley wakes up suddenly and reaches for her diary to jot down her strange dream before she forgets. We can use our imagination to make the dream as surreal as possible- perhaps it begins as a realistic memory and then starts to get scary or bizarre. This is our chance to get creative, as anything can happen in a dream!

Messy Maths:

Half-term recap

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

Our final week of PE will carousel different sports skills that we have covered:

1. Football skills: dribbling, passing, shooting
2. Athletics: sprinting, hurdles, jumping
3. Basketball: dribbling and passing
4. Skittleball: shooting and skittleguarding

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
- solve addition and subtraction problems in context, deciding on which operations and methods to use and why.
- 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]