

**GREENSIDE FILM FACTORY**  
The Year of Colour

**2020-2021**

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

**Y3 Class Teacher:** Hannah Findlay

**Class Film Text:** *Modern Times*

**Class Book/ Text:** *The Restless Girls*

**WEEK 1 THEME/ Hook: The Legacy of Charlie Chaplin**

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

**Learning Experiences**

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

Knowledge Harvest – what do we know already?

Big questions for our display – what do we want to find out?

We will watch the film and pick out the main themes and ideas that we notice.

We will make creative items for our class display based on the film during the afternoon.

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

**Breaking Boundaries/ Flip the Learning**

Why do you think Charlie Chaplin chose the title ‘Modern Times?’ How would this film be different if it had colour and sound? How is comedy expressed without dialogue? Are the themes in this film still relevant today? How do you think audiences reacted when they first saw a film in colour? Why do you think people still love watching black and white films today? Why do you think Charlie Chaplin made *Modern Times* as a silent film, a decade after the invention of ‘talkies?’ Why do you think Charlie Chaplin is still such a significant figure in film today?

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

This week we will learn about the significance of Charlie Chaplin from the 1920s to today and watch the film dubbed the ‘last great silent movie.’ We will question how this style of film - silent and black & white - differs from the entertainment we enjoy today. We will analyse how Charlie Chaplin communicates in the absence of colour or dialogue and predict how this film may have been different if speech was added. As the students studied *Laurel and Hardy* in year 1, we will discuss the similarities and differences between these two films, and any other black & white films that the students know.

**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

**English:**

We will rewatch the famous factory scene from the film, where Chaplin's character is being forced to work faster by his manager. In this scene, we see the manager yelling at Chaplin, although as this is a silent film, we do not know what he is actually saying. We will write a narrative inspired by this scene, using direct speech to show the reader what is being said between the factory worker and his boss. After we have finished writing our narratives, we will read them to the class with the film playing silently in the background. It will be very interesting to see how each student has interpreted the scene and see how the description and dialogue fits with the original clip!

We will write our narratives out neatly and add them to our display in the classroom!

**GPS:** Using inverted commas for direct speech

**Reading Tree:**

We will introduce our class book and consider how this book might compare or be different to our film. *The Restless Girls* is a book about personal freedom and individuality, which mirrors *Modern Times*' commentary on factory workers being treated as a single cog in the machine.

**Maths in the Movies / STEM:**

This week, we will review addition and subtraction of 3-digit numbers crossing 10 and 100. One of the overarching themes of the film is the desire for profit and growth even at the cost of the individual workers. We will calculate the incomings and outgoings of the factory in the film. Our knowledge of addition and subtraction will help us work out how much profit the factory worker is making, and which losses occur when one of the workers is off sick. We will also use our knowledge of addition and subtraction to work out if the workers are being paid fairly and equally, it is our challenge to ensure the workers' pay is distributed fairly before they become unhappy and have to protest!

**Arithmetic Focus:**

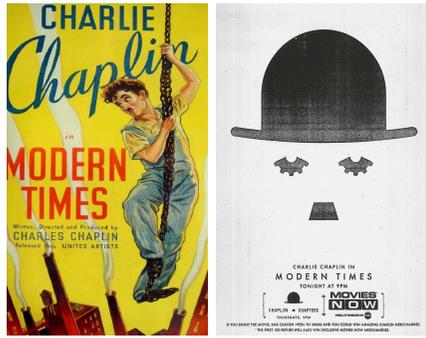
Addition and Subtraction of 3-digit numbers

**Display:**

We will display our narratives alongside stills from this scene.

We will design and create our own Modern Times film posters! We will use inspiration from original film posters from the 1920s and 30s, comparing these posters to advertisements used today. We will consider how eye-catching colour and images are used to persuade the consumer to watch the film. Some students might decide to use a minimalist, black & white technique whereas others might be inspired by the bright yellows and reds used in some of the original posters for Modern Times.

- 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
- 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
- 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
- using inverted commas for direct speech
- writing narratives based on a scene from the film
- addition of 3-digit numbers crossing 10
- addition of 3-digit numbers crossing 100
- subtraction of 3-digit numbers crossing 10
- subtraction of 3-digit numbers crossing 100
- solving word problems involving addition
- solving word problems involving subtraction



## Friday 6th November

### Learning Experiences:

#### Friday Big Write:

This week, we will write a narrative inspired by a scene from the beginning of the film. We will think about what is happening, who the characters might be, and how they might be feeling. As there is no dialogue in the film, students will have the opportunity to interpret what is happening themselves and create a narrative around this. Students will use direct speech, alongside descriptive language, to show the reader what is happening in the scene.

#### Messy Maths:

Students will explore word problems linked to addition and subtraction of 3-digit numbers.

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

Gymnastics and yoga

Students will develop flexibility, strength, technique, control and balance through three stations engaging in gymnastics and yoga

1. Jumps and leaps: Using hoops, students will jump through, over, and squeeze between stationary and moving hoops, practicing different jumping and leaping techniques
2. Balance and coordination: Using balance beams, marked lines on floor, students will be exercising their balancing skills by attempting to walk forward and backward on or in a given area; they may be challenged further to do so on one leg for a certain period of time
3. Yoga: students will engage in a range of yoga techniques and poses including student's pose, downward and upward dog, warriors 1 and 2, and mountain pose

We will ensure that if equipment is needed, it is not shared and is thoroughly sanitised before and after any use

### 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

To ensure that all students:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- use running and jumping in movement and isolation
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal

## WEEK 2 THEME/ Hook: The Roaring 20s

Monday 9th November – Wednesday 11th November

### Learning Experiences

This week, we will learn more about the time period leading up to the creation of Modern Times. Understanding the economic, social and political changes which occurred in the 1920s will support our understanding of the Great Depression later in the half-term. We will learn about cinema, culture, music and politics during this time period and consider why it was so significant. We will discuss the positive aspects which occurred due to the rapid economic and industrial growth and compare this to how we live today.

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

#### **Breaking Boundaries/ Flip the Learning**

What was the 'Roaring Twenties'? What big social changes occurred during this time? How did WWI give way for the Roaring Twenties? How did cinema change during this era? What was 1920s culture like? Why do you think the Great Depression came after this period of economic and social growth?

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

As the Roaring Twenties was known as the Age of Jazz, we will analyse how music and nondiegetic sound is used in the film. Although Modern Times was created after 'talkies' gained prominence, we will analyse why Charlie Chaplin is said to have preferred creating silent films. We will watch two scenes from the film and compare them, particularly focusing on how the music impacts the audience. We will consider how the scene might be different if the music was switched or omitted, or if dialogue was used.

### **English:**

To immerse ourselves in the culture of the Roaring Twenties, we will listen to 1920s jazz music and practice some of the popular dances during this time. Students will then use this to inspire their writing along with a scene from the film. We will write a narrative around visiting a dance hall to see a jazz band. Students will draw on their knowledge of 1920s culture to help them describe the sights and sounds of the dance hall. Students may also choose to add in some 1920s colloquialisms to bring their narratives to life!

### **GPS: Prefixes and Suffixes**

### **Reading Tree:**

We will practice the skill of prediction this week. Students will make informed guesses about the plot and characters in *The Restless Girls*, using evidence from the text to justify their predictions. They will consider how this genre differs to our previous book and where they might have seen similar stories to this one.

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

### **Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Writing - composition and vocabulary, grammar, and punctuation

- to plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- to draft and write by:
  - composing and rehearsing sentences, 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 [headings and sub-headings]
- to evaluate and edit by
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- to proof-read for spelling and punctuation errors
  - understanding how prefixes and suffixes change the meaning of words and using these correctly in writing
  - writing a narrative in the 1st person based on a scene from the film
  - analysing non-diegetic sound in silent films and discussing the impact of music on these scenes
  - organising objects into equal groups
  - understanding abstract methods of multiplication using symbols
  - recognising that light is needed to see things and that darkness is the absence of light
  - asking relevant questions and use different types of scientific enquiries to answer them.
  - making systematic and careful observations.
  - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

This week we will dive into multiplication, learning first how to organise objects into equal groups using concrete representations before moving on to abstract methods of multiplication using the symbol. Students will also be recapping the 2 and 5 times table and learning how this knowledge will support them when doing multiplication calculations. A large part of the Roaring 20s was an increase in consumerism; many households now had access to radio, TV, dishwashers and other technologies which made life easier. In groups, we will be working in a factory which makes electronics, we have to calculate how much our production must increase to meet this new demand! We will use physical representations of the products we are making using lego, for example if 1 TV is made up of 5 lego blocks, how many lego blocks would we need for 3, 5, or 10 TVs? Students will be able to use the physical lego blocks to build these 'TVs' whilst also answering word problems.

This week we will investigate the question: 'What is light?' Light will be an important aspect of science to study this half-term, as in the absence of colour, black and white films rely heavily on light and shadows. We will work in groups to investigate what we need to see objects in a dark place and understand how light travels. We will use a cardboard box with pencil holes and a torch to understand more about the nature of darkness, light and sight. We will also create a backdrop/stage inspired by Modern Times which we will use in later lessons during our work with shadow puppets.

**Arithmetic Focus:**

Multiplication using 2 and 5 times tables

**Display:**

We will learn about Art Deco in the 1920s and create our own Art Deco stained glass windows! The patterns and images from this time period will inspire our artwork, and we will use these to decorate our classroom windows.

- learning about Art Deco and artists from the 1920s, create stained glass artwork inspired by these styles.

**Friday 13th November**

**Learning Experiences:**

**Friday Big Write:**

This week, we will write a narrative inspired by the dancing scene in the film. Students will write in 1st person as an audience member watching Charlie Chaplin dancing. It will be important to use rich, descriptive language to depict the glitz and glamour of the dance hall as well as including the GPS learned so far this term, suffixes, prefixes and direct speech e.g. *There was so much excitement in the air as the man took to the stage. 'What a wonderful night!' I whispered to my friend.*

**Messy Maths:**

We will tackle word problems about multiplication using the 2 and 5 times tables.

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

**Skills:**

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

To ensure that all students:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- use running and jumping in movement and isolation

## Gymnastics and yoga

Students will continue to develop flexibility, strength, technique, control and balance through three stations engaging in gymnastics and yoga

1. Jumps and leaps: Using hoops, students will jump through, over, and squeeze between stationary and moving hoops, practicing different jumping and leaping techniques; students will be further challenged through a combining these techniques in increasingly difficult circuits
2. Balance and coordination: Using balance beams, marked lines on floor, students will exercising their balancing skills by attempting to walk forward and backward on or in a given area; they may be challenged further to do so on one leg for a certain period of time; students will be challenged to compare their past performances with their current ones, seeing if they can “out-balance” themselves and their peers
3. Yoga: students will engage in a range of yoga techniques and poses including student’s pose, downward and upward dog, warriors 1 and 2, mountain pose, and tree pose

We will ensure that if equipment is needed, it is not shared and is thoroughly sanitised before and after any use

- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal

## WEEK 3 THEME/ Hook: The Power of Protest

Monday 16th November – Wednesday 18th November

### Learning Experiences

This week, we will focus on an important scene in the film which shows workers protesting for more rights. This will lead us to learn about some of the big political changes which took place around the time this film was made, such as the suffragette movement, unemployment protests, and the civil rights movement. We will compare these protests to those taking place today and discuss the power of protest as a means to change the status quo.

### World Thinking: Big, Critical Curious Questions

#### Breaking Boundaries/ Flip the Learning

Why are the characters protesting in Modern Times? Do people still have to protest about their workplaces today? Why are protests a good way of inciting change? Do protests always work? How have the things we protest about changed in the last 100 years? How did the protests in the 1920s and 1930s impact the way we live today?

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

We will analyse the protest scene from Modern Times and discuss what message we think Charlie Chaplin was trying to send. In the scene, we see Chaplin’s character gets swept up in the protests accidentally. Is he commenting on peer pressure to join a movement? We also see police quickly stopping the protests. Is this a commentary on silencing free speech? We will also discuss

### Skills:



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ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Writing - composition and vocabulary, grammar, and punctuation

- to plan their writing by:
  - o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - o discussing and recording ideas
- to draft and write by:
  - o composing and rehearsing sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - o organising paragraphs around a theme
  - o in narratives, creating settings, characters, and plot
  - o in non-narrative material, using simple organisational devices [headings and sub-headings]
- to evaluate and edit by

how Chaplin manages to create a comedic scene with a serious subject matter and reflect on other times he has achieved this in the film.

### **English:**

Using a scene from the film as inspiration, we will discuss why people protest. We will compare protests from the 1920 and 30s to 2020 and consider whether the reasons behind these protests have changed. Our focus in English will be writing a newspaper report about the factory workers protesting in Modern Times. Before we write our own report, we will look at a range of examples of newspaper reports and highlight the features. We will discuss the difference between bias and unbiased views and understand that the same story can be told in many different ways. Students will come up with a snappy headline to capture the reader, and include subordinate clauses to give more information to the reader.

The discussions around the suffragettes and women's rights to vote will lead us to take part in our own Class Election. We will be nominating a Class President and Class Vice President who will have responsibilities this term. Students will have the opportunity to give a speech to tell their classmates what they would hope to change if they were elected.

**GPS:** Subordinate clauses

### **Reading Tree:**

2a Decode - give/explain the meaning of a word in context. Based on assessments from last term, students need additional practice to learn how to decipher the meaning of words by reading around it. We will practice this skill through the class book, *Restless Girls*, and will transfer this to other subjects e.g. word problems in Maths.

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

This week, we will learn about equal groupings through sharing and grouping concrete representations. We will use the idea of sharing resources and money equally among the factory workers to help us divide numbers equally without remainders. We will focus on dividing by 2, 5 and 10 this week and will work with concrete, pictorial and abstract representations. Similarly to last week, we will set up a mock factory inspired by the film. Some of the workers in our factory start a protest against the way they are being treated at their workplace. We have to use our knowledge of division to ensure that the money is being shared equally between all of the workers. We will then work out which workers were being underpaid and which were being overpaid, this will help us stop the protests and bring harmony back to our factory!

We will experience what it might be like working on an assembly line like Charlie Chaplin. In our groups, we will try and make as many lego cars as possible. Each car will be sold to the 'customer' for 10 pounds, and each member of the group has to be paid 2 pounds. We will have to organise ourselves to work out

- o assessing the effectiveness of their own and others' writing and suggesting improvements
- o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- to proof-read for spelling and punctuation errors
  - introducing paragraphs as a way to group related material.
  - using headings and sub-headings to aid presentation.
  - participating in discussions and debates
  - to gain/maintain/monitor the interest of listeners
  - to select and use appropriate registers for effective communication
  - explaining the meaning of words in context
  - to know division facts for the 2 and 5 times table
  - to know multiplication facts for the 2 and 5 times tables
  - to multiply by 10 and 100 mentally
  - to divide by 10 and 100 mentally
  - Know what a light source is and that the sun is a light source which is so powerful that it will damage your eyes if you look at it (even with sunglasses)
  - Predict and then investigate which colours show up best and least in the dark
  - Investigate the effect of shining a torch on various objects including reflective materials
  - build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
  - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
  - recording findings using simple scientific language, drawings, labelled diagrams

the most efficient way to make these and work out which group makes the most cars and therefore the best profit. When we have finished, we will reflect on how well each group's 'factory' functioned. Did some people feel less important than others? Which group made the most models? Was every member of the group happy with the work they were doing? How does this activity make you think about people working in factories in the 1920s and 30s and today? Why are protesting and unions important for workers' rights?

In science this week, we will learn about light sources and things which reflect light, we will also learn that the light from the sun is so powerful that it can hurt your eyes. We will predict and then investigate which colours and materials show up best in the dark and which materials reflect light. We will finish off making our 'dance hall' stage which we will use later in the half-term when creating our Charlie Chaplin shadow puppets.

**Arithmetic Focus:**

Dividing by 2, 5 and 10

**Display:**

We will display pictures of our President and Vice President and write a brief summary of what they hope to achieve when elected.

**Friday 20th November**

**Learning Experiences:**

**Friday Big Write:**

This week, we will write a narrative inspired by the protesting scene in Modern Times. We will write in 1st person and describe what Charlie Chaplin's character might be thinking. We will think about how we can include dialogue using our knowledge of direct speech from last week, as well as incorporating suffixes and prefixes learned in GPS this week.

**Messy Maths:**

To answer problem solving questions based on dividing by 2, 5, and 10.

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

Gymnastics and yoga

Students will continue to develop flexibility, strength, technique, control and balance through three stations engaging in gymnastics and yoga

1. Jumps and leaps: Using hoops, students will jump through, over, and squeeze between stationary and moving hoops, practicing different jumping and leaping techniques; students will be further challenged through a combining these techniques in increasingly difficult circuits
2. Balance and coordination and rolls: Using balance beams, marked lines on floor, students will exercising their balancing skills by attempting to walk forward and backward on or in a given area; they will be further

**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

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- engage in competitive sports and activities
- lead healthy, active lives
- use running and jumping in movement and isolation
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal

challenged to perform a straddle forward roll and a backward roll to straddle correctly; they may choose to combine their gymnastics practices into a short performance

3. Yoga: students will engage in a range of yoga techniques and poses including student's pose, downward and upward dog, warriors 1 and 2, mountain pose, and tree pose; this week, they will be challenged to be yoga teachers by incorporating these poses into their vocabulary and running small, socially distanced sessions with everyone

We will ensure that if equipment is needed, it is not shared and is thoroughly sanitised before and after any use.

## WEEK 4 THEME/ Hook: Man vs. Machine

Monday 23rd November – Wednesday 25th November

### Learning Experiences

One of the main themes in Modern Times is the rise of technology and its impact on the individual. In the film, Chaplin's character struggles to keep up with the machine at the factory and he becomes tangled between the cogs. We will discuss the benefits of new technology during this time, for example many families had access to televisions, radios, and other household items which made life easier. We will also consider some of the drawbacks of the technology boom, such as unemployment, consumerism and the impact on the environment. This theme is still very relevant today and will allow the class to draw comparisons between then and now. We will question whether new technology is always a positive thing and consider what new technologies might appear in our lifetimes.

### World Thinking: Big, Critical Curious Questions

#### Breaking Boundaries/ Flip the Learning

What are some of the negative aspects of new technology? What are the benefits of technology? How did the technology boom improve people's lives in the 1920s and 30s? What do you think Charlie Chaplin feels about America becoming more industrialised? What do you think our future might look like?

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

We will learn about matte painting this week and watch a behind-the-scenes clip of the famous roller skating scene from Modern Times. As technology improved in the 1990s, matte painting was replaced with digital compositing. We will compare two scenes, one using matte painting and one using digital compositing and compare them. Do we notice a difference? Which do we think would be quicker and easier to use? We will have a go at matte painting ourselves; we will paint a landscape onto see-through plastic and film a scene behind it.

### English:

### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Writing - composition and vocabulary, grammar, and punctuation

- to plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- to draft and write by:
  - composing and rehearsing sentences, 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 [headings and sub-headings]
- to evaluate and edit by
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- to proof-read for spelling and punctuation errors
  - using heading and subheading to organise ideas in a non-fiction text
  - identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - writing an explanation text about a future invention

We will design our own new piece of technology that might make our lives easier in the future and write an instruction manual to explain how to use it. We will analyse a range of instruction manuals about objects we already know to give us some ideas of how this style of writing should be structured. Students will have to ensure that they write in a clear and technical way as this style of non-fiction should not include opinions or descriptive language. We will first draw and label a picture of our invention, and then write our manual to give further information to the reader. We will peer-assess each other's writing as this will highlight whether we need to add anymore more to our explanations.

**GPS:** Headings and subheadings

**Reading Tree:**

2g Language - to explain how meaning is enhanced through word choice and phrases. This week, we will think about how the author creates meaning through her word choices and understand that one word can change the meaning of an entire sentence. We will analyse a section of the class book as well as reading out some of our own sentences, this will show students the importance of word choice when writing.

**Maths in the Movies / STEM:**

This week we will be multiplying and dividing by 3 and 4 and will be cementing our knowledge of the 3 and 4 times tables to support us in this. There is an error in our factory and the machines have stopped working! We will take part in a carousel activity, moving around tables to solve multiplication and division problems which will give us clues on how to fix the machine. When we have finished all the activities, we will find the missing 'cog' from the machine and be able to save the factory!

For our STEM project, we will create a prototype of the inventions we wrote about in English. This will be a smaller model than the real version and will give students a chance to see what it might look like in 3D. Out of cardboard, students will create the models and measure the height and width. Students will then decide how many times bigger their original model would be, for example if it was 10 times bigger, how long would the sides be? Our knowledge of 2, 3, 4, 5, 10 times tables will support us in working out these calculations.

This week in science, we will investigate how mirrors work! We will learn about how mirrors can help see round corners, and learn about how this is used in modern technology, such as telescopes and microscopes. We will investigate how mirrors multiply objects and write our own secret codes! Students will first write their message normally, then reflect it in a mirror and copy the reflection. They will then give this code to a classmate who needs to reflect it back to them to read it.

**Arithmetic Focus:**

Multiplication and division - 3 and 4 times tables

- understanding film techniques used in the 20th century and comparing these to digital version used today
- explaining how meaning is enhanced through word choice and phrases
- to know division facts for the 3 and 4 times tables
- to know multiplication facts for the 3 and 4 times tables
- to mentally calculate inverses for multiplication and division facts I know
- using formal written methods to calculate a 2-digit number by a 1-digit number
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support findings.

**Friday 27th November**

**Learning Experiences:**

**Friday Big Write:**

This week, we will write about the scene where Charlie Chaplin's character becomes trapped by the machine. Students will write in 1st person and will describe the fear and panic that Chaplin's character might be feeling as he becomes stuck in the cogs. We will use descriptive language to depict the loud sounds and smells that you might expect from such a large piece of machinery. Students may also want to describe the wash of relief that Chaplin's character feels as he manages to escape. This will be a tense scene which will need to be conveyed in the writing.

**Messy Maths:**

Answering word problems based on multiplication and division using 3 and 4

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

This week we will be learning about dance. Students will move around three stations which will give them opportunities to develop their movement and expression.

Station 1: Students will practice the skill of improvisation, reacting to different stimuli. Students will listen to music and sounds and respond through improvised movement.

Station 2: Students will focus on methods of travel, considering different and interesting ways that they can move to another spot on the floor within a dance sequence.

Station 3: Creating a short sequence with a partner. In a socially distanced way, students will practice working collaboratively with a partner to create a short, synchronised movement pattern.

**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

To ensure that all students:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- use running and jumping in movement and isolation
- develop flexibility, strength, technique, control and balance
- perform dance moves using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal

**WEEK 5 THEME/ Hook: The Great Depression**

**Monday 30th November – Wednesday 2nd December**

**Learning Experiences**

We will learn more about the Great Depression, considering some of the reasons behind this economic collapse. We will learn more about poverty and unemployment during this time and analyse how this is represented in the film. We will also find out more about the Dust Bowl in the Midwest and discuss how this was both a manmade and natural disaster. We will compare the events which happened in 1930s America with today and think about some of the lessons which could be learned to ensure that similar environmental disasters do not occur. We will also learn about individual stories of people during this time, and consider how it may have affected different groups of people living in America.

**Skills:**



Writing - composition and vocabulary, grammar, and punctuation

- to plan their writing by:

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

### **Breaking Boundaries/ Flip the Learning**

What could have caused the Great Depression? What impact did it have on people? Were some individuals more affected than others? How is the Great Depression represented in the film? Are there natural disasters like the Dust Bowl happening today? Did the Great Depression just impact America? What did poverty and unemployment look like in 1930? What does it look like today? What can we do today to support people who need help?

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

We will think about how Charlie Chaplin manages to balance comedy and tragedy in the film. The Great Depression was a time of great hardship for many people in the 1930s, and Chaplin managed to create a comedy without undermining the difficulties people faced. We will consider whether comedy is a good tool to discuss serious issues through and analyse some scenes in the film where this is done well.

### **English:**

We will be writing our own poetry this week! We will start by looking at the features of a poem written by Stella P. Bell about the Dust Bowl. We will think about how the structure of her poem differs from writing a narrative, sometimes she only has one word on each line, how does this change the way we read the poem? We will look at pictures of the Dust Bowl during this time and brainstorm what people might be feeling and what the environment might look like. We will write our poetry using Bell's as inspiration and share these with the rest of the class.

**GPS:** Figurative language - Alliteration

### **Reading Tree:**

2h Compare - to make accurate comparisons within the text. We will use this skill to compare the sisters in Restless Girls, how are they similar and different? We will also use this skill in our discussions of the Dust Bowl, comparing this with the California wildfires happening today.

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

We will continue learning about multiplication and division, this week focusing on the 8 times table. When learning about the Great Depression, we will have discussed the lack of resources and food, particularly as crops failed due to the Dust Bowl droughts. We will use our knowledge of multiplication and division to help us count out the remaining resources for the people in our 1930s American town. In groups, we will create posters which will explain the different methods we can use to help us with multiplication and division. These posters will be aimed at people in our 1930s town, they need to clearly explain strategies that can be used, for example using our knowledge of the 4 times table to work out the 8. When we have finished our explanation posters, we will share these with

- o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - o discussing and recording ideas
  - to draft and write by:
    - o composing and rehearsing sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures
    - o organising paragraphs around a theme
    - o in narratives, creating settings, characters, and plot
    - o in non-narrative material, using simple organisational devices [headings and sub-headings]
  - to evaluate and edit by
    - o assessing the effectiveness of their own and others' writing and suggesting improvements
    - o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - to proof-read for spelling and punctuation errors
- 
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - making accurate comparisons within a text
  - to know multiplication and division facts for the 8 times tables
  - to mentally calculate inverses for multiplication and division facts I know
  - using formal written methods to calculate a 2-digit number by a 1-digit number
  - using formal written methods to divide a 2-digit number by a 1-digit number
  - to use mental methods to write and calculate using commutativity and associativity
  - recognise that shadows are formed when the light from a light source is blocked by an opaque object.
  - find patterns in the way that the size of shadows change.
  - set up simple practical enquiries and comparative and fair tests.
  - make systematic and careful observations and, where appropriate, take accurate measurements using standard units.
  - record findings using simple scientific language and tables.

the rest of the class. Students will have opportunities to ask their peers questions and clarify any misconceptions before the data capture next week.

This week we will investigate shadows in science! We will learn about opaque, translucent and transparent materials and investigate what kind of shadows these materials cast. We will also consider how the orientation of an object affects the shadow and think about how we might use this during our shadow puppet performances later in the half-term, for example if we want a character to be bigger we can move them closer to the torch.

**Arithmetic Focus:**

Multiplication and division using the 8 times table

**Friday 4th December**

**Learning Experiences:**

**Friday Big Write:**

This week, we will write about a scene from the film where the factory worker is telling Chaplin's character that he is hungry and needs help. We will write in 1st person and think carefully about the conversation that might happen between these two characters. We will use our knowledge of the Dust Bowl and the Great Depression to add in some factually accurate information into our narratives, for example *'My livestock and crops were killed and I had to leave my home!'*

**Messy Maths:**

Answering a range of problem solving questions based on multiplying and dividing by 8.

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

We will continue our work on dance and develop some of the skills practiced last week. Students will work in 3 stations, practicing 3 different skills.

Station 1: Experimenting with different speeds. Students will work in small groups, responding to the tempo of music by changing the speed of their movements.

Station 2: Students will work on their balance and think about how a range of static poses can be included into a wider balance sequence. In small, socially distanced groups, students will create a short dance incorporating balance moves.

Station 3: Varying levels and experimenting with different dynamics within a dance sequence. In small, socially distanced groups, students will think about the different levels within a dance and experiment with varying the movements each member of the group does. For example, two members of the group may begin on the floor whilst two others are standing.

**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

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## WEEK 6 THEME/ Hook: The Evolution of Cinema - DC2

Monday 7th December– Wednesday 9th December

### Learning Experiences

This week, we will analyse how cinema evolved in the 1920s and 30s. We will look at popular B&W, silent films from this era and also understand how the first sound films which included synchronised dialogue, or 'talkies', impacted the film industry. As Charlie Chaplin resisted the introduction of 'talkies', we will experiment with making our own B&W, silent films. This will encourage the students to consider different ways meaning can be expressed when dialogue is removed.

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

#### **Breaking Boundaries/ Flip the Learning**

What is the difference between black and white and colour film? How do you think the introduction of 'talkies' changed cinema? What similarities do you see between films made in 2020 and 1930? How has the way we consume media changed e.g. YouTube, Netflix, internet. Why do you think Charlie Chaplin was resistant to change? Do you think changes in cinema now are a good thing?

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

This week, we will make our own B&W, silent films. In groups, we will create a story-board rather than a script to plan what will happen in our films. We will then think carefully about how we can express meaning through our body language and facial expressions. We will also choose music from the 1930s to be played alongside the film, the music chosen should reflect the emotions and actions happening in our films. As the first ever Academy Awards began in 1929, we will host our own! We will have a viewing of all of our films and award an Oscar to the best motion picture.

### **English:**

For our data capture, we will choose our best piece of writing and edit and redraft it. This will give us opportunities to proof-read, self and peer assess and improve some of our word choices. This redrafted piece of writing will be assessed and go into our writing portfolios.

**GPS:** Reviewing concepts learned this half-term

**Reading Tree:** This week we will practice the Reading Tree skills learned so far using an unseen text. This will give us an opportunity to practice our Test Ready skills for reading by learning how to skim and scan a text for an answer and working out what a question is asking.

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

This week in Maths we will review the concepts learned so far. We will take part in a carousel activity, moving around different stations to help us practice our multiplication, division and times tables. This will support students in our Maths

### **Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Writing - composition and vocabulary, grammar, and punctuation

- to plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- to draft and write by:
  - composing and rehearsing sentences, 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 [headings and sub-headings]
- to evaluate and edit by
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- to proof-read for spelling and punctuation errors
  - using formal written methods to calculate a 2-digit number by a 1-digit number
  - using formal written methods to divide a 2-digit number by a 1-digit number
  - to use mental methods to write and calculate using commutativity and associativity
  - to know number facts for the 3, 4 and 8 times tables
  - to solve problems involving division
  - to solve problems involving multiplication
  - to solve problems involving missing numbers in multiplications and divisions
  - Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
  - Make systematic and careful observations.
  - Report on findings from enquiries, including oral and written explanations.
  - Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
  - using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

assessment for our data capture and will highlight any concepts which need to be reviewed further.

This week in science, we will explore how different coloured filters can affect light and shadows. We will cover torches with different coloured filters and investigate what happens when more than one filter covers the torch. This will introduce us to the idea that white light is made up of many different colours which are absorbed or reflected back to us when it hits an object. Students will also create their shadow puppets to prepare for the shadow puppet performance next week. Our puppets will all be inspired by the characters in Modern Times. As we will only see the shadow of the puppet, we will have to think carefully about the silhouette of the puppet, for example Charlie Chaplin could be wearing his iconic top hat and carrying his walking stick.

**Arithmetic Focus:** Review of all Maths concepts learned so far

**Friday 11th December**

**Learning Experiences:**  
**Friday Big Write:**  
 This week, we will write a narrative inspired by the one scene in Modern Times which uses 'dialogue.' Although Chaplin was resistant to dialogue in film, there is a scene which sees Chaplin's character singing nonsense. Students will write a narrative and think about what his character might be singing, and what the audience members might be thinking.

**Messy Maths: Maths**  
 Working out problem solving questions based on a range of concepts learned so far this half term.

**PE/ Sports: (Activities, key skills / techniques)**  
 Students will be put into small groups where they will work collaboratively to create their own dances. These dances should include a variation of levels and speeds, some synchronized movements, and include movements with precision and control which respond appropriately to the music. This week will also give students an opportunity to work collaboratively within a group and consider the strengths of each member when planning their dance.

**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

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- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- use running and jumping in movement and isolation
- develop flexibility, strength, technique, control and balance
- perform dance moves using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal

**WEEK 7 THEME/ Hook: Beyond Modern Times/ Nativity and Christmas Celebrations**

**Monday 14th December – Wednesday 16th December**

**Learning Experiences**  
 This week, we will be thinking once again about the legacy of Charlie Chaplin and reviewing what we have learned about his films leading up to Modern Time and beyond. We will think about some of his later films and consider how technology influenced his artistic style. We will learn more about him as an

**Skills:**

individual and some facts about him beyond him as a filmmaker. We will also think about the timeline from the 1920s to modern day, learning about how significant events during this time period impacted cinema and Charlie Chaplin's work.

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

What kind of person was Charlie Chaplin? What films did he make after Modern Times? Why do you think we still value him as a filmmaker today? How did technology impact the way he made films? What other films did he make and how do the subject matters compare to those in Modern Times? How did significant events in history impact cinema?

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

This week, we will be thinking about Charlie Chaplin's filmmaking beyond Modern Times. We will look at how his films changed as technology improved and question what his thoughts were about this shift in cinema. We will also consider why filmmakers today still value Chaplin's work from almost 100 years ago. Students will be exposed to a range of Chaplin's work, and we will compare this to Modern Times.

### **English:**

As we had our own Oscars Party last week, we will write an interview between a journalist and Charlie Chaplin at the Academy Awards. Students will first think about the kind of questions which are asked at award parties such as thing one, including some interesting things they would like to find out about Charlie Chaplin. Students will write their question and predict what kind of response he will give. Perhaps one question is about the introduction of 'talkie' films, does Charlie Chaplin respond in an irritated way? When students are finished writing their interviews, we will perform these to the class with one student acting as Charlie Chaplin, and the other being the interviewer.

**GPS:** Reviewing gaps shown from DC2

**Reading Tree:** 2d Inference - make inferences from the text. We will use our inference skills to work out what is being said between the lines in our class book. We will compare inference questions to retrieval questions and learn that the answer won't be written in the text, but rather needs to be worked out based on the information given.

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

Consolidation and reviewing gaps from DC2

This week in Maths, we will be reviewing any gaps which are shown from the data capture. Charlie Chaplin is about to start filming a new movie, but he has gone missing from set! We will take part in a range of Maths games and puzzles about multiplication, division and times tables, moving around stations to find



Writing - composition and vocabulary, grammar, and punctuation

- to plan their writing by:
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  - discussing and recording ideas
- to draft and write by:
  - composing and rehearsing sentences, 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 [headings and sub-headings]
- to evaluate and edit by
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- to proof-read for spelling and punctuation errors
  - to read aloud my own writing, to a group/whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
  - identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - making inferences from the text
  - using formal written methods to calculate a 2-digit number by a 1-digit number
  - using formal written methods to divide a 2-digit number by a 1-digit number
  - to use mental methods to write and calculate using commutativity and associativity
  - to know number facts for the 3, 4 and 8 times tables
  - to solve problems involving division
  - to solve problems involving multiplication
  - to solve problems involving missing numbers in multiplications and divisions
  - Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
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clues which will tell us of Charlie's whereabouts. Students will have to find Charlie Chaplin and rescue him before everyone on set realises he is gone!

In science, we will show our Charlie Chaplin shadow puppet performances to the class! Students will use their knowledge of light and shadows to make the puppets bigger and smaller during the performance. At the end of all the plays, we will review what we already know about light in an online Kahoot quiz.

**Arithmetic Focus:** Reviewing gaps shown from DC2

- using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

### Friday 18th December

#### Learning Experiences:

##### Friday Big Write:

In our final Big Write, we will write a narrative inspired by the final scene in the film, where Chaplin walks off with his love interest into the sunset. We will create a dialogue between the two characters and consider what Chaplin might be thinking and feeling. Students will also be encouraged to think about what was happening in the wider world during this time, perhaps Chaplin is escaping the trials and tribulations of modern life and choosing a more simple existence with his love. Students might decide to end their narrative on this final scene; however, some might predict what would happen in the next scene.

##### Messy Maths: Maths

We will answer a range of problem solving questions based on gaps found in DC2.

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

We will have a dance off in the hall! Students will have an opportunity to practice and refine their dances in the same groups from last week. We will then perform the dances to the rest of year 3 and 4. Students will peer-assess one another, looking out for techniques learned in previous weeks and commenting on how the group incorporated them into their dance sequence.

#### 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
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