

**GREENSIDE FILM FACTORY**  
The Year of Colour

**2020-2021**

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

**Y4 Class Teacher:** James Tilden

**Class Film Text:** *Imitation of Life* (1934)

**Class Book/ Text:** *Some Places More Than Others* by Renee Watson

**WEEK 1 THEME/ Hook: Delilah Arrives**

**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 is the film in black and white? How do black and white films evoke a different feeling? What would the film look like if it were in colour? Does the fact that it is in black and white coincidentally help push the racial themes in the film?

Who is Delilah? Why does she say that “we has to walk” when told she can take the street car across town? What are Jim Crow laws? Where do they come from?

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

Colourising *Imitation of Life*, Part I: brainstorming ideas  
We will begin the filmmaking process of colourising *Imitation of Life* by examining the significance of black and white films. Are black and white films more or less effective at conveying meaning? Does the simple contrast between the two shades allow the viewer to create their own meaning? How can we capture the mood of the film but give it colour? We will consider these questions as we brainstorm ideas for our modern-day remake of *Imitation of Life*.

**Skills:**



**Reading Tree Skills:** (Ongoing selection through the half term)

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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:**

This week, we will kick off our English learning with our Knowledge Harvest and Big Questions regarding *Imitation of Life*. Students will fill in their knowledge harvest sheet which will require them to write about what they may already know about the film, what they can infer from the title and the film poster, or what they may already know about the 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.

**The History of Jim Crow Laws**

We will review the opening segments of the film, recognising that Delilah is jobless and, essentially homeless and is not allowed to take the street car or public transit in general because she is Black: "We has to walk," she says when told she can just take the street car across town. This will allow us to tap into prior knowledge of segregation, having previously studied this as part of the Black British History specialism last half-term. Via Google Slides, we will research segregation and Jim Crow to write about its history:

1. Why is it called Jim Crow?
  - a. Students will write about how Jim Crow is based off of the minstrel song "Jump Jim Crow."
2. When did Jim Crow laws begin and what did they enforce?
  - a. Students will write about how the abolishment of slavery in the US led to the enactment of many laws that segregated Blacks and Whites
3. Where did the laws exist and what are some examples?
  - a. Students will look at what parts of the US in which these laws existed/were enforced, writing about at least one particular example (separate entrances in restaurants for Blacks and Whites in Alabama, for instance)
  - b. Students will also be encouraged to give Delilah's inability to take the street car as an example
4. How long did the laws last and how did things change?
  - a. Students will write about how long Jim Crow laws were in effect
  - b. They will include detail about how the Civil Rights Movement effectively brought these laws to an end

Students will then self- and peer-assess, ensuring that they have met the success criteria, including all the relevant and researched information while writing accurately to include proper verb inflections.

**GPS:**

Verb inflections: locally-spoken versus standard form

As Delilah speaks an African-American vernacular form of English, the dialogue of the film gives numerous examples of improper verb inflections, similar to locally-spoken forms in London. For example, "You children done had your breakfast." and "Them pancakes is a secret." Considering Delilah's vernacular,

- 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

**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
  - 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
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear
- to speak and write with Standard English forms for verb inflections instead of local spoken forms [for example, *we were* instead of *we was*]

**Maths - number and place value and multiplication and division**

- count in multiples of 6, 7, 9, 25, and 1000
- to recall multiplication and division facts for multiplication tables up to 12 x 12
- to use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- to solve problems involving multiplying and adding

we will look at how verbs need to be changed correctly in particular contexts and to properly reflect tense.

### Reading Tree:

We will introduce our class book and consider how this book might compare or be different to our film. How does *Some Places More than Others* compare to *Imitation of Life*? What are the similarities and what are the differences? Do the characters feel a similar identity crisis, a longing to understand who they are and where they came from? Does Amara wish to represent her history in herself while Peola rejects it?

### Maths in the Movies / STEM:

Recalling multiplication tables from 1 to 12

This week, we will review our multiplication tables learnt in Year 3, remembering that multiplication is, at its core, groups of things added together. We will make groups of 1s up to 12s with dienes to visualise how our times tables work.

Further, we will think about how Delilah spends her mornings making pancakes for Bea and Jessie, thinking about one and two step word problems involving multiplication, *if Delilah has to make pancakes for 7 days and each day she makes 4 pancakes, how many will she have to make?*

Multiply and divide by 1, multiply by 0

We will then learn how to use place value to multiply and divide by 1, and to multiply by 0, understanding that our number can stay the same based on the single group that makes it or that it can change by having no groups at all.

### Grouping living things

To start our science unit on living things, including their habitats, we will learn about how all living things have commonalities: movement, respiration, sensitivities, and growth. We will think about how the characters in the film -- Delilah, Bea, and Jessie -- despite their differences, share the same features of living human beings, but also how those features are shared with animals. We will then group a range of living things into three distinct categories: lays eggs, has two legs, can fly. We will create diagrams that show these categories, considering where humans can be placed.

### Arithmetic Focus:

Multiplication tables 1 to 12 including 0

### Display:

Colourise the scene!

Students will be given stills of the film. They will trace an outline of the still on white A4 paper and then colour it in, using appropriate colours to represent the black and white shades of the film. They will be challenged to figure out which colour is depicted on screen and how to best translate that into a coloured version of the scene.

### Science - Living things and their habitats

- to recognise that living things can be grouped in a variety of ways
- to work scientifically by using and making simple guides or keys to explore and identify plants and animals

### Art, craft, and design

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### Physical Education

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



**Friday 6th November**

**Learning Experiences:**

This week, we will immerse ourselves in the character of Delilah. We will assume her perspective when she mistakenly arrives at Bea's house, but then is able to stay and work for Bea.

**Friday Big Write:**

Dear Life, Delilah's perspective

Our first entry into our "Dear Life" diaries will be from Delilah's perspective, detailing the early moments of the film when she becomes a maid at Bea's house. Students will review these moments in the film to best immerse themselves in her character, writing about how she is unable to take the streetcar and how she is nearly desperate for work. They will write about how Bea is a kind and generous woman and how Delilah instantly takes to her and Jessie.

**Messy Maths:**

Practical and problem-solving questions using 1 to 12 multiplication tables, including 0s.

**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 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 child'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

## WEEK 2 THEME/ Hook: Aunt Delilah's Pancake Shop

Monday 9th November – Wednesday 11th November

### Learning Experiences

This week, students will learn about how Bea takes Delilah's famous pancake recipe and runs with it, to the extent of opening a pancake shop and using Delilah's name and face as the brand imaging. They will be able to compare Aunt Delilah's Pancake Shop and its imagery with the Aunt Jemima brand, recognising that

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

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

What does opening a business look like? What is the problem with the Aunt Jemima brand imaging? Who should see the benefits of the pancake shop? Is it fair that a White woman can be so successful off the ideas of a Black woman, if even profits are somewhat shared?

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

Colourising *Imitation of Life*, Part II: script writing

This week, we will learn how to write a script. We will learn about how it is a particular style of writing that lists setting, characters, on-screen movements and actions, as well as narration. Students will be tasked to work in groups and assign these parts of a script to different people. They will begin by rewriting the opening moments of the film, considering new names for the main characters and how they might look and act in contemporary times. They will then continue with their script to include key moments of the film: Peola's outing in school, the pancake business boom, Stephen Archer, Delilah's passing.

### **English:**

Pancake recipes

This week, we will write our own recipes for Aunt Delilah's famous pancakes. Students will be required to give a backstory to the pancake recipe, writing about how it was passed down from Delilah's grandmother, to her mother, then to her. They may choose to quote the film: "You know, down South my mammy was famous for her pancakes. White folks come from miles around just to taste 'em. It's a special secret. 'Course ya got to be right light with the slap." They will structure their pancake recipes devoting a paragraph/section for each of the following:

1. Backstory (history) of the famous pancake recipe
  - a. Students will give detail regarding Aunt Delilah's famous pancakes and their origin story
2. Ingredients required
  - a. Students will make a list of the ingredients required making sure to list quantities and measurements as well as number of servings that can be made
3. Cooking procedure

### **Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Reading Tree Skills: (Ongoing selection through the half term)

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - o asking questions to improve their understanding
  - o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - o predicting what might happen from details stated and implied
  - o summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - o identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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

- a. Students will write about the proper way to make Aunt Delilah's famous pancakes; they may choose to quote Delilah, "Course ya got to be right light with the slap."

**GPS:**

**Possessive apostrophes**

We will look at how apostrophes are used to show possession, such as "Aunt Delilah's Pancake Shop" as well as possession of plural nouns. We will note where to put an apostrophe for a plural noun.

**Reading Tree:**

2e: predict what might happen from details stated and implied

This week, we will think about the first chapter of the text and consider in what direction(s) it might lead the story. We will think about the structure of the text, the narration, and the way in which a chapter is pieced together, thinking about what this might say for future chapters.

**Maths in the Movies / STEM:**

Multiply and divide by 10 and 100

As Bea's pancake shop takes off, under the name Aunt Delilah's Pancake Shop, she begins to build a reputable, booming business in the heart of Pleasantville, New Jersey. She will have to consider ingredients and supplies now in the multiples of 10 and 100 to keep up with demand. Students will be challenged to figure out, based on 10s of customers per day and 100s per week and month, how many pancakes are needed and how many drinks will be required, to keep up with the demand of Bea's booming business. To do so, we will open our own pancake shops, designing our desks with our own signs and our own pricing. Writing their own word-problems about multiplying 10s and 100s, students will create a business model that will anticipate the selling of their pancakes in the 10s and 100s, *if I have 100 customers, buying one pancake each, in 13 days, how many pancakes will I need to have?*

**Classifying vertebrates**

This week, we will think about the dichotomy of vertebrates and invertebrates. We will learn about how scientists generally classify all animals and living things into these two groups. We will break this down by understanding the difference between amphibians, fish, reptiles, birds, and mammals, recognising where we as humans fit into these groups. We will also begin to think like ichthyologists, like Stephen Archer, categorising fish as vertebrates. We will create our own posters that show a classification chart of vertebrates, with different sections for amphibians, fish, reptiles, birds, and mammals; we will colour, cut and paste pictures for each, including characters from the film to show mammals.

**Arithmetic Focus:**

Multiply and divide by 10 and 100

- 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

**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
  - 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
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear
- to indicate grammatical and other features by:
  - o indicating possession by using the possessive apostrophe with plural nouns

**Maths - multiplication and division**

- to recall multiplication and division facts for multiplication tables up to 12 x 12
- to use place value, known and derived facts to multiply and divide mentally, including multiplying and dividing by 10 and 100
- to recognise and use factor pairs and commutativity in mental calculations
- to solve practical and one and two step word problems involving multiplying and adding

**Science - Living things and their habitats**

- to recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups
- to work scientifically by using and making simple guides or keys to explore and identify plants and animals
- to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates and invertebrates in a classification key
- identifying similarities and differences between a range of vertebrates

**Art, craft, and design**

- produce creative work, exploring their ideas and recording their experiences

We will use our mental strategies to tackle a range of multiplying and dividing by 10 and 100 questions

**Display:**

Design logo for pancake mix

Looking at the Aunt Delilah's Pancake Mix logo, we will design our own pancake mix brand logos, replacing "Delilah" with our own names



- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Friday 13th November**

**Learning Experiences:**

Having assumed the perspective of Delilah, we will switch to Bea's perspective. We will consider how Bea warmly perceives Delilah and how their friendship is formed domestically and through their business venture. We will think about how Bea uses Delilah's secret pancake mix to form a quickly-thriving business.

**Friday Big Write:**

Dear Life, Bea's perspective

Students will write from Bea's point of view, thinking about how her relationship with Delilah forms as a friend and morphs into a business partner, even when Delilah plays no part in instigating the business. They will write about how grateful they are to have Delilah in their lives and how her pancake mix has helped her gain so much, while still including Delilah in the profits.

**Messy Maths:**

Practical and problem-solving questions regarding multiplying and dividing by 10 and 100

**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: 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

**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

**Physical Education**

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

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 child’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

## WEEK 3 THEME/ Hook: Denial

Monday 16th November – Wednesday 18th November

### Learning Experiences

Peola is in constant denial of her race. She rejects Delilah, her mother, and wishes to escape her Blackness: “You! It’s because of you. You’re Black. I won’t, I won’t be Black! I wanna be White, like I look. Look at me, am I not White? Isn’t that a White girl there?” This week, we will examine the societal pressures that a Black person faces, especially when they’re of a lighter complexion. We will look at how this colourism not only impacted Peola, but defined her -- and the actor who plays her, Fredi Washington. We will see how Peola is able to navigate between two worlds, White and Black and how frank it is that this enables her to circumvent Jim Crow laws.

### World Thinking: Big, Critical Curious Questions

#### Breaking Boundaries/ Flip the Learning

“I didn’t know she was coloured,” whispers one boy in Peola’s class when her Black mother picks her up from school. We know about race and racism, but what is colourism? How can one’s complexion determine the extent to which they are accepted in society and in particular parts of society? How is it that racism can affect Black people in a variety of ways? What is at the root of Peola’s denial? What is the reason that Peola constant denounces her Blackness?

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

Colourising Imitation of Life, Part III: cinematography and storyboarding  
This week, we will review cinematographic terms learnt from Year 3, recalling various shot angles and methods. Then, we will learn about how to make a storyboard, including shot types and small illustrations. We will take our scripts from week 2 and break them down to their most essential parts, illustrating key shots while including set direction and cinematography.

### English:

Fredi Washington Biographies

This week, we will research the life of Fredi Washington. Being of a very light-skinned complexion, Fredi Washington often passed as a White woman, but was still attached to the stigmas and racism of being a Black actor. She moved from acting to activism, working for civil rights. She was among the first

### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Reading Tree Skills: (Ongoing selection through the half term)

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - o asking questions to improve their understanding
  - o drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - o predicting what might happen from details stated and implied
  - o summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - o identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion

people of colour to be recognised in Hollywood, largely due to her appearance. In writing our Fredi Washington biographies, we will include many features of a biography, such as:

1. Past tense (allowing closing statements to be made in present or future tense)
2. Third-person perspective
3. Information about personality and about significant events, contributions to society, general achievements
4. Quotes from Fredi Washington
5. Other significant figures surrounding her life

These biographies will be redrafted onto a good copy template to be used as a class display

### **GPS:**

This week we will focus on main and subordinate clauses, breaking down sentence structure to understand how clauses can and cannot stand on their own, and how they can be joined using appropriate connectives. We will ensure that our biographies include sentences that connect main and subordinate clauses.

### **Reading Tree:**

2a: Give / explain the meaning of words in context

This week, we will look at various words in *Some Places More than Others* and consider their meanings in context. We will make inferences and use other suggestive words to define various words and phrases and to see how they determine how a character and narrative feels.

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

Multiply and divide by 6, 7, and 9

Students will have to go through a series of challenges to help Peola get through her grade 4 class. They will have to get through different levels with their 6, 7, and 9 multiplication tables. We will break down our 6, 7, and 9 multiplication tables with place value counters and simple addition: if we have two sets of 7 place value counters, is this simply  $7 + 7$  or can we view it as  $7 \times 2$ ? Challenges will include minute to win it, times table countdown, and one-step word problems, each with different levels for 6, 7, and 9.

Invertebrates: insects, annelids, crustaceans, and arachnids!

This week, we will contrast our vertebrate learning with invertebrates. We will learn about different types of invertebrates, including annelids and insects, and understanding that they make up the vast majority of living things on Earth. We will think about the invertebrates that we might see in Shepherd's Bush, either in our gardens at home or at school. We will then pick our favourite invertebrate and, like Stephen Archer, we will think scientifically to create models of these

- 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

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
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear
- to indicate grammatical and other features by and to develop their understanding of the concepts set out in the English Appendix 2 by:
  - extending the range of sentences with one or more clause by understanding the main difference between and properly composing main and subordinate clauses

Maths - multiplication and division

- to recall multiplication and division facts for multiplication tables up to  $12 \times 12$ ; count in multiples of 6, 7, 9
- to use place value, known and derived facts to multiply and divide mentally, i
- to recognise and use factor pairs and commutativity in mental calculations
- to solve practical and one and two step word problems involving multiplying and adding

Science - Living things and their habitats

- to recognise that living things can be grouped in a variety of ways

invertebrates by gluing straws to card paper. We will then label each part (antenna, head, thorax, et. cetera).

**Arithmetic Focus:**

Multiply and divide by 6, 7, and 9

**Display:**

Fredi Washington biographies. Adding to our written biographies, we will design a border to include symbols and features that detail her life

- to work scientifically by using and making simple guides or keys to explore and identify plants and animals
- to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates and invertebrates in a classification key
- to identify invertebrates and explain and understand the differences between a range of invertebrates, including labeling a range of parts of invertebrates

Art, craft, and design

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Friday 20th November**

**Learning Experiences:**

Having thought about the tragic character of Peola and her overall denial of her race, we will assume her perspective. How does she reconcile her race with her appearance? Or does she simply deny it completely? How does this anguish and identity crisis shape a person and how can we write about it?

**Friday Big Write:**

Dear Life, Peola's perspective

Students will write from Peola's perspective, making sure to include the pivotal schoolhouse scene where she's "outed" as a coloured person. They will write this scene, ensuring to use their best descriptive language to detail how she feels and how she responds to the moment. They will include quotes from the film to illustrate how Peola feels, such as, "*I wanna be White, like I look. Look at me, am I not White? Isn't that a White girl there?*"

**Messy Maths:**

Practical and problem-solving questions using our multiplication and division skills for 6, 7, and 9s.

**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

Physical Education

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

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 child'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: Pancake Queen

Monday 23rd November – Wednesday 25th November

### Learning Experiences

In a fairly short timespan, we see Bea's pancake shop, Aunt Delilah's Pancake Shop, take off. It becomes so popular that Bea starts to "box it" -- a two-word idea given to her by her business manager -- and she becomes known, among a few characters in the film, as the pancake queen. Yet, the pancake recipe originally came from Delilah, and while Bea is quite generous and shares the earnings and stock, her entire pancake empire is built on the idea and work of a Black woman. This week, we will see how White success can be, and has historically been built on Black labour -- even if it isn't always exploitative, as is the case been Bea and Delilah's very amicable relationship.

### World Thinking: Big, Critical Curious Questions

#### Breaking Boundaries/ Flip the Learning

What is the brilliance of the "box it" idea? What was the example used for this idea -- an idea that actually happened in the real world? How does the idea affect Bea's business? Where else do we see instances of White success stemming from Black ideas or Black labour?

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

Colourising Imitation of Life, Part IV: filming

Having written scripts, assigned characters and roles, storyboarded with proper set direction and cinematography, students will begin the filming of their colourised, modern-day version of Imitation of Life. They will have to think about inflecting American accents and especially African-American vernacular when acting their version of Delilah. They will also have to carefully consider the framing of each shot, ensuring that they do not film entire scenes in one shot and in one take.

### English:

The Pancake Queen of Pleasantville

### 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

This week, we will write news articles about Bea, the pancake queen. We will review the film to see how, in a short period of time, she went from owning a humble shop on the boardwalk of Pleasantville, New Jersey to the heights of the business world, mass-producing pancake mix. We will be sure to write her story to include all the key components of a news paper article, such as

1. title of the newspaper
2. a catchy headline
3. subtitle that gives more information about what the report is about
4. reporter's name
5. paragraphs that include the 5 Ws and how
6. direct and indirect speech
7. Information presented in chronological order
8. written in third person and including this week's GPS focus, pronouns
9. formal language
10. A summarising paragraph

We will then self-assess and peer-assess to ensure that we have met all the success criteria of a properly written news article.

#### **GPS:**

This week, we will look at pronouns, learning about the difference between first, second, and third-person perspective. We will also differentiate between pronouns that denote subjects, objects, and possessives. This will also help us to vary our nouns and pronouns to avoid repetition, which will need to be included in our news articles.

#### **Reading Tree:**

2b: retrieve and record information / identify key details from fiction and non-fiction

This week, we will retrieve information from *Some Places More than Others* that depict how Amara feels about New York City and how she feels about leaving Oregon. We will also give examples of how she learns about her history and her family.

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

Multiply and divide by 11 and 12 and three numbers together  
In a carousel, we will worked through multiplying and dividing by 11 and 12, as well as three numbers together. We will have a "Peola" station for multiplying and dividing by 11, working our way up from 1 to 12, and through a series of one-step problem solving questions. In the "Delilah" station, students will level up to multiplying and dividing by 12, starting from 1 and moving up to 12; students will also have to work through one-step problem solving questions, including missing numbers. Finally, students will move on to the "Bea" station where they will be challenged to multiply three numbers together. They will start with questions wherein the first two numbers equal 12, then learn to multiply their answers by the third number, for instance  $3 \times 4 \times 4$ , which can be simplified

- 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

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
  - 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
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear
- to speak and write with Standard English forms for verb inflections instead of local spoken forms [for example, *we were* instead of *we was*]
- to indicate grammatical and other features by:
  - o choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition
  - o Recognising and understanding the difference between direct and indirect speech and being able to write direct and indirect speech using inverted commas

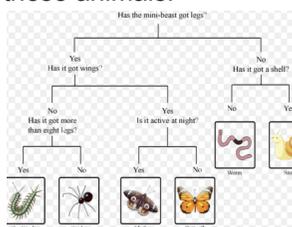
Maths - multiplication and division

to 12 x 4. They will be challenged to see how they can make different groups out of the given numbers, such as 3 x 4 x 4 can be simplified as 3 x 16.

This week, students will make pancakes to become Pancake Queens and Kings. Using multiplication and division we will have to extrapolate an ingredients list to see how much of each ingredient we will need (pancake mix, chocolate chips, blueberries). We may be challenged beyond our prior multiplication and division work to find the perfect recipe! Using our World Ready skills, we will put our recipe to task. We will reopen our pancake shops from week 2, only this time be able to offer actual pancakes. Students will be able to sell their pancakes using basic multiplication, *there are three of you and each pancake costs 3 pounds, how much do you have to pay?*

#### Classification keys

Students will be challenged to create their own classification keys. Based on their learning from previous weeks, they will have to think of questions regarding the characteristics of living things, such as *does it have wings? is it a vertebrate or invertebrate? does it have legs? can it fly or swim?* They will be given a range of animals with which they will trace their questions down a path to classify these animals.



#### Arithmetic Focus:

Multiply and divide by 11 and 12 and three numbers together

- to recall multiplication and division facts for multiplication tables up to 12 x 12; count in multiples of 11 and 12
- to use place value, known and derived facts to multiply and divide mentally
- to recognise and use factor pairs and commutativity in mental calculations
- to recognise and use factor pairs to multiply three numbers together
- to solve practical and one and two step word problems involving multiplying and adding

#### Science - Living things and their habitats

- to recognise that living things can be grouped in a variety of ways
- to work scientifically by using and making simple guides or keys to explore and identify plants and animals
- to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates and invertebrates in a classification key
- to gather, record, classify and present data in a variety of ways to help in answering questions by creating tables and keys showing the characteristics of living things

### Friday 27th November

#### Learning Experiences:

We have seen the trajectory of Bea's pancake business as it had humble beginnings and then skyrocketed into a large business, manufacturing pancake mix. This booming success was based on a single idea, two words: "box it." Students will think about this idea and how it changes Bea and Delilah's lives entirely.

#### Friday Big Write:

Dear Life, Bea's perspective

Students will return to Bea's perspective to write about her growing success and to detail the circumstances under which that success grew, namely the "box it" idea. They will have to give a timeline of events that lead Bea to the party she has at her house to celebrate her pancake empire.

#### 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

#### Physical Education

To ensure that all students:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time

**Messy Maths:**

A range of practical and one- and two-step problems in multiplying and dividing by 11 and 12 and three numbers together

**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.

- 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: "Don't say mammy."**

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

**Learning Experiences**

Peola rejects her mother's use of the word "mammy," as she finds it disparaging and stereotypical. This week, we will examine that word and the way in which the mammy stereotype is used throughout the film with the character of Delilah. We will think about how Delilah's personality traits, mannerisms, and her vernacular coincide with American's views of the matronly Black woman. We will also look at how the mammy imagery directly parallels Aunt Jemima, thinking about the recent controversy over the Aunt Jemima brand.

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

What is a stereotype? Where do stereotypes come from? Why was there so much controversy over the Aunt Jemima brand? What problems do we see with the Aunt Delilah brand? How can we clamp down on and call out stereotypes when we see them?

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

Colourising Imitation of Life, Part V: filming and editing

Students will continue the filming of their colourised, modern-day version of Imitation of Life. They will have to think about the sequence of events, shots, and scenes in order to begin editing them. We will workshop editing through iMovie, going over how to arrange, crop, and cut clips, as well as how to add effects and filters.

**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:

**English:**

Encyclopedia entries on stereotypes

This week we will answer the question “what is a stereotype?” Examining the Aunt Delilah and Aunt Jemima as examples of stereotypes, we will mainly focus on where the mammy stereotype originated, writing an encyclopedia entry to later be typed up on Google Slides. We will look at encyclopedias to break down what they look like and the sort of information included in them and how that information is structured. We will use information found through a range of internet links to gather and synthesize key questions regarding stereotypes. We will use headlines to structure our piece:

1. What is a stereotype?
2. What are some examples of stereotypes?
3. What is the mammy stereotype?
  - a. What are its origins?
  - b. How does this link to slavery?
  - c. What is the legacy of the mammy stereotype?
4. What are some examples of the mammy stereotype?
  - a. Aunt Jemima and the recent controversy over its brand image
  - b. Aunt Delilah and how she is a textbook example of a mammy
5. Why stereotypes, particularly the mammy stereotypes, are hurtful
6. How to recognise a stereotype and what to do about them

While writing our encyclopedia entries, we will review the Year 4 Writing Assessment Grid to ensure that we are writing at the expected standard and aiming to work at greater depth within the expected standard.

**GPS:**

Determiners

This week we will look at a range of determiners, building on prior knowledge from Year 3. We will include possessive, interrogative, and demonstrative determiners, as well as quantifiers. Further, we will differentiate between pronouns and determiners to understand how the latter is used to express a noun in greater detail while pronouns replace nouns. We will include a range of determiners in our encyclopedia entries on stereotypes.

**Reading Tree:**

2c: summarise main ideas from more than one paragraph

This week, we will review Amara’s plans to leave Oregon and visit New York City, taking a look at several paragraphs that lay out these ideas. We will consider subheadings for these paragraphs and rewrite them as a step-by-step guide to getting ready to visit New York City.

**Maths in the Movies / STEM:**

Strategies for multiplying two and three digit numbers by one digit

As Jessie goes to college, she becomes quite smart and begins to assume she knows how to teach things. Students will become teachers by learning about

- o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- o asking questions to improve their understanding
- o drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- o predicting what might happen from details stated and implied
- o summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- o identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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

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
  - 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
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear
- to speak and write with Standard English forms for verb inflections instead of local spoken forms [for example, *we were* instead of *we was*]
- to indicate grammatical and other features by:

strategies to calculate two and three-digit by one digit multiplication problems, including expanded form and standard form. We will look at how to break down multiplying larger digits. They will think about place value, multiplying their ones digits then their tens digits and adding the two numbers together. Then, in groups, we will create poster boards to display these strategies and students will be invited to challenge the class on a variety of problems using either expanded or standard forms.

#### Classification board games

Having learnt all about different classifications of living things, students will create a trivia board game based on classification. They will have to think of questions that help classify an animal (like they did in week 4), and use these in question cards that correspond to a colour-coded space on their board game. For instance, if a player lands on red, they will pick up a red card, which might ask them "I can be found in soil and I am an annelid. Am I a vertebrate or an invertebrate?" If they answer the question correctly, they will be able to move a certain amount of steps forward. If incorrectly, they'll have to move a space back. In designing the board game, students will have to synthesize their science learning and show it by thinking scientifically when designing their questions. Students will then be able to challenge their classmates with each other's board games.

#### Arithmetic Focus:

Multiplying two and three digit numbers by one digit

- o Using a range of determiners, including possessive, interrogative, and demonstrative, to identify and explain a noun in further detail

#### Maths - multiplication and division

- to recall multiplication and division facts for multiplication tables up to  $12 \times 12$ ;
- to use place value, known and derived facts to multiply and divide mentally
- to recognise and use factor pairs and commutativity in mental calculations
- to recognise and use factor pairs
- to multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- to solve practical and one and two step word problems involving multiplying and adding

#### Science - Living things and their habitats

- to recognise that living things can be grouped in a variety of ways
- to work scientifically by using and making simple guides or keys to explore and identify plants and animals
- to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates and invertebrates in a classification key
- to gather, record, classify and present data in a variety of ways to help in answering questions by creating tables and keys showing the characteristics of living things

### Friday 4th December

#### Learning Experiences:

As Peola grows older, she feels a lot more distanced from her mother and begins to feel the burden of her identity crisis. She becomes stricken with overwhelming feelings of contempt for her Blackness, chastising her mother for her use of the word "mammy." Having examined the mammy stereotype, students will use this language to give context to the characters of Peola and Delilah and their fraught relationship.

#### Friday Big Write:

Dear Life, Peola's perspective

An adult Peola is found more hostile towards her race than ever and tells her mother not to use the word mammy, while also explaining how she wishes to leave home and never see her mother again. Students will have to write about this struggle, explaining Peola's feelings towards her mother, recognising that they are harsh but, in the moment, necessary to solve Peola's struggles. They will write about Peola leaving home and the difficult decision of doing so.

#### Messy Maths:

#### 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

Multiplying two and three digit numbers by one digit, looking at one and two step problems involving expanded and standard forms

**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.

**Physical Education**

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 6 THEME/ Hook: The Ichthyologist / DC2**

**Monday 7th December– Wednesday 9th December**

**Learning Experiences**

This week, we will look at Stephen Archer, Bea’s love interest and ichthyologist. We will first learn about what an ichthyologist is, by using encyclopedias to look the word up. We will see how this characterises Stephen and how this contrasts with who Bea is, as a business woman. Further, we will see how Jessie falls in love with Stephen, complicating his relationship with Bea.

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

**Breaking Boundaries/ Flip the Learning**

What is an ichthyologist? How does one’s profession characterise who they are? What is the complication between Stephen, Bea, and Jessie?

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

Colourising Imitation of Life, Part VI: editing and presenting

We will put our finishing touches on our colourised version of Imitation of Life, finalising the editing process of filmmaking. We will then upload our films to the Year 4 Google Classroom and have a premiere! Students groups will be allowed to present their films at the front of the classroom, offering context for their decisions and how the filmmaking process went.

**English:**

Drafting and redrafting our encyclopedia entries

**Skills:**



**Reading Tree Skills: (Ongoing selection through the half term)**

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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

After reviewing the Year 4 Writing Assessment Grid and reviewing all in-depth teacher assessment, we will begin to draft our final copy of our encyclopedia entries. We will type these up on a Google Slides template where students can include pictures and stylistic fonts to emphasise their writing.

**GPS:**

Prefixes and suffixes

**Reading Tree:**

2d: make inferences from the text / explain and justify inferences with evidence from the text

This week, we will look at Amara's impressions of New York City, the way in which she describes the city and its history. We will see what parts of the text suggest this and how the narrator builds a certain imagery. We will contrast this with more objective descriptions of New York City, and see how her opinion is subjective and how it highlights the difference between fact and opinion.

**Maths in the Movies / STEM:**

We will review and evaluate our learning from this half-term, consolidating our multiplication and division skills. We will develop our World Ready skill of being test-ready, reviewing the importance of being able to take a test with sensibility and maturity, and with careful consideration of each question. Thinking about the areas we need to strengthen and particular strategies for solving multiplication and division questions, we will begin to gain a strong test-taking approach prior to our DC Maths tests.

We will also review our science unit this half-term, Living things and their habitats. We will synthesize all the classification information that we learnt and think about practical questions to review before looking at our Rising Stars test papers.

Year 4 will also become ichthyologists, like Stephen Archer!

We will visit the pond in the school garden to see if we can find different fish or any sort of living things. We will take iPads to photograph the living things we see in the pond and then review them in class, thinking about the different environments fish live in (salt water, fresh water, aquariums).

**Arithmetic Focus:**

Multiplication with missing numbers

Having built a solid foundation of multiplication tables, including two and three digits, we will look at strategies to calculate equations involving missing numbers

- 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
- 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

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
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear
- to use further prefixes and suffixes and understand how to use them

Maths - place value and multiplication and division

- count in multiples of 6, 7, 9, 25, and 1000
- to recall multiplication and division facts for multiplication tables up to  $12 \times 12$ ;
- to use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- to use place value, known and derived facts to multiply and divide mentally
- to recognise and use factor pairs and commutativity in mental calculations
- to recognise and use factor pairs
- to multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- to solve practical and one and two step word problems involving multiplying and adding

Science - Living things and their habitats

- to recognise that living things can be grouped in a variety of ways
- to work scientifically by using and making simple guides or keys to explore and identify plants and animals
- to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates and invertebrates in a classification key
- to gather, record, classify and present data in a variety of ways to help in answering questions by creating tables and keys showing the characteristics of living things

**Friday 11th December**

**Learning Experiences:**

Stephen Archer is caught between Jessie and Bea, but is in love with Bea. As this drama unfolds, we see Stephen's maturity and his ability to navigate the situation sensibly. He intends to marry Bea but their love falls flat as Jessie gets in the way.

**Friday Big Write:**

Dear Life, Stephen Archer's perspective

We will write from the perspective of Stephen Archer, retelling the story of how he met Bea, the pancake queen, and how he became involved in Bea and Jessie's life. As Stephen, we will write about ichthyology and the interesting adventures we have gone on, giving Stephen's character an extra backstory.

**Messy Maths:**

Multiplication with missing numbers

**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

**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

Physical Education

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

students an opportunity to work collaboratively within a group and consider the strengths of each member when planning their dance.

## WEEK 7 THEME/ Hook: "It's Delilah" / Nativity and Christmas Celebrations

Monday 14th December – Wednesday 16th December

### Learning Experiences

Near the end of the film, a house maid rushes upstairs to find Bea and says, "Ms Pullman, can you come quick? It's Delilah." As Delilah swiftly falls ill, we begin to see how much of an impact she's truly had on Bea and Jessie's lives. While Bea has been the matriarch of the household, Delilah has essentially been the person who has laboured over their home and their lives and has kept everyone together. We will see how her untimely death causes Peola to crash into regret and despair, aching for her mother and her identity, after she previously denounced her Blackness.

### World Thinking: Big, Critical Curious Questions

#### Breaking Boundaries/ Flip the Learning

What is Delilah's impact on the story of Imitation of Life? Why is her death such a massive loss? Even though she is a stereotype in general, what is the cultural significance of mummies and Delilah overall?

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

Colourising Imitation of Life, Part VI: editing and presenting (continued)

We will put our finishing touches on our colourised version of Imitation of Life, finalising the editing process of filmmaking. We will then upload our films to the Year 4 Google Classroom and have a premiere! Students groups will be allowed to present their films at the front of the classroom, offering context for their decisions and how the filmmaking process went.

### English:

Poems for Aunt Delilah

Students will look at the structure of quatrain poems, learning about four-line stanzas and how to rhyme in various schemes, including AAAA, ABAB, and ABBA. We will do a carousel to build our ideas on poetry, rhyming, and descriptive language, including

1. Descriptive language, including similes and metaphors (learnt from last half-term) that depict Delilah's life and struggles
2. Rhyming words, looking at nouns, adjectives, and verbs that rhyme and thinking about how to end lines with these words. Students will be challenged to brainstorm contractions that rhyme as well.
3. Experimenting with different rhyming schemes, AAAA, ABAB, and ABBA and determining which is most accessible and most effective for our purposes

### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Reading Tree Skills: (Ongoing selection through the half term)

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - o asking questions to improve their understanding
  - o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - o predicting what might happen from details stated and implied
  - o summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - o identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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

Having workshopped poetry and rhyming schemes, we will write our own quatrain poems for Aunt Delilah. As she passes away at the end of the film, students will be challenged to honour her life in quatrain poems. They will consider who she was, her personality and unending kindness, her relationship with Peola, her contribution to Bea's pancake empire, and her overall life and impact as a person.

### **GPS:**

#### **Contractions**

This week, we will learn about contractions, recognising that apostrophes can be used in place of letters to join two words. Looking at examples of contractions and building our own, we will see how their use is primarily in informal language and in speech. We will use contractions in our poems for Aunt Delilah.

### **Reading Tree:**

2f: identify / explain how information / narrative content is related and contributes to meaning as a whole

This week, we will synthesize our ideas and inferences of *Some Places More than Others* by considering the broader, overarching themes of the novel. We will think about how the characters, the setting, the events, the motifs, and the overall structure of the novel suggest a certain theme of identity and history. Further, we will brainstorm how Amara can represent us and how London and our individual heritages speak certain truths about our lives.

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

#### **Consolidation and reviewing DC2**

This week, we will look at our arithmetic and reasoning test papers and, as a class, review our areas of strength and areas of weakness. We will go over common misconceptions and revisit our calculation strategies as well as problem solving language.

To finish off our living things science unit, we will go global, thinking and discussing the impact of global warming on animals' environments, including our own. We will use our research skills to build fact files on various environments around the world and the impact that global warming has had. Students will be put into groups to research particular areas: the Amazon Rainforest, the Great Barrier Reef, and the Alaskan kelp forests. They will have to include in their fact files: types of animals in the ecosystem, what those animals live off of, why the area is under threat, what can be done about it.

### **Arithmetic Focus:**

Having reviewed our DC2 test papers, our arithmetic focus will include any misconceptions or missed questions

- 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

### **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
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear
- to be able to write using the contracted form of words, replacing appropriate letters for apostrophes

### **Maths - place value and multiplication and division**

- count in multiples of 6, 7, 9, 25, and 1000
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### **Science - Living things and their habitats**

- to recognise that living things can be grouped in a variety of ways
- to work scientifically by using and making simple guides or keys to explore and identify plants and animals

- to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates and invertebrates in a classification key
- to gather, record, classify and present data in a variety of ways to help in answering questions by creating tables and keys showing the characteristics of living things
- to recognise that environments can change and that this can sometimes pose dangers to living things by learning about environmental dangers and endangered species

### Friday 18th December

#### Learning Experiences:

Having become familiar with Peola's identity crisis and her denunciation of her Blackness and her running away from her mother, students will have to return to the character of Peola, culminating in Delilah's passing. They will understand how strong a role Delilah played, or tried to play in Peola's life, and the extent to which Peola regrets leaving her mother.

#### Friday Big Write:

Dear Life, Peola's perspective

We will return to Peola's perspective to mourn the passing of Delilah. Peola will have to undergo a change of heart, through some serious reflection on her identity as a Black woman. Students will have to write about her regrets and her longing for her mother.

#### Messy Maths: Maths

A range of multiplication and division questions, consolidating our half-term learning

#### 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
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