



GREENSIDE FILM FACTORY
The Year of Colour

2020-2021

STAR Day Planning: Autumn Term 1 - 2020

Y4 Class Teacher: James Tilden

Class Film Text: *Howl's Moving Castle*

Class Book/ Text: *Coming to England* by Floella Benjamin

WEEK 1 THEME/ Hook: The Year of Colour

Wednesday 2nd September – 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: Sophie's Curse

Monday 7th September – Wednesday 9th September

Learning Experiences

This week, we will immerse ourselves in the character of Sophie, contrasting her as a teenager with her cursed self, an elderly woman. We will examine her life in a quaint, nondescript European town, working as a milliner and feeling fairly isolated, until she meets Howl. We will question who Howl is to her and who she is to Howl. Finally, we will look at how The Witch of the Waste puts a spell on Sophie, turning her into an elderly woman, and how this fundamentally changes the character of Sophie.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Where do we see the most colour in Howl's Moving Castle? How is colour -- Howl's hair, the colour portal -- important to the story? How is colour important to the stories of our lives?

How does age change behaviour? How does it change attitude and one's outlook on life in general? Does age bring wisdom and maturity? How is this shown in Sophie?

Learning about & through Film: Film Analysis/ Film Making

Japanese Film History: Studio Ghibli

Students will be given information on Studio Ghibli, including a background of the studio, the origins of its name, and its most notable director. They will then research and examine this information and, in small groups, synthesise the information into a fact file to go on a corner of a posterboard. This posterboard will include lots of Japanese Film History learning, as students will add to it each week, creating a posterboard presentation on Japanese Film History. The title of their posterboard presentation will literally be "Japanese Film History," under which they will include weekly learning evidence of various parts of Japanese film history.

English:

This week, we will kick off our English learning with our Knowledge Harvest and Big Questions regarding Howl's Moving Castle. Students will fill in their knowledge harvest sheet which will require them to write about what they may already know about this film, what they can infer from its title and its film poster, or what they may already know about its genre. For their Big Questions, students will be challenged to ask a variety of questions that detail what they would like to know about the film, its characters, its genre, when or how it was made, et. cetera.

Biography of Sophie

Reviewing the first 15 minutes of the film, students will build a narrative of Sophie's life as a milliner -- as a solitary citizen of her town who keeps to herself

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:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views

in a quiet, but idyllic existence. They will have to interrupt this quaint narrative by writing about the ways in which The Witch of Waste's curse changes Sophie's life. They will write about Sophie's adventures as an elderly woman, considering our big questions for the week. To visualise and plan for this writing task, students will be required to break down Sophie's biography into three distinct sections:

1. Sophie the milliner
 - a. What type of person is she? Quiet, loud, extroverted, self-contained?
 - b. Where is she from?
 - c. What does she do?
2. Sophie as cursed elderly woman
 - a. Who does she meet?
 - b. Who influences her life?
 - c. Does she become more wise with age?
3. Sophie returns to herself
 - a. What does Sophie learn from her life as an elderly woman?

GPS:

Full stops and capital letters (recap) and verb inflections. Students will be required to review the merits and uses of full stops and capital letters to ensure they have a solid foundation of basic grammatical devices upon which to build as they pick up more sophisticated GPS. They will also be tasked with understanding proper use of verb inflections to ensure their writing begins with consistent basic grammar for the ensuing academic year.

Reading Tree:

comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text, explain and justify evidence from the text.

Maths in the Movies / STEM:

Identify the value of ThHTO

As Sophie is a prolific milliner, devoted to her job, she makes enough hats for sale in the hat shop in which she works that the business's accounts will have to be scrutinised closely. We will look at the sales of her hats, examining the place value in the money made by the shop. We will order and compare these numbers in the ones, tens, hundreds, and thousands place value. We will do so in rotating groups:

1. Employee of Sophie's Hatter Shop: students will sell hats, of different quality, with varying prices, asking their group members to identify the place value of each cost (if a hat is £1432, students will have to break down this number to its place value components, representing the number in a number bond sentence, $1000 + 400 + 30 + 2$)
2. Customer of Sophie's Hatter Shop: students will choose hats to buy, recognising the least expensive choice by comparing numbers (if a hat is £1242 but another is £1424, which is cheaper? How do you know?)

- Know how and when to use full stops and capital letters and how verb inflection are used properly
- To learn and understand how to read and write a biography, segmenting a part of a person's life into key stages
- To learn the history and cultural significance of Japanese film and, in particular, animation through Studio Ghibli
- States of Matter: compare and group materials together, according to whether they are solids, liquids, or gases.
- find 1000 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations

3. Creating their own hats: students will make their own hats using a variety of material. They will then have to decide on how much their hats will cost by solving a series of place value problem-solving questions. (Work out the cost if the is a four-digit number whose hundreds value is less than... whose ones value is an even number greater than 6...)

This week, we will introduce our science unit: states of matter. We will examine what it makes up each material -- what space/volume solids, liquids, and gases take -- and sort examples of each into their respective categories, through a carousel. We will look at Howl's moving castle and categorise it accordingly, recognising that even though it does move, it is most certainly a solid because it keeps its shape unless force is applied to it. We will look at The Witch of the Waste's blobs that follow Sophie and Howl and categorise them as liquids. We will classify Calcifer as a gas, as he is fire, and the life-blood of the energy of the castle. Using these film examples as our base understanding of each state of matter, we will further classify more common, household items in an experiment to scientifically investigate and understand everyday items.

Arithmetic Focus:

ThHTO

Students will be challenged to form numbers out of number sentences of given place values. For instance: 2Th, 3H, 4T, and 7O = ? It will also introduce addition and subtracting place values. For instance: 3Th, 5H, 1T, and 9O take away 4H = ?

Display:

Hat making

We will dive into the role of Sophie as milliner and make our own hats. They will have to be wearable hats (much like the Y6 graduation hats), but they will be splattered with colour, much like the walls inside of Howl's castle. Students will use paint to bring their hats to life by splattering colour on them. This will bring the Year of Colour to life as they will make for a great display dealing not only with the film, but colour more broadly.

Friday 11th September : Baseline Assessments

Learning Experiences:

Friday Big Write: Writing Baseline

Messy Maths: Maths Baseline

PE/ Sports (Monday): (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:

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

<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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]
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WEEK 3 THEME/ Hook: Howl's Moving Castle

Monday 14th September – Wednesday 16th September

Learning Experiences
 Having examined the character of Sophie, this week we will look towards Howl and his moving castle, with particular emphasis on the latter. Knowing that Sophie enters a strange, magical, very mechanical castle, we will consider what the castle is and what it means. We will look at the colours inside of the castle and the colourful characters in holds, Calcifer and Markl.

World Thinking: Big, Critical Curious Questions
Breaking Boundaries/ Flip the Learning
 Who is Howl? Is Howl's castle more friendly to the environment? Who is Calcifer? Why is his energy so important to Howl? Who is Markl and why does he disguise his youngness in the presence of adults?

Learning about & through Film: Film Analysis/ Film Making
 Japanese Film History: Manga animation
 Students will be given resources to research manga animations. They will cover some basic fact-finding questions, such as what is manga? Where does it come from? What are some famous manga characters? They will compile this information, in the same groups as their previous Film History sessions, on their poster board Japanese film display. They will also, using guided tutorials, represent themselves in their own manga character illustration.

English:
 Interview with Howl about Howl's Moving Castle
 Having reviewed the segments of the film that introduces Howl, and that dives further into who he is, students will be tasked with imagining what Howl might say in an interview about his moving castle. They will have to recognise the myth of the castle itself, writing to describe its legend, grandiosity and magical quality of moving and shapeshifting. This will include a similar description of Howl -- his legend and larger-than-life persona. To do so, students will write:

1. a short introduction of Howl
2. a short introduction of his castle
3. questions regarding the castle, including
 - a. How does it move?
 - b. Where did it come from?
 - c. Who lives inside the castle?

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
- using conjunctions, adverbs and prepositions to express time and cause (when, so, before, after, while, because)
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- Be able to identify and form nouns using a range of prefixes [for example *super-*, *anti-*, *auto-*]
- identify, represent and estimate numbers using different representations
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers

- d. What does it look like inside?
4. a short summary of Howl and the castle, which includes new information learnt from the preceding interview itself

GPS:

Conjunctions

This week, students will learn how to form longer sentences and join two ideas together using conjunctions, recognising that conjunctions “connect” parts of sentences together and are, therefore, a type of “connective”. They will be challenged to use conjunctions they might not naturally include, such as *or*, *yet*, *nor*, *since*, *unless*.

Reading Tree:

comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text, explain and justify evidence from the text.

Maths in the Movies / STEM:

Having examined Howl’s castle more closely, students will take notice of the jewels embedded in the walls of certain rooms in the castle and the jewellery that Howl himself wears. Using card paper, we will create our own jewels, using a variety of colours or combinations of colours, to represent different place values of numbers, ThHTO. For instance, students may choose to use green jewels to represent ones, red for tens, blue for hundreds, and pink for thousands. They will then use their place value counters to teach each other their own representations, questioning their classmates to build and represent numbers of increasing value. In stations, they will carry their jewel counters to manipulate them differently:

1. Find 1000 more or less than a given number and represent it with a classmates’ counter jewels
2. Use a classmates’ counter jewels to represent the largest number possible; use them to represent the smallest number possible

This week, we will investigate gases, with particular emphasis on fire. As Calcifer is fire, a gas, we will investigate gas as a material, understanding that it has weight of its own, despite its invisibility. We will also investigate fire as a tool to heat other materials and transfer energy to them, as Calcifer is the powerhouse of Howl’s Moving Castle.

To best exemplify this, we will recreate the “real breakfast” (according to Markl) scene in the film, building our own fire and frying up eggs and kale bacon, much like Calcifer provides the energy for their breakfast in the film. Students will be able to eat the breakfast, but will also be required to investigate scientifically how, through Calcifer’s power, solids can change to liquids.

Arithmetic Focus:

Find 1000 more or less than a given number

- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- To learn the history and cultural significance of Japanese film and, in particular, animation through Studio Ghibli
- To learn how conjunctions link different parts of sentences and can be used to differentiate our writing
- To be able to recognise and write an interview, asking questions and formulating answers to those questions; writing informally
- Identify the value of ThHTO using different representations
- States of Matter: compare and group materials together, according to whether they are solids, liquids, or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- find 1000 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers

Students will be given a variety of numbers in the 1000s and 100s and be challenged to find 1000 more or less. They will be required to focus on the thousands place value column, recognising that it is that column in which the digit changes. Students will be taught to refrain from attempting more formal methods, such as column addition and subtraction.

Display:

Turnip head making

Turnip head is the cursed character in Howl's Moving Castle, whom Sophie meets just before first boarding the castle itself. He is scarecrow-like, with a turnip for a head and a body of just a broomstick, bouncing around like a pogostick, but prophetically paving the path for Sophie's ensuing adventures. Using lolly sticks and cut up turnips, we will create our own turnip heads for display.

We will also construct our own castles using wooden dowels. Students will have to map a blueprint design of their own castle, using a more traditional, more geometric design than Howl's Moving Castle. They will do this individually, then, using glue and wooden sticks, they will create their own castle models.

Friday 18th September

Learning Experiences:

Friday Big Write:

My Moving Castle, Part I: _____'s Moving Castle (ex. Lina's Moving Castle)
Students will introduce their own version of a moving castle, describing the mythical kingdom in which it exists, how its moving parts traverse the land, and what, specifically, it looks like, inside and out. As part of this, they will also introduce themselves, as their own versions of Howl. For example, Lina might describe herself as a princess of her moving castle, with particular powers and a specific personality inline with the mythical kingdom and with the overall ethos learnt from Howl's Moving Castle.

Messy Maths:

ThHTO, finding 1000 more or less than a given number

We will solve a range of practical and word problems to boost students understanding of place value and problem-solving skills. Students will build upon this week's arithmetic and Maths lessons to tackle their messy Maths.

PE/ Sports (Monday):

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

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]

time, using their own equipment. Each will be timed to see if they can achieve their personal best time.

WEEK 4 THEME/ Hook: The War, Part I // World Peace Day

Monday 21st September – Wednesday 23rd September

Learning Experiences

War escapes all reason and reduces humanity. This is the guiding force behind the war scenes in Howl's Moving Castle, when Sophie's nation is caught up in a war with a neighbouring kingdom who is left searching for their missing prince. We will look at the sheer, but avoidable destruction caused by the demons of this kingdom, and Sophie's diplomatic efforts and Howl's more involved efforts to calm the situation. Reviewing big quotes such as "After the war, they won't recall they ever were human.", we will ruminate on the inhumanity of war itself, contrasting this with the more human ideas of peace and love.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is war? Is war necessary? Is it dehumanising? Why is peace, as an idea, so important? How can we promote peace to save ourselves?

Learning about & through Film: Film Analysis/ Film Making

Japanese Film History: Hayao Miyazaki. We will research the mastermind of Studio Ghibli, Hayao Miyazaki. Recognising that he is the director of not only Howl's Moving Castle, but many other influential animated Japanese films, we will write a brief, point-form biography to add to our Film History poster, which will include basic, but important information for the reader:

1. Who is he?
2. Where is he from?
3. What films did he direct?
4. How important/influential is he?

English:

Persuasive piece arguing against war

This week, we will write a persuasive piece arguing against war. To facilitate this, we will look at some important features necessary in writing persuasively, including: fronted adverbials, similes and metaphors, repetition, and rhetorical questions. We will have a carousel that more closely considers these components, so that each student can develop these writing and GPS skills before beginning their writing:

1. Fronted adverbials
2. Similes and metaphors (war is darkness but peace is the light)
3. Repetition
4. Rhetorical questions (who needs war when peace is the answer?)

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
- using expanded noun phrases to convey complicated information concisely
- make inferences from the text, explain and justify evidence from the text.
- other reading skills as above
- To draft and re-draft writing
- To learn the history and cultural significance of Japanese film and, in particular, animation through Studio Ghibli
- To learn how to write persuasively, considering argument formation, repetition, and the power of rhetorical questions
- To be able to make figurative connections to create similes and metaphors to build descriptive language
- To learn and practice the syllabus structure of haikus
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- find 1000 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers

We will also review the destructive moments in the film that detail the darkness of war, as well as look briefly at recent wars in which Britain has been involved. Having looked at war in general and having workshopped ideas for each of components of persuasive writing, students will look at a modelled example and begin to construct a rough draft of their persuasive piece. They will then peer review, closely considering the WWW and EBI, preparing their peers and their own work for the following week's portfolio copy.

Drawing from our GPS concept this week, similes and metaphors, we will adapt this creative language into haikus about peace and love. We will look at the syllabic structure of haikus and we will recognise their importance and origins in Japanese cultures. Students will then back their haikus on card paper to be included in a class display.

Peace propaganda posters

Having looked at propaganda last year in Crew, we will recall what goes into such persuasive forms of advertising, looking at a range of war propaganda examples as well as their "countercultural" examples of peace. Then we will brainstorm slogans to write on our carefully illustrated "peace propaganda" posters.

GPS:

Similes and metaphors

Students' descriptive writing skills will be challenge by learning about similes and metaphors, thinking outside the box about how to make descriptive comparisons using "like" or "as" or, in the case of metaphors, directly stating that something is something else, in a figurative sense. Using the power of similes and metaphorical language will help students describe and visualise war and their argument against it.

Reading Tree:

comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text, explain and justify evidence from the text.

Maths in the Movies / STEM:

Round numbers to the nearest 10, 100, 1000 / counting in 10s, 100s, 1000s
In order to visualise rounding, each student will create separate number lines for rounding to the nearest 10, 100, 1000. Much like their place value counter jewels, they will be colour coded for students to visualise to what place value they are rounding. Then, we will enter the Kingdom of Rounding.

The Kingdom of Rounding will feature a series of rounding games that will challenge students to be crowned King, Queen, Prince, or Princess:

1. Students will engage in a dice roll game whereby they will be given four dice and a sheet of numbers in the thousands, but rounded to their nearest ten and hundred. They will roll the die and, when rounded to

their nearest tenth and hundredth, will see if the number exists on their sheet.

2. Another game will include rounding problem solving. For example, "Howl has 1029 jewels and is missing 382. To the nearest tenth, how many jewels does he have left?"
3. Another game will be a quick recall of rounding, a series of more basic arithmetic questions involving rounding to various place values as fast as possible.

Students will have an overall time limit to move through each game in the Kingdom of Rounding. When finished, students will self-assess (each game except the dice game) and, depending on how many questions they got correct, they will be crowned King, Queen, Prince, or Princess of the Kingdom of Rounding.

This week, we will flip our understanding of states of matter, and particularly liquids and solids, by creating a non-Newtonian fluid using water and cornstarch. We will start by introducing the concept of viscosity, by investigating the viscosity of various liquids: water, milk, soap, syrup:

1. We will test this viscosity by dropping pennies into cups filled with these liquids. Reflecting on the time it takes the penny to drop to the bottom of the cup, whether slowly or quickly, we will be able to visualise viscosity.
2. We will record our findings, classifying these liquids as viscous or non-viscous.

Then, we will make predictions on whether the mixture of cornstarch and water will be viscous or non-viscous -- will it take the malleable form of the blobs that follow the Witch of the Waste? It will be revealed that the two mix to make a non-Newtonian substance where viscosity is dependent on force applied. Students will create their own mixture, exploring how applying pressure can actually change the state of matter. We will then write a reflection on our understanding of states of matter, viscosity, and this new non-Newtonian fluid.

Arithmetic Focus:

Rounding

Friday 25th September

Learning Experiences:

Friday Big Write:

My Moving Castle, Part II: The Kingdom's War
Students will build on their own My Moving Castle story by introducing a conflict in their mythical kingdom. They may choose to write about a conflict with a neighbouring kingdom, for instance. Then, they will have their protagonists, their versions of Howl and Sophie, go to war for the justice of the kingdom. They will have to be creative and dramatic when writing these war scenes, including use of similes and metaphors to dress the action.

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.

Messy Maths:

Rounding, with problem-solving

PE/ Sports (Monday): (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.

- 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: The Colour Portals

Monday 28th September – Wednesday 30th September

Learning Experiences

This week, we will examine the colour portals, the wheel dial next to the main door of Howl's castle that, when exited, automatically spins to a particular colour -- one that, it appears, corresponds to the world in which the person exiting wishes to be in or seeks to adventure. There is blue, which is The Wastes, the area outside of Sophie's town. There is red, the Kingsbury door, exiting to the royal city of Kingsbury. There is black, only Master Howl knows of where it leads -- usually to the depths of the war. Throughout the film, the colours themselves change to, eventually, incorporate a lighter shade of red and yellow, which begs further mysteries. Regardless, the colour portals exemplify the recurrent power of colour in the film, complimenting the myriad of splashed colour across the interior castle walls, the changing of Howl's hair colour, and the changing of Sophie's ring gifted from Howl -- these colours will have us pondering how colour is a driver of inspiration and mystery in the film and in life.

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

How does colour affect emotion and mood? How can we use colour to affect emotion and mood? How important is colour in Howl's Moving Castle? Would the film have the same impact if it were in black and white? How can we think of colour figuratively?

Learning about & through Film: Film Analysis/ Film Making

Japanese Film History: Japanese anime

Having built a foundational understanding of Japanese animation -- through our studies of Studio Ghibli, manga, and Hayao Miyazaki, we will look at the broader

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]
- 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
- To learn the history and cultural significance of Japanese film and, in particular, animation through Studio Ghibli

scope of Japanese anime. We will consider this to be a sort of cultural export that has translated onto and shaped animation in the West, looking at popular Japanese anime as we know it to be in The UK. Through guides, we will create our own anime characters of ourselves, similar to our manga characters, and tell a story behind it -- a simple, brief biography of ourselves as anime characters. Our illustrations and corresponding biographies will go on our Japanese Film History posterboards.

English:

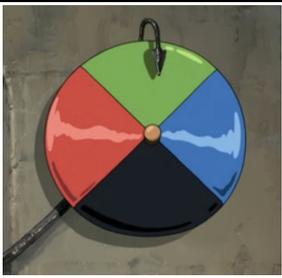
Good copy of persuasive war argument

Last week, we looked at the impact of war and developed our understanding and practice of persuasive writing, writing a rough draft of our persuasive arguments against war. This week, we will return to these drafts and ensure that they have been thoroughly peer and teacher assessed and are ready for a final draft. Students will then write their final draft to be used for their writing portfolio. To boost their persuasive prose and general understanding of argument formation, students will then be invited to vocalise their arguments against war, their denunciation of war. They will stand at the front of the class and read their arguments, lecture-style, in front of their classmates, with the intention of driving a certain orated animation and inspiration behind their words.

This week, we will create our own colour portal wheels, much like the one on the door of Howl's castle (also exemplified by the classroom door display). Students will:

1. Start by choosing four colours. They may choose blue, red, green, and yellow -- these will be the four corners of their colour portal.
2. They will then cut out a circle and use card paper for each quarter of their circle -- which will be their colour portal wheel. They could have a circle with a blue, red, green, and yellow quarter.
3. Then, for each, they will jot quick notes about what comes to mind with these four colours and how they could draw this: if yellow represents happiness, how can this be illustrated? They may choose to draw, on the yellow quarter of their colour portal, sunshine and happiness to show yellow. They will repeat this for each colour, each quarter of their colour portals.
4. Finally, they will write a description on the back of each quarter of their colour portals, which will describe each colour, respectively. These will be, in effect, descriptions of the colour portal: yellow is a portal into sunshine and happiness, for instance.
5. Then, these these will be fastened to a pin in the middle of the colour portal wheel to allow it to be spun. They can then spin each other's wheels to see in what world they might land.

- To be able to understand that words can sound the same but be spelt differently, and to incorporate these homophones properly into written prose
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- find 1000 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers

**GPS:**

Homophones

This week, students will learn how words can sound the exact same, but be spelt differently and mean entirely different things. Students will be challenged to write sentences about Howl's Moving Castle, using, for instance, there, they're, and their or except versus accept

Reading Tree:

comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text, explain and justify evidence from the text.

Maths in the Movies / STEM:

Add and subtract 10s, 100s, and 1000s

Having looked at rounding to the nearest T, H, and Th, we will now look at different methods and representations to add and subtract 10s, 100s, and 1000s. As Howl is a wizard and, thus, a master teacher at explaining and imparting his magic, students will be wizards at these concepts. They will be in table groups and given the challenge to learn ways/representations of adding and subtracting 10s, 100s, and 1000s, and then they will have to teach their peers from other tables. Tables will tackle these concepts:

1. Show a given number in digits, write the number in words, add 100, subtract 100. Explain your methods for this.
2. Completing the number sentence of given numbers: If $6 + 9 = 15$, then $600 + 900 = ?$ Explain the relationship between these equations?
3. Bar models: problems with bar models with missing numbers that are either 10, 100, or 1000. Explain your strategy for this?
4. Part-whole models: taking given numbers and breaking them down by 1000s, 100s, and 10s. Explain how the parts equal the whole and vice versa

Much like the colour portals cycle through different stages in the film, the water cycle progresses through different stages. This week, we will look at evaporation and condensation. What is evaporation? Where do we see this process of liquid changing into gas? Where might we see this in the film? We see many instances of substances transforming into other forms -- the blobs, Howl himself, the castle. We will investigate these changing forms through the way in which water goes through evaporation and condensation. To test evaporation, we will see

how water particles move quickly enough to into gas by using Calcifer, our fire, to boil some water, testing how long it takes to evaporate at certain temperatures -- extrapolating this evidence to the water cycle, the way in which the sun evaporates water from a lake, for instance.

Arithmetic Focus:

Add and subtract 10s, 100s, and 1000s

Friday 2nd October

Learning Experiences:

Big Write:

My Moving Castle, Part III: My Colour Portal

Students will create their own world from the colour portal wheel in their castle, describing what happens and what you see when you exit the castle. Knowing that multiple universes, multiple portals, exist just outside the main door of Howl's castle, students will brainstorm what magical world they would like to write about and create in their own particular imaginations. While, as usual, there will be a modelled example, students may also choose to write their Big Write in instruction manual style: what to expect when travelling through this colour portal. To do so they will have to break down their narrative step by step to detail the process of entering their particular colour portal.

Messy Maths:

Add and subtract 10s, 100s, and 1000s

Students will be challenged to add and subtract 10s, 100s, and 1000s using a variety of practical and problem-solving questions, including problems involving characters from Howl's Moving Castle.

PE/ Sports (Monday): (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
- 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: Howl's Secret Garden

Monday 5th October – Wednesday 7th October

Learning Experiences

In a particularly calm moment in the film, Howl and Sophie have a moment of reflection, entering an entirely new portal into Howl's secret garden. Here, Sophie is able to marvel in the serene, lush grass, ponds, and mountains of Howl's more gentle and open side. Howl offers Sophie this world as a present;

Skills:

he used his magic to help the flowers grow for her. Here, we will see how, almost instantaneously, as Sophie steps into the garden, she reverts to her youthful self, quite quickly leaving behind the curse initially placed on her by the Witch of the Waste. Howl, too, appears more youthful as well. Only after a few moments do we realise that the youthfulness is more due to an absence of warships and the presence of love. This week, we will think of the places that feel most at home for us, most calming and most complimenting to who we are; and how calm environments are best for our health -- our youth, metaphorically.

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

How can creating a calm environment help us thrive? Does nature play a role here? How can it help us feel safe? What is a safe space? How can a sense of belonging allow us to be free to express ourselves? With whom do we feel the most safe?

Learning about & through Film: Film Analysis/ Film Making

Japanese Film History: Japanese film (Tokyo Story, Rashomon, Seven Samurai, Godzilla)

This week, we will stretch our understanding of Japanese film beyond animation, looking at some very influential films in Japanese film history. We will particularly see the influence of Godzilla on Hollywood film, understanding that Godzilla has been remade and re-envisioned countless times. Instead of writing about these important films, we will create our own card paper cutouts of Godzilla and add them to our Japanese Film History poster boards.

English:

My Safe Space Poems

Howl creates his own secret garden to visit in order to escape the horrors of war and to use as his study. It is clearly created to be a safe, calm space for him, and later Sophie. We will ruminate on this idea of a "safe space" -- that to thrive as people, we need to feel safe in an environment that allows us to be comfortable and expressive. To boost our thought process on this idea, we will refer to our class text, *Coming to England*, in which Floella romanticises her home in Trinidad as, essentially, a safe space and how, upon arrival in England and going to school, she is made to feel unwanted and, consequently, is a part of a space in which she feels unsafe. We will create a chart that dichotomises a "safe" versus "not safe" space and attempt to fill it with places and feelings in our lives that reflect these spaces: a safe space could be your bedroom, school, friend's house; a not safe space could be where you are away from your friends, considering that "safe" or "not safe" is not necessarily linked to ideas of physical safety versus physical danger.

To write our Safe Space Poems, we will synthesise our charted safe/not safe space ideas. We will build on the poetic language formed in previous weeks, though this time we will include our GPS learning of prepositions to express time and space, padding our poetic language through a learnt GPS device. While



- 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
- To learn the history and cultural significance of Japanese film and, in particular, animation through Studio Ghibli
- To learn how prepositions can express time and space in writing
- To learn how to brainstorm, draft, and write free-verse poetry
- States of Matter: identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- To learn how the water cycle is comprised of four main events and how it is a closed cycle
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

these poems will have to express how each student feels safe and unsafe, and while they will include prepositions, they will ultimately be free-verse poetry, requiring students to, as openly as possible, express themselves.

GPS:

Prepositions (to express time and space)

Students will broaden the understanding of prepositions to include express time and space. They will be challenged to incorporate into sentences about the film words like *afterwards, before, meanwhile, underneath, between, beside*. This exercise will lead us nicely into using prepositions to express time and space in our poetry about safe space.

Reading Tree:

comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text, explain and justify evidence from the text.

Maths in the Movies / STEM:

This week, we will examine Roman numerals. We will learn that they were invented over two thousand years ago, but are still used today. We will mark the conspicuous absence of the number 0, reflecting on its uses now and also how the Romans had no use for it then. We will see how different combinations of symbols, when put together, equal different numbers, similar to how the sequence of digits combines to create different place values -- though we will recognise that Roman numerals repeat symbols more often. Considering that Roman numerals came from Ancient Rome, a place very different from today, we will consider how numbers might be represented in the universe of Howl's Moving Castle. After examining Roman numerals and practicing forming numbers up to 100, we will create our own numerical system with our own inventive symbols to represent the numerical world in Howl's Moving Castle. For this, students will be required to think outside the box to illustrate wholly separate visions of numbers than what they are used to.

We will also examine negative numbers. We will think about how negative numbers directly contrast positive numbers, as if to think about how they are in a world of their own. To best examine this, we will look at negative numbers, how they work backwards from zero in a world of their own, and how they are, specifically, the absence of a certain amount. We will look at how Howl exists in two worlds: the world of the Kingdom and the darker world of the war; much like how positive numbers could exist in a positive light, as the addition of a value, and negative numbers could exist in a negative light, as the subtraction of less than zero. We will create number lines to best show this. Then, using those number lines, we will work through a series of word problems to see how negative numbers work: for example, "Sophie is on the ground floor of the castle. She goes 2 floors up, then 4 floors down. At what floor (number) would she arrive?"

Water Cycle: evaporation, condensation, precipitation, transpiration

This week, we will piece together the water cycle, considering each stage of it: evaporation, condensation, precipitation, and transpiration. We will review evaporation and condensation, and then consider precipitation as something we see quite often in London. Finally, we will think about transpiration, how water flows from one area to the next, to eventually be evaporated. We will create our own water cycle illustrations to reflect this, adding each stage carefully and including arrows to reflect the cyclical process. We will then reflect on how this is a closed cycle, essentially uninfluenced by outside factors.

Arithmetic Focus:

Roman numerals and negative numbers

Friday 9th October

Learning Experiences

Big Write:

My Moving Castle, Part IV: My Secret Garden

Having developed a My Moving Castle narrative that includes characters, kingdoms, and a central war conflict, students will write about creating a secret garden portal. They might reflect on Howl's secret garden and its serenity, though will be encouraged to develop their own wholly separate ideas, considering questions like: what would my secret garden have? what would it look like? what colours would you see?

Messy Maths:

Negative numbers and Roman numerals

We will use negative numbers in word problems to consider how negative numbers, while feeling extract, get used in the world every day. Similarly, we will use Roman numerals in practical and problem-solving questions to challenge students' understanding, conceptualisation, and application of Roman numerals.

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

This week, we will look at basketball, in three separate exercises:

1. Dribbling: students will learn how to dribble properly, ensuring they are not travelling or double-bouncing the ball; they will practice this with one hand, then the other, and finally alternating between the two
2. Passing: students will learn two main forms of passing in basketball; they will chest pass, ensuring the ball is passed in the air and directed from their chests and they will bounce pass, recognising that the ball needs to be bounced midway between them and the player they're passing to and to ensure that it is only bounced once
3. Shooting: students will learn lay-ups and free throws, recognising the difference in distance between them and the net in each type of shoot skill

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 2 step 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]

Learning Experiences

This week, we will pick up where The War, Part I left off, reviewing the scenes in the film in which the war, now more than ever, ravages Sophie’s hometown and the Kingdom of Kingsbury. We will see how Howl becomes further entangled in the war and how, back at the castle, Sophie becomes further entangled in the lives of Calcifer, Markl, and The Witch of the Waste. We will see how the war also begins to tear apart the castle itself.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is the cause of the war in the film? Do we even know? Does it exist for a good reason or bad? Can war be good? Can it be bad? Can it be productive or does war exist only to cause destruction?

Learning about & through Film: Film Analysis/ Film Making

Japanese Film History: Japanese war films (Grave of the Fireflies and The Wind Rises)

This week, we will briefly examine two other Studio Ghibli films, Grave of the Fireflies and The Wind Rises. Looking at trailers and synopses of each film, we will see how war is depicted in each. We will then contrast these depictions with that of Howl’s Moving Castle, writing a short description of how war is shown in animated films and, in particular, in Studio Ghibli -- we will add this to our Japanese Film History posterboards, completing them.

English:

Postcard from the black portal -- from Howl’s perspective
 Students will review and take notes on the sequences in the film in which Howl becomes a human-bird hybrid and soars the airs above the explosions and ruined buildings. They will have to assume Howl’s perspective to write a postcard to Sophie, who is back at the castle in a separate colour portal. They will use new and reviewed GPS (fronted adverbials and expanded noun phrases), developing their most illustrative descriptive writing, to form a postcard based on what Howl sees, feels, hears, tastes, and smells -- all of the components that, together, will bring colour and life to their postcards. We will break each of these senses down in a carousel, giving students the opportunity to dive deeper into each sense, sitting with groups focusing on the best ways to describe, for instance, smell. Finally, they will return to their tables to incorporate these ideas into their overall postcard.

GPS:

Fronted adverbials and expanded noun phrases

Reading Tree:

comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text, explain and justify evidence from the text.

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]
- 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
- To be able to understand the informal writing style of a postcard, recognising the structure and composition of postcards
- To be able to incorporate fronted adverbials as a way of prefacing sentences to give further description
- To be able to use expanded noun phrases to give description to nouns
- To learn the history and cultural significance of Japanese film and, in particular, animation through Studio Ghibli
- To learn how the water cycle is comprised of four main events and how it is a closed cycle
- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers

Maths in the Movies / STEM:

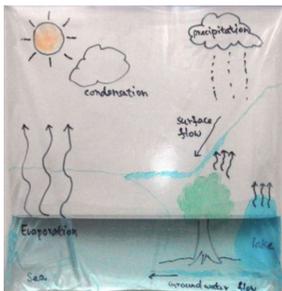
To prepare for our DC1 test, we will carousel our learnt concepts so far. We will have a table devoted to THHTO place value and various representations and models to express this. We will have a table devoted to adding and subtracting 10s, 100s, and 1000s, looking at various strategies to solve and show this (number sentences, bar models, partitioning). On another table, we will look at Roman numerals and negative numbers, thinking about how numbers themselves can be written differently and can be transcended to include the absence of value. Having reviewed our concepts and consolidating our strategies, we will look at our first Data Capture test of the year.

As we have become experts at our states of matter science unit, we will take part in a States of Matter quiz to put our knowledge to the test.

We will also make water cycle diagrams this week using markers, a ziplock bag, water, and food colouring:

1. We will draw the stages of the water cycle on the outside of the ziplock bag, using a permanent pen.
2. Then, we will add water, as part of a lake, or other body of water, dropping food colouring in to make it blue. The water will be added up to a designated line, used to measure how much evaporation has happened at a later stage.
3. We will then tape these to the window of the classroom, so that the heat of the sun can move the water particles into the process of evaporation.

The sealed bag will also cause those particles to show condensation. We will leave these for the remaining week of the half-term, reflecting on the process later.



Arithmetic Focus:

Review of learnt concepts

- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Friday 16th October

Big Write:

My Moving Castle, Part V: The Kingdom's War Continued

Students will return to the conflict they built in their Kingdom's War Big Write, describing in greater detail the warships, the aircrafts, and the explosions that happen during war. They will use their protagonist's wizard powers to intervene in the destruction, writing a magical scene that shows the wizard's sheer power

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

to influence the war and to change its course. They will have to include their best learnt GPS devices to illustrate the war and the hero who stops it.

Messy Maths:

Review and consolidation

We will be doing a variety of word and practical problems based the learning from this half-term. This will include place value; adding 1000 more or less; adding 10s, 100s, and 100s; negative and Roman numerals.

PE/ Sports (Monday): (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

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction 2 step problems in context, deciding on which operations and methods to use and why.
- solve problems relating to all aspects of money
- 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: Hearts Change

Monday 19th October – Wednesday 21st October

Learning Experiences

After the chaos of the war, The Witch of the Waste steals Howl's heart from Calcifer -- who, in a sense, is Howl's heart himself -- plunging the castle into disrepair. In its destruction, Turnip Head falls to the ground and is left entirely unanimated. The Witch of the Waste is, eventually, convinced to give Howl his heart back. Meanwhile, Sophie kisses Turnip Head, revealing him to be the missing prince, the reason for the war to begin with. In a change of heart, Madam Suleman calls off the "idiotic war". Howl returns, youthful, and he and Sophie are reunited while the castle is renewed. The ending depicts an overall change of heart -- a returning to the senses after such chaos and despair. It reveals an understanding and compassion between the characters, something we will study.

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

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

What was it that ended the war? Why is it important to be compassionate and understanding? Why is it okay to have a change of heart, even if that reveals one's prior callousness?

Learning about & through Film: Film Analysis/ Film Making

Consolidation of film history: presentation of Japanese Film History

At this point, students will have spent several weeks adding information and illustrations to their posterboard on Japanese film history. Having done this in small groups, students will be given time to review the information and re-familiarise themselves with Studio Ghibli, manga, anime, and Hayao Miyazaki. They will then present their posterboards to the class, vocalising their knowledge of Japanese film history.

English:

Film Review

Howl's Moving Castle is a complicated and layered film. It requires close attention to and careful study of its themes to fully understand. We will have examined not only these themes, but the broader context in film and Japanese film in which Howl's Moving Castle is a part. Students will synthesise their understanding of the narrative with the film history they have learnt throughout the half-term in order to review the film. They will be careful not to spoil the ending, writing under the parameters of a film review:

1. A short summary of the narrative and the genre of film
2. Its context in Japanese film
3. Making recommendations for or against the film to prospective viewers
4. Concluding with an overall opinion of the film

They will also take into account their learnt GPS and poet devices: conjunctions, homophones, prepositions, fronted adverbials and expanded noun phrases; and similes and metaphors.

GPS:

Consolidation of learnt concepts. We will look at all the GPS devices we have learnt so far, aiming to include at least two instances of them in our film review.

Reading Tree:

comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text, explain and justify evidence from the text.

Maths in the Movies / STEM:

Count in multiples of 6, 7, 9, 25, and 1000

Students will review their counting skills to see how numbers can multiply to include larger digits and incorporate greater place values. We will look at number lines and various representations of these multiples. Then, we will get into groups where students will be assigned different "portal worlds of counting" in multiples: world of 6s, 7s, 9s, 25s, and 1000s. Each respective group will have to illustrate the multiples of their given number as a portal world; much like Howl has a secret garden, students could, for instance, create a "Secret 6s

- 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
- To learn the history and cultural significance of Japanese film and, in particular, animation through Studio Ghibli
- Know how and when to use full stops and capital letters and how verb inflection are used properly
- To learn and understand how to read and write a biography, segmenting a part of a person's life into key stages
- To learn how conjunctions link different parts of sentences and can be used to differentiate our writing
- To learn how similes and metaphors can give description and visuals to prose
- To learn how prepositions can express time and space in writing
- To be able to use fronted adverbials and expanded noun phrases to give further description
- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers

World” where the multiples of 6s are written on A3 paper, but also illustrated with their own create characters or serene scene (like the secret garden). Students will present these ideas to their classmates, describing their “portal world of counting”, how it’s represented and how they did the Maths to show it.

We will return to our water cycle models to examine the amount of evaporation and condensation that has occurred, based on where the water is compared to the designated line drawn in the previous week. Knowing that it takes heat to cause evaporation, we will consider how many sunny days there were, or were not, that might have sped up the process of evaporation. We will also consider the extent to which the condensation has built up. Finally, we will write a reflection on this process in our STEM booklets, using an illustration of the water cycle to help aid our reflection.

Arithmetic Focus:

Count in multiples of 6, 7, 9, 25, and 1000

Friday 23rd October

Big Write:

My Moving Castle, Part VI: Hearts Change

Students will conclude their My Moving Castle story. They will bring their characters together in order to end the war conflict they introduced in the previous weeks and find these characters having some change of heart, some eventual appeal to compassion and understanding. They will be encouraged to end their story with a renewed moving castle, however they wish this to look, and with their characters riding away in the castle.

Messy Maths:

Count in multiples of 6, 7, 9, 25, and 1000

PE/ Sports (Monday): (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 2 step problems in context, deciding on which operations and methods to use and why.
- solve problems relating to all aspects of money
- 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]

