

GREENSIDE FILM FACTORY
The Year of Colour

2020-2021

STAR Day Planning: Autumn Term 2 - 2020

Y5 Class Teacher: Emma Hancock and Laura Vandepas

Class Film Text: *Oliver Twist*

Class Book/ Text: *Can You See Me?* By Libby Scott & Rebecca Westcott

WEEK 1 THEME/ Hook: Rich vs Poor

Monday 2nd November – Wednesday 4th November

Learning Experiences
Welcome to the wonderful and exciting world of Oliver Twist! Year 5 will begin to explore the key ideas taken from Oliver Twist and how it brought to light the ideas of social injustice, and the rich versus the poor.
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
What does it mean to be rich? What does it mean to be poor? Is it all based around money? The theme of rich versus poor, although prevalent in Victorian England, still rings true today. What sort of social injustices still exist in modern day?

Learning about & through Film: Film Analysis/ Film Making
Black and White Film History: The First Film Ever Made
This week we will begin to dive into the wonderful and rich world of black and white film history. We will watch the first film ever made, by The Lumiere Brothers in 1896, and share our ideas and thoughts on it. Is the film as we would have expected? How was the film made? What technology was used, that was considered state of the art, at the time? What similarities and differences do we notice from this film and that of Oliver Twist?

English:

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

Year 5 will participate in our first GGL Writing Task with Griffin students in Year 5. We will meet them virtually and begin our writing task for the day. We will discuss that much like Oliver, we also have hopes and dreams for our future. Sometimes these hopes are singular - and just have to do with our own personal development, and sometimes these hopes have to do with others and our relationships with our peers. We will begin to write a letter to Year 5 Griffin students, sharing what we hope the future has in store for us. We will challenge ourselves by exploring whether these dreams are anything like that of Oliver Twist.

GPS We will explore how we will use commas in our letter, to clarify meaning.

Reading Tree:

We will introduce our class book and consider how this book might compare or be different to our film.

Maths in the Movies / STEM:

Year 5 will be welcomed to the world of Oliver and will be welcomed back to the world of multiplication. To be an artful Dodger you need to know your times tables, so we will help Dodger and Oliver improve their multiplication skills. This week we will ensure we are all solid on one digit x 4 by exploring long multiplication!

Once we are sure Oliver is set on 1 x 4 digits we will push ourselves and him even further by looking at 2 digit x 2 digit and even 2 x 4.

Oliver follows the journey of a young orphan baby to his journey into adulthood so we will begin our Science topic of Animals including humans looking at how humans develop. We will start where Oliver and everyone starts with babies. We will look at babies and how they grow! We will use art and Maths to explore different stages of a baby's growth creating a drawing grid of different stages. As well as making a graph from data of babies growing showing us we can tell a baby is growing by increasing height and weight.

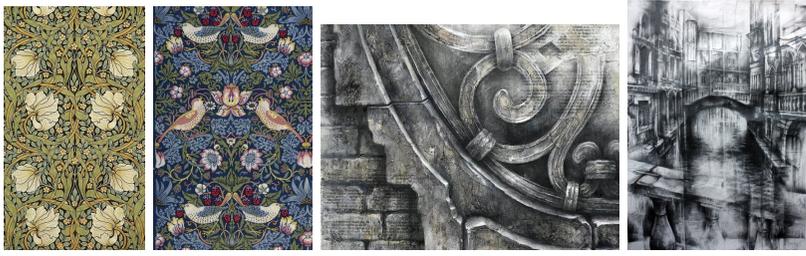
Arithmetic Focus:

Our arithmetic focus will be on division. We will look at dividing two numbers by 1 in preparation for learning more about the bus stop method next week.

Display:

Year 5 will study and explore the artist William Morris. We will replicate some of his pieces but using potato stamping techniques. We will also explore charcoal and create charcoal buildings, much like the artist Ian Murphy.

- 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
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- describe the changes as humans develop to old age
- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.



Friday 6th November

Learning Experiences:

Friday Big Write: Each week we will write about a different still from Oliver Twist. For the first week, we will start with a famous scene of Oliver in the London Market which sets the scene on the difference between Rich and Poor. The students will use the image and their imagination to talk about their take on this scene/ still.

Messy Maths:

Word problems to do with multiplication. 2digits x 2 digits, 4 digits x 2 digits and 1 x 4.

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

Skittleball

This week, we will introduce Skittleball. We will go over the rules, with particular emphasis on the positions within a 3-girl-3-boy team: attacker, defender, centre player, and skitteguard. Beginning our Skittleball learning, we will all be skittleguards and attackers, taking turns attempting to score 2 points by knocking down the 0.75m skittle positioned in a 1m radius, understanding that if the skitteguard him/herself knocks it down, 1 point is awarded.

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: Extra! Extra!

Monday 9th November – Wednesday 11th November

Learning Experiences

A mystery needs to be solved, A theft has transpired as Oliver's Mums locket has gone missing. Year 5 will turn into a Victorian Newsroom and explore how this theft changed the life of young Oliver forever.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Who stole the locket? How will we find the culprit? What are the 5 W's when writing a newspaper article? How do we write a successful newspaper article?

Learning about & through Film: Film Analysis/ Film Making

Skills:



- continuing to read and discuss an increasingly wide range of books

Black and White Film History: Famous Actors

This week we will look at Hollywood's Golden Age of actors and how they shaped our understanding and appreciation of film. This week we will study Alec Guinness, who played Fagin in the film *Oliver Twist*. We will study his career and look at his accomplishments.

English:

Extra! Extra! The Year 5 Newspaper has come out and a big headline has appeared. A locket has been stolen and we have yet to find it.

Year 5 will begin to explore and features of a newspaper article and discuss the different aspects that make a successful news article. We will be sure to include the following features:

- a. name of the newspaper
- b. headline that uses a pun, rhyme or alliteration
- c. subtitle that gives more information about what the report is about
- d. reporter's name
- e. introductory paragraph with the 5 W's
- f. Information presented in chronological order
- g. written in third person
- h. formal language

Newspaper writing, although exciting to write, is also very complicated.

Therefore, we will participate in a newspaper carousel to ensure that we have a strong understanding of all of these features.

I wonder if we will eventually find out who stole the locket?

GPS:

This week we will explore the 5 W's and be able to engage and include them in our opening paragraph of our newspaper.

Reading Tree:

Comprehension based on a section of the text with a focus on reading domain 2h – make comparisons within the text.

Maths in the Movies / STEM:

One of the key themes of *Oliver* is theft and we will be looking and thinking about what it's like to be desperate and feel like we need to steal. When Oliver and his gang steal food and necessities, they divide them between the whole crew. Therefore, we will be looking at helping them to divide by large groups of people, learning about long form division and the bus stop method. Once we have mastered this skill, like an artful dodger, we will move onto using these techniques in worded problems. What words in a question tell us that we need to divide, rather than using the other 3 processes? By the end of this week, we will have mastered the art of division and we will be able to write a news article about it.

In STEM we will continue to look at growth in babies and gestation but this time Year 5 will take on a virtual experiment exploring how long it takes babies of

- 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
- understand what they read by:
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - ensuring the consistent and correct use of tense throughout a piece of writing
- proofread for spelling and punctuation errors
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Use sketchbooks to collect, record, review, revisit & evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designer
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- describe the changes as humans develop to old age
- to create sketch books to record their observations and use them to review and revisit ideas
- 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]

different species to grow inside their Mothers' wombs. We will look at English animals like cows as well as animals like camels and ensure we all understand how we would find out this information using the internet.

Arithmetic Focus:

Our arithmetic focus will be cubed numbers and looking at making cubes and understanding why they are called cubed numbers.

Display:

The River Thames plays a big role in the film Oliver Twist, as it is the place where Nancy comes to meet Mr. Brownlow, to tell him where Oliver is. We will use newspapers to create River Thames art pieces to be put on display.



- about great artists, architects and designers in history.

Friday 13th November

Learning Experiences:

Friday Big Write:

This week our scene will be a scene just before Oliver decides to steal. We will use our knowledge so far and our imagination to write about what it would be like to be there using our language to describe how it looks, sounds and smells.

Messy Maths:

Problem solving questions about division and simpler multiplication sums.

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

Skittleball

This week, we will focus on being centre players and defenders. We will have one station that will look at how centre players can drift on the game area between attacker and defender. In this station, centre players will pass through a drill forcing them to stop balls thrown towards the skittleguard area and then forcing them to attack against a separate area. We will also have a station devoted to defending where students will learn that they cannot defend using their legs and without any contact with another player.

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 3 THEME/ Hook: Right or Wrong

Monday 16th November – Wednesday 18th November

Learning Experiences

In the film *Oliver Twist*, many moral dilemmas arise and characters find themselves choosing right or choosing wrong. Nancy, in the end, explores her conscience and chooses right when telling Mr. Brownlow the plans of Bill Sykes. However, many characters also choose wrong, such as Mr. Bumble who constantly demonstrates his meddlesome self-importance and inability to show any compassion.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is a moral dilemma? Have we ever found ourselves in a moral dilemma? How would we react or decide if we found ourselves in a moral dilemma? How do the characters of *Oliver* change once they have found themselves in a moral dilemma?

Learning about & through Film: Film Analysis/ Film Making

Black and White Film History: Silent Films

Year 5 will explore the history of silent films and participate in drama activities, such as charades to explore how silent films create effect and excitement, specifically that of films by Charlie Chaplin. We will create our own silent films and use the techniques of body language, over exaggeration, movement, gesture and facial expressions to help us communicate what is happening in our films.

English:

Using our lockets that we created last week, Year 5 will begin to look at moral dilemmas - was it right for that woman to steal the locket? If she was poor, and needed the money to feed her family, would it be okay for her to take it?

Year 5 will explore moral dilemmas and take a stance on whether they are right or wrong. From these dilemmas we will form arguments and debates and explore how we can create a formal debate in our classroom by writing main speeches that include arguments for or against. We will explore how to properly hold a debate and how a debate must include:

- The opening address
- The main speeches
- Further arguments
- Open to the floor
- Summing up
- Voting

The Year 5 classroom will turn into a formal debate area, where we will cast our votes and see which side of this moral debate is right and which is wrong.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- 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
- understand what they read by:
 - identify / explain how meaning is enhanced through choice of words and phrases
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- using modal verbs or adverbs to indicate degrees of possibility
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

GPS:

Modal Verbs - used to show the level of possibility, indicate ability, show obligation or give permission.

Reading Tree:

Comprehension based on a section of the text with a focus on reading domain 2g identify / explain how meaning is enhanced through choice of words and phrases.

Maths in the Movies / STEM:

Stealing, sharing and dividing is such a huge theme of the film Oliver and this week Year 5 will build on their, now professional, division skills and use them to help us on our journey with fractions. This week we will start by using manipulatives to explore fractions and fully understand their link to multiplication and division. Food is a huge part of the film Oliver, and links beautifully with the idea of right and wrong. Often times, Oliver found himself hungry and all he wanted was a fraction of food. We will use food as our stimulus for understanding fractions and exploring their link with multiplication and division.

We will also explore equivalent numbers using concrete examples to understand the link between a half and $\frac{4}{8}$ for example. Once we have used real life examples to understand the concept of fractions we will put our knowledge to good use with some worded problems.

In Science we will continue to explore human development. But this time we are focusing on puberty. What did Oliver and other people go through when they hit puberty? What changes did they face?

Part of exploring right or wrong means understanding that sometimes people feel forced into doing wrong and our STEM project this week will be introducing our knitting project. Year 5 will be knitting squares to create blankets for students and babies in need! The charity leaders will choose which charity this goes to and Year 5 will begin on their charitable STEM project.

Arithmetic Focus:

This week we will look at prime numbers and begin to understand how they will support us in fractions.

- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers:
- describe the changes as humans develop to old age
- Design
 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
 - Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate
 - investigate and analyse a range of existing products
 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 - understand how key events and individuals in design and technology have helped shape the world
- Technical knowledge
 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
 - apply their understanding of computing to program, monitor and control their products.

Friday 20th November**Learning Experiences:****Friday Big Write:**

We will look at some examples of right or wrong for our Big Write. We will look at a moment at the beginning of the film where Oliver is beaten for annoying the family he stays with.

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

Messy Maths:

Word problems that are linked to fractions and multiplication. Specifically looking at equivalent numbers in fractions.

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

This week, we will review the rules of skittleball, reinforcing not taking intentional steps with the ball; running without the ball; using only three seconds to pass the ball; passing in a variety of ways; and how a game is only six minutes. We will also review the scoring, penalty, and foul rules. Then, we will have our first few rounds of games. Students will be put in skittleball teams. With two games going at the same time, winners of each game will rotate in a round-robin style tournament.

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

WEEK 4 THEME/ Hook: Charles Dickens - Philanthropy**Monday 23rd November – Wednesday 25th November****Learning Experiences**

We have spent three weeks exploring the film of Oliver and now it's time to explore the man behind it: Charles Dickens! Charles Dickens was a very moral man and has his own story of rags to riches that we will explore as a class. On top of this we will look at why he wrote Oliver. Dickens began writing Oliver Twist after the adoption of the Poor Law of 1834, which halted government payments to the able-bodied poor unless they entered workhouses. We will look at how the fictional character of Oliver Twist became a tool for change in society for 19th Century England.

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

Should we make change? Is it our responsibility to make change? Should we feel a moral duty to make change? Is every problem in society our responsibility? How do we make change? What change can we make within our reach?

Learning about & through Film: Film Analysis/ Film Making

Black and White Film History: Politics in Film

Making political change through film. We will be exploring how art forms and creators of arts such as Charles Dickens's can represent problems and look to seek change using film. We will have a class discussion about other films we can think of that may have done this. Any books. Deeper thinking using film.

English:

Charles Dickens is one of the most well regarded authors in history, as he created some of the most iconic and recognisable story characters. Charles

Skills:

ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- 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
- understand what they read by:
 - o identify / explain how information / narrative content is related and contributes to meaning as a whole
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- plan their writing by:
 - o in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- draft and write by:

Dickens wrote about everyday conditions in life that he wanted changed. His hope was that if he wrote about them, it would bring light to social injustices and therefore bring change.

Year 5 will turn themselves into a modern day Charles Dickens, and rewrite the ending to the story. What if Nancy did not tell Mr. Brownlow about Bill Sykes plans? How would the story end? What would have happened to Oliver? How would Nancy have lived with the guilt of keeping such a horrible secret? Year 5 will explore the different techniques used by Charles Dickens to write their story, such as:

1. Cliffhangers - we will incorporate cliffhangers to allow the story to go on in the imagination
2. Setting -The story is set in the seedy, filthy, crime ridden sections of London. It's not a nice happy place to be, and the reader can really feel the oppression that characters within the story are subjected to.
3. Polysyndeton - We will create exaggeration by using the word 'and' to bind ideas and imagery together.

GPS:

Speech - Year 5 will explore the techniques of speech writing in our story.

Reading Tree:

Comprehension based on a section of the text with a focus on reading domain 2f identify / explain how information / narrative content is related and contributes to meaning as a whole.

Maths in the Movies / STEM:

Due to Charles Dickens background, he always felt like a fraction of himself was a have and the other fraction was a have not. Keeping this in mind, Year 5 will continue their journey with fractions, looking at converting fractions. We will look at improper to mixed numbers and mixed numbers to improper. We will use a mixture of games, concrete examples and manipulatives to get our heads round this confusing concept before moving on to word problems.

Oliver finds fractions to be a complicated concept so we will use a series of quizzes and games to ensure we remember what we helped him with last week and build on that with our conversions using our division and multiplication skills we have been building over the past few weeks.

Charles Dickens was big on giving back to others in his work and life so our STEM project will be to continue our Big Knit! Year 5 will be knitting away whilst getting a sneak peak of some of the best Oliver songs. We will then be gifting these blankets to our chosen charity in time for Christmas.

Arithmetic Focus:

We will explore long form addition. Looking at adding up to 6 digits to up to 6 digits.

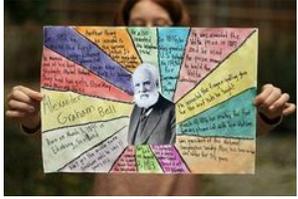
- o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- o précising longer passages
- o using a wide range of devices to build cohesion within and across paragraphs
- evaluate and edit by:
 - o ensuring the consistent and correct use of tense throughout a piece of writing
 - o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Maths:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Design
 - o use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
 - o Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate

Display:

Display based on the life of Charles Dickens



- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world
- Technical knowledge
 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
 - apply their understanding of computing to program, monitor and control their products.

Friday 27th November

Learning Experiences:**Friday Big Write:**

This week we will focus on the most charitable character in Oliver Twist. Mr Brownlow. We will focus on the scene where Mr Brownlow decided to take Oliver in.

Messy Maths:

World problems exploring fractions, specifically converting them as well as word problems exploring long form addition. Using math language to ensure students can convert their knowledge into worded problems too.

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

This week, we will continue to review the rules of skittleball, reinforcing substitutes and out-of-play rules. Then, in the same teams as before, students will have round-robin tournaments in preparation for our grand final skittleball tournament.

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 5 THEME/ Hook: Friendship

Monday 30th November – Wednesday 2nd December

Learning Experiences

When bad things in your life happen, like all of the awful things that Oliver Twist was faced with, friendship is very important. Artful Dodger was an important friend to Oliver and was there for him in a time where he had no one. We will explore the importance of friendship, likening it to family and explore how friends have helped us in our lives so far. We will show the students the song 'Consider Yourself at Home' and explore the feeling of being able to feel at home with your friends.

Skills:

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

How have our friends helped us in our life? What does friendship mean to us? Are there any situations where friends have improved it? Why is friendship important? What does it really mean to be a friend?

Learning about & through Film: Film Analysis/ Film Making

Black and White Film History:

We will explore the theme of Friendship within Film. We will explore other films that have Friendship as a key theme. What films do we as a class know and love? Toy Story?

English:

Charles Dickens stories were brought to life for mass audiences when his literary genius was made into a script. Year 5 will take a well known part of the film and turn it into a script by using the techniques used such as:

- a. short description of each scenes setting
- b. using a narrator
- c. stage directions in brackets
- d. present tense
- e. start a new line for each speaker
- f. write dialogue without using inverted

We will explore the idea that a script is a piece that requires continuous work, and is not completed once words are put to page. Therefore, we will come back to the piece throughout the rest of the half term, and amend if where necessary.

GPS:

Adverbials - Year 5 will understand and use fronted adverbials in their writing.

Reading Tree:

comprehension based on a section of the text with a focus on reading domain 2e predict what might happen from details stated and implied

Maths in the Movies / STEM:

Friendship is about leaning on others for support and connection - just like we must use fractions to support number sequences. We will embark on our last week of exploring fractions by looking specifically at number sequences and word problems. How do we solve fraction sequences when the denominators are different? How do we put them in order from smallest to greatest? We will be sure to use this knowledge to help us solve our number sequence questions. To support us, we will use manipulatives to help us in our word problems.

In Science we will be moving on from puberty to older people and when you stop growing. We will do a classroom experiment using shoe size! We will continually look back and make connections between the different parts of the human growth journey that we have looked at so far.



- 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
- understand what they read by:
 - o predict what might happen from details stated and implied
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- plan their writing by:
 - o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - o noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by:
 - o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - o assessing the effectiveness of their own and others' writing
 - o ensuring the consistent and correct use of tense throughout a piece of writing
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Give well-structured explanations
- Command of Standard English Consider & evaluate different viewpoints
- Use appropriate register
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Our STEM project for this week will be exploring photography and drawing. We will create pieces of art which link hands using our drawing and colour skills. We will start by using our photography skills to take pictures of our hands linked with a friend and then we will use our pictures to draw them and then fill in with water colours/



Arithmetic Focus:

Having revisited long form addition this week, we will revisit long form subtraction this week. Looking at minusing up to 6 digits from up to six digits.

- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why:
- describe the changes as humans develop to old age
- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

Friday 4th December

Learning Experiences:

Friday Big Write:

This week we will look at the scene where Oliver is taken in by Artful Dodger and Fagan and focus on how he starts to feel a part of a friend family.

Messy Maths:

Worded problems around sequences of fractions. Aswell as worded problems around subtraction.

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

Skittleball

We will consolidate our skittleball learning by reviewing our performance, referee calls, and overall scores. We will switch up the teams in order to promote different team dynamics. We will run through some team-based drills for attacker, defender, centre player, and skittleguard, then proceed with a few games.

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

Learning Experiences

Oliver has become an iconic story and film that has brought to light different injustices in the Victorian age, however the core of its values still resonates today and that is why the film continues to be remade. Its popularity still holds true and excites audiences of all ages. Year 5 will look at the different versions of the film and explore the different film techniques used for each film.

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

Why have there been so many versions of this story made into film? What is it about this story that makes it such a great film? Do you have a favourite version? Why is it your favourite version?

Learning about & through Film: Film Analysis/ Film Making

Black and White Film History: Versions of Oliver

Year 5 will look at the different versions and place them in order of when they were made. How do the films show advancements in film technologies, as the years go on?

English:

After writing such brilliant scripts, and having them edited by the class teacher, Year 5 will participate in an editing carousel where they will examine the words they wrote down last week and begin to amend them by illuminating areas that they are very proud of and addressing parts of the script that need work. Once we have finalised our script, we will explore how we can 'present' our scripts in a variety of ways. Some of us will use our voices in different ways and read out our scripts for Greenside's radion station, where others will become theatre actors and put on a performance for the class of their theatrical version of their scripts. No matter what way we choose to present our script, it will be obvious that Year 5 are born to perform!

GPS:

To explore the GPS skills taught this half term, and include them in our scripts.

Reading Tree:

Comprehension based on a section of the text with a focus on reading domain 2b retrieve and record information / identify key details from fiction and non-fiction/

Maths in the Movies / STEM:

In Year 5 we will begin to review and evaluate the areas they have focused on this half term. We will develop our test ready skills as students take on the arithmetic and reasoning Maths DC papers. We will remind ourselves what areas we need to develop in order to have a strong approach to our test ready

Skills:

ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- 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
- understand what they read by:
 - o retrieve and record information / identify key details from fiction and non-fiction
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused:
- describe the changes as humans develop to old age
- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

skills. We will also look at our understanding of our Science topic of Properties and Changes of Materials and perform an assessment of our knowledge.

In Science we have been exploring the changes as humans develop and this week we will bring all of that information together and create a timeline showing we understand the different stages of growth. From babies to old age. Using Oliver and the characters in the film to bring this to life.

We will do a musical theatre talent show this week! Splitting into groups we will perform key songs in Oliver! We will watch the songs first and get our performance in.

Arithmetic Focus:

Students will use their knowledge from KS2 as well as what they have learnt so far in Year 5 to take on an arithmetic DC assessment.

Friday 11th December

Learning Experiences:

Friday Big Write:

This week we will look at a still from the colour version of Oliver. We will look at a still of the song 'Food Glorious Food' and create imaginative pieces of writing setting the scene including the sounds of the music.

Messy Maths: Maths

Multi step word problems based on areas that we have been focussing on, depending on our pre-test analysis.

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

We will consolidate our skittleball learning by reviewing Year 4's performance, referee calls, and overall scores. We will then host our own Greenside Film Factory skittleball competition!

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 7 THEME/ Hook: A Sing Song with Oliver - Nativity and Christmas Celebrations

Monday 14th December – Wednesday 16th December

Learning Experiences

After exploring the different versions of Oliver Twist the week before, we will begin to depict one of the most exciting versions - Oliver! This musical has brought us such iconic songs that have been sung for decades, such as Food

Skills:

Glorious Food and Consider Yourself. If you walk by the Year 5 class this week, you will certainly hear Year 5 singing these songs with big smiles on their faces.

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

What has made this musical so popular? How does it differ from the original version written by Charles Dickens? Could you write another song?

Learning about & through Film: Film Analysis/ Film Making

Black and White Film History: Musicals

Year 5 will explore and love and excitement of musicals, particularly those made at the beginning of the musical era. What has made musicals so exciting? Why are they still being made today?

English:

Year 5 have spent a lot of time exploring Nancy and how she had a moral dilemma but came out on the right side of the debate, when she chose to tell Mr. Brownlow about Oliver. She sings a harrowingly beautiful song called 'As Long As He Needs Me' about her relationship with Bill Sykes.

We will explore the lyrics of this song, and why it is such a beautiful piece of writing. To end our exploration of this song, we will write our own verse to add to the rest of the piece.

GPS:

To explore prefixes and suffixes and to understand what it does to the root word and how it is used properly in sentences.

Reading Tree:

Comprehension based on a section of the text with a focus on reading domain 2c summarise main ideas from more than one paragraph.

Maths in the Movies / STEM:

We will look over our tests together and do an oh no and don't know evaluation of them. Were there questions on the test that we know how to do, but just forgot? Are there questions on the test that we do not know how to answer? We will explore misconceptions together and go over key areas that the class struggled with. This will help us in determining what areas we still need to focus on for next half term.

Oliver and the gang were men of craft and they created what they could to make money. So we are going to take a leaf out of their own book and create a bouncing Santa with scraps and pieces of material we have.

Importance of Friendship and family is a key theme for Oliver Twist so we will be creating brightly coloured Christmas cards using match sticks and bright paint colours.



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

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- continue to distinguish between homophones and other words which are often confused
- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.
- Design
- - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
 - Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate
 - investigate and analyse a range of existing products
 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 - understand how key events and individuals in design and technology have helped shape the world
- Technical Knowledge

