

GREENSIDE FILM FACTORY
The Year of Colour

2020-2021

STAR Day Planning: Autumn Term 1 - 2020

Y5 Class Teacher: Laura Vandepas and George Webber

Class Film Text: *Coco*

Class Book/ Text: *Holes* by Louis Sachar

WEEK 1 THEME/ Hook: The Year of Colour

Wednesday 2nd September – Friday 4th September

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

Wednesday:

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

Thursday:

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

Friday:

- The Greenside Maths Project
- A Greenside 'Sports Day'

Skills:



- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot. In non-narrative material using simple organisational devices [for example, headings and subheadings]
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors, reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

WEEK 2 THEME/ Hook: Viva Mexico!

Monday 7th September – Wednesday 9th September

Learning Experiences

Welcome to Greenside's Year of Colour! This year we are going to explore how colour plays a big part in films, our school and who we are. Colour is so much more than just a palette - it brings emotions, feelings and thoughts. For this half term, we will participate in a large scale art project where each week we will explore and draw using a specific colour. We will discuss how this colour makes us feel and where we can find it in our film Coco. This week we will start with the colour (drum roll please) orange! This is the most important colour in the film as it is the colour of the flowers that make the path for the ancestors to follow back to the offrenda. After exploring the colour orange, we will begin to colour 10cm x 10cm pieces of card, only using the colour orange. These pieces will be used for our large scale art project.

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

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.

The film is set in Mexico, a country filled with colour, culture, festivals, food and excitement! Year 5 will explore all that Mexico has to offer by researching its inhabitants and geographical features.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What do you think of this film? Are there any parts of the film that you like the most or the least? Where is Mexico? What are the geographical features of Mexico? What is Mexico known for?

Learning about & through Film: Film Analysis/ Film Making

Colour Through Film - this week we are looking at the colour orange. **Orange** combines the energy of red and the happiness of yellow. It is associated with joy, sunshine, and the tropics. **Orange** represents enthusiasm, fascination, happiness, creativity, determination, attraction, success, encouragement, and stimulation. **Orange** is the colour of fall and harvest Year 5 will listen to music that symbolises this colour whilst they decorate a 10cm x 10cm piece of paper with just the colour orange. By the end of this project, we will have a beautiful mural, with all of the colours that we have explored.

English:

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

Heritage and culture are a huge part of this film. Students need to have an understanding of Mexico and its geographical features and will do so by participating in a carousel learning experience, all about Mexico.

1. Students will explore the plants and animals in Mexico
2. Students will explore the culture of Mexico
3. Students will explore landmarks and attractions

In this carousel, we will investigate the different geographical vocabulary, such as vegetation, climate, hemisphere, which will help us to create subheadings for our writing. Students will create a fact file, all about Mexico that will incorporate features such as headings, subheadings, pictures, captions, relevant information. Most importantly- Year 5 will begin to explore how we can turn information that we have found from resources, into our own words.

GPS:

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

Reading Tree:

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

Maths in the Movies / STEM:

Viva Mexico! Viva Numbers! Year 5's will begin their Maths in the Movies learning by exploring how different numbers are represented in the film. They will look at stills from the movie and estimate how many candles, flags, cacti etc there are in the different images. Are their estimations close to that of their peers? Can they multiply their estimate by the number of people at their tables? Year 5 will then take their understanding of numbers and begin to represent numbers in a variety of ways - base ten blocks, expanded notation, place value coins etc. They will explore and evaluate whether they are able to represent the same number in three different ways. Can they identify any of the digits in their number, and say it in Spanish? What number did they say and what is the place value of that number? Viva Numbers!

Year 5 will begin our love of STEM projects by looking at a rich Mexican tradition - ofrendas. We will create our own ofrendas out of shoe boxes. We will include pictures of the people that we love, candles, bright colours and flowers. The ofrendas will be put on display for others to see. We will include our own family tree in our ofrendas, that will represent the importance of our own families - a concept we will look at more closely in the weeks to come.

Year 5 will begin to explore our Science unit: Properties and Changes of Materials. We will begin by exploring different materials and describing their properties. We will examine how Miguel himself encountered many different materials, whilst in the real world and in the land of the dead. How do these materials differ? How are they the same? Year 5 will examine feely bags with a

- 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
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Proof-reading
- Number/Calculation Secure place value to 1,000,000
- Use negative whole numbers in context
- Use standard written methods for all four operations
- Confidently add & subtract mentally
- Multiply & divide by powers of ten
- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

range of materials inside and begin to classify them using their knowledge of properties and key vocabulary.

Arithmetic Focus:

Exploring estimation along with understanding place value questions up to 1000, including decimals.

Display:



Friday 11th September : Baseline Assessments

Learning Experiences:

Friday Big Write: Writing Baseline

Messy Maths: Maths Baseline -

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

This week we will be undertaking our rotations of gymnastics with our gymnastics coach. This will run alongside personal training stations and dodgeball, where we will be able to build up our general fitness and focus on the muscles of the body.

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
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 3 THEME/ Hook: Living in Colour

Monday 14th September – Wednesday 16th September

Learning Experiences

Colour plays such an important part in the film Coco. Miguel and his family live in a world of vibrant colour - even when he goes over to the other side, Miguel is surrounded by colour. The moment you begin watching, you are struck by the beautiful images that come onto the screen. The use of colour is not one that can be denied in this film, and because of that - Year 5 will begin to play and explore with colour.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

Why is colour important to film? How do the bright colours make you feel about the film? What if the film was created with really dark colours, would your feeling about the film change? Do you see a contrast in colours used during different scenes/locations/characters?

Learning about & through Film: Film Analysis/ Film Making

Colour Through Film - this week we are looking at the colour yellow. **Yellow** stands for freshness, happiness, positivity, clarity, energy, optimism, enlightenment, remembrance, intellect, honor, loyalty, and joy, but on the other, it represents cowardice and deceit. A dull or dingy **yellow** may represent caution, sickness, and jealousy. Year 5 will explore where we see yellow in our film, and decorate our squared card with only the colour yellow.

English:

This week we will dive into the world of poetry. Miguel is a musician at heart, and being able to express himself through music is his passion. However, before one can be a true musician they must start as a poet and write their own lyrics. Year 5 will explore colour through poetry, focusing on the poem Colour by the late Christina Rossetti. We will read the poem out loud and explore the ideas and visuals on <https://www.bbc.co.uk/bitesize/topics/z74n6v4/articles/zv7qwtv>

Year 5 will create their own colour poems by:

- generating ideas based on images
- discuss and share ideas with their peers
- consider the impact of language chosen
- work collaboratively with others

Once they finish their poems, students will create animations of their poem, much like the one found on the bbc website. Students will have to ask themselves, how they will read their poem. In what parts of the poem will they include emphasis? Where will they include the most emotion? What images represent what I am trying to say, and how can I create my own animations of this poem. Once the animated poems are finished, students will share them with their peers and learn how to critique one another in a positive and uplifting manner.

GPS:

Bullet Points

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- noting and developing initial ideas, drawing on reading and research where necessary
- 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
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- Command of Standard English
- Consider & evaluate different viewpoints
- interpret negative numbers in context.
- forwards/backwards with positive and negative whole numbers, including through 0.
- round any number up to 1 000 000 to the nearest 10,100,1000,10 000,100 000.
- recognise and describe linear number sequences, including those involving fractions and decimals, to find the term-to-term rule.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes

This week we will introduce bullet points and how they can be used to create a list. We will use bullet points to write down our ideas of what each colour means and represents to us. This will later be used to help us write our poems.

Reading Tree:

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

Maths in the Movies / STEM:

Miguel likes to stand out from the crowd in this film, much like a bright colour. He does not want to follow the same path as everyone else, and is desperate to forge his own way. In order to demonstrate his own independence from his family, he needs to jump into an understanding of handling numbers and explore place value. We will help Miguel this week as we will read, write, order and compare numbers up to 10 000 000. We will discuss the number system we use to ensure students have a secure understanding of a number's place value. We will look at different representations of numbers to explore the value of each digit and use manipulatives to support this.

Year 5 will continue their exploration of materials and their properties, this time exploring soluble materials. Students learn that when a solute dissolves in a solvent to create a solution, its particles spread out so that they can no longer be seen or retrieved by filtering. They investigate whether sand, sugar, salt, flour or iron filings will dissolve in water. They record their results in a table and then display them in a single-set Venn diagram. They consider how they could separate the mixtures and solutions. All of this information will then be reported to Miguel to help him with his school project.

Frida Kahlo appears throughout the film- whether it is Hector pretending to be her to get into The Land of the Living, or Frida herself painting and creating a large scale papaya for the Musical Extravaganza. Year 5 will learn about Frida - who she was and how she used colour to illuminate her paintings. Year 5 will recreate her Viva La Vida painting using a range of blending and mixing watercolours.

Arithmetic Focus:

Students will develop their knowledge of the number system and counting. They will count in powers of 10, across multiples of 100, 1000, 10 000 and 100 000. This is a crucial skill that students will use to complete more complex areas of Maths.

Display: Poetry Display

- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.



Friday 18th September

Learning Experiences:

Friday Big Write: The Colours of Coco Diary

Each week we will write from the perspective of Miguel as the story of the film unfolds. In this entry, Miguel sets the scene from the beginning of the film and describes the context of his family and why they are so against music.

Messy Maths:

Problem solving questions based around place value, reading and ordering numbers to 10,000,000

PE/ Sports:

This week we continue to build on our gymnastics, personal training and ball skills. We will start to look at the game of Dodgeball and how we can start to use tactics in this game in order to enhance our performance.

Skills:

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve number and practical problems that involve place value, reading and ordering numbers to 10,000,000
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 4 THEME/ Hook: The Power of Music

World Peace Day

Monday 21st September – Wednesday 23rd September

Learning Experiences

Colour plays a huge role in this film - not only in the actual visualisation of the film- but also in the way Miguel expresses himself. Miguel uses music to convey his thoughts and from that imagery, colour is born. Students will explore how they can create colour using the poems that they wrote the week prior.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What kinds of things do you hear in this music? How would you describe the music? What principles of Music are used (rhythm, movement, emphasis etc)? What do you think this piece is about? What would you title this piece? Does the date it was composed make a difference?

Skills:



- 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

Learning about & through Film: Film Analysis/ Film Making

Colour Through Film - this week we are looking at the colour green. **Green**, the colour of life, renewal, nature, and energy, is associated with **meanings** of growth, harmony, freshness, safety, fertility, and environment. **Green** is also traditionally associated with money, finances, banking, ambition, greed and jealousy. Year 5 will explore where we see green in our film, and decorate our squared card with only the colour green.

English:

'Remember me, though I have to say goodbye. Remember me, don't let it make you cry.' These are the lyrics from the famous song Remember Me in Coco. These lyrics started off as a poem by Miguel's great grandfather, and turned into a famous song. The song incorporates rhyming language, metaphors, similes and even some personification. Year 5 will begin to write their own song lyrics, using the same emotive language. We will begin by exploring our own favourite songs. Why do they like that song? What makes them want to listen to it again and again? What words are used? Are there any words they really like singing? Why?

Students will listen to a piece of instrumental music, and write down all of their thoughts. After listening a couple of times, students will turn their ideas into song lyrics. Where will they incorporate emotive language to create imagery? Using their ideas, students will create, write and perform their own songs for our *Day of the Dead* talent show - just like in the film.

GPS:

Expanded Noun Phrases

We will use expanded noun phrases to add detail to our songs that we write. We will have an understanding that an expanded noun phrase is a phrase made up of a noun and at least one adjective. If one or more adjectives are listed to describe the noun, a comma will be added to separate the sentence.

Reading Tree:

We will work on comprehension questions, based on our text. We will focus on reading domain 2a and give / explain the meaning of words in context.

Maths in the Movies / STEM:

This week we will explore how music also has a place in Maths. Mixing music notes, to make sounds higher or lower is much like when we are rounding numbers. We must understand the original number, and decide whether we need to round down or up - just like when we are composing music - we must understand the original sound and decide whether we need it higher or lower. We will learn to apply these rules for rounding to a range of larger numbers up to 1,000,000. We will also help Miguel recognise and describe linear number sequences - including decimals.

Ernesto De La Cruz wears a beautiful flashy outfit with a scarf embellishment when he performs his catchy - yet stolen - music. Year 5 will indulge

- recommending books that they have read to their peers, giving reasons for their choices
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing
- using expanded noun phrases to convey complicated information concisely
- make inferences from the text, explain and justify evidence from the text.
- other reading skills as above
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.
- 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
- solve number and practical problems that involve sequencing and rounding with increasingly larger numbers
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- select from and use a wider range of tools and equipment to perform practical tasks 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
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

themselves in the aesthetics of performance and create beautiful jewelry that could be worn on the stage. We will look at what colours would grab an audience's attention from far away, as well as the history of jewelry in Mexico, and create jewelry using oven clay that we will bake in the oven.

Arithmetic Focus:

This week students will read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit



Friday 25th September

Learning Experiences:

Friday Big Write:

The Colours of Coco Diary
This week Miguel will explain how he discovered he had managed to cross over to the other side when he strummed the strings of Ernesto's guitar.

Messy Maths:

Students will solve a range of worded problems based on rounding numbers and sequences.

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

This week we continue to build on our gymnastics, personal training and ball skills. We will start to look at the game of Dodgeball and how we can start to use tactics in this game in order to enhance our performance.

Skills:

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

WEEK 5 THEME/ Hook: Mexican Folklore

Monday 28th September – Wednesday 30th September

Learning Experiences

The Alebrije's are the colorful, spirit animal inhabitants in the Land of the Dead that are an exciting and captivating part of the film Coco. It is Mama Imelda's spirit animal who helps the ancestors to find Miguel and help him back over the

Skills:

flower bridge to his family. Even Miguel's dog Dante becomes transformed into an Alebrije! The mystery and majestic nature of these creatures will be captivated in the writing and art activities produced by Year 5 this week.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What are Alebrije's? Who came up with the idea of Alebrije's? Although they are not seen often in the film, they become a very captivating and essential part of the story - why is that?

Learning about & through Film: Film Analysis/ Film Making

Colour Through Film - this week we are looking at the colour blue. **Blue** is the colour of the sky and sea. It is often associated with depth and stability. It symbolizes trust, loyalty, wisdom, confidence, intelligence, faith, truth, and heaven. **Blue** is considered beneficial to the mind and body. It slows human metabolism and produces a calming effect. Year 5 will explore where we see blue in our film, and decorate our squared card with only the colour blue.

English:

Mexican folklore is a rich part of the Mexican heritage. It is a tradition that is passed down through centuries of oral expression and rich storytelling. Year 5 will begin to look at a range of folklore tales and create their own about their alebrije that they have made. Year 5 will begin to understand that a Mexican folklore has a clear message or folklore that encourages people to live a better and more fulfilled life. Students will choose what their message will be, and how they will incorporate it into their own folklore about their Alebrije. Year 5 will have to remember to incorporate 3 main points into their fiction writing:

1. Captivating beginning
2. Strong characters
3. Problem and a resolution

After the folklore is written, students will have an opportunity to read their writing aloud and begin to understand the importance of oral storytelling. Where will they put emphasis on their story? What parts need to be said in a soft tone or more dramatically?

GPS:

Parenthesis

We will look how parenthesis is used to block off information from the sentence that isn't essential, but adds extra information. We will add parenthesis to our Mexican folklores to give detail and information to our stories.

Reading Tree:

We will answer questions based on our reading for this week. We will look at Reading Domain 2e and predict what might happen from details stated and implied



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
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing
- using brackets, dashes or commas to indicate parenthesis
- identify and explain how meaning is enhanced through word choice.
- other reading skills as above
- select from and use a wider range of tools and equipment to perform practical tasks accurately

Maths in the Movies / STEM:

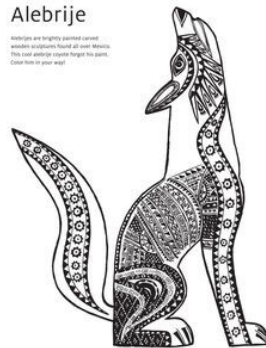
Hector has always found Maths rather difficult, even when he was a young boy at school. He struggled to understand the importance of place value when it came to calculations and because of this he wasn't able to add or subtract the number of album sales he made. Miguel will help Hector to consolidate his understanding of mental and written methods for addition and subtraction, including when calculating with decimal numbers. Year 5 students will be introduced to more complex variations on these concepts and work through a range of calculations. When students are confident they will then create a Maths tutorial movie to help Hector to consolidate his understanding.

This week Year 5 will use their knowledge from last week of molding clay, to help them with a big scale project of creating their own Alebrije's. Year 5 will explore techniques such as pinch pottery, coil building and slab building. All of this will help us to form a free standing structure that we will air dry and later paint.

Arithmetic Focus:

This week in arithmetic will explore variations of addition and subtraction calculations. How would we approach missing number problems? Or questions where the answer precedes the calculation?

- 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
- 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
- solve number and practical problems that involve addition and subtraction using place value and incorporating decimals.
- 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.
- select from and use a wider range of tools and equipment to perform **practical tasks** 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



Alebrije

Alebrijes are brightly painted carved wooden sculptures from the state of Oaxaca. This local alebrije is made of pine wood. Color here is your wish!

Friday 2nd October

Learning Experiences:

Big Write:

The Colours of Coco Diary

This week Miguel describes his adventures on the other side as he meets Hector and finds out about what it is like to live over there.

Messy Maths:

Students will solve a range of worded problems based on addition and subtraction using place value and incorporating decimals.

Skills:

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

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

Skills based sessions working on throwing and catching. We will continue with dodgeball, considering the tactics involved and our positioning on the pitch.

Skills based sessions working on throwing and catching. This week will be our final dodgeball match where we will assess our performances and how much we have improved. What other sports can we apply the skills of throwing and catching to?

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

WEEK 6 THEME/ Hook: Betrayal

Monday 5th October – Wednesday 7th October

Learning Experiences

The worst thing about betrayal, is that it never comes from your enemies. Betrayal is a recurring theme that comes up over and over again in the film. Hector felt betrayed by Ernesto de la Cruz for stealing his music. Miguel felt betrayed by his family as they wouldn't support him in his love for music. Mama Imelda Rivera felt betrayed by her husband Hector for leaving her and their family behind. Betrayal is a strong feeling and if not rectified, it can control the life you live. Year 5 will explore how betrayal was handled in the film Coco.

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

Have you ever felt betrayed? How did you get over the feeling? What does the word betrayal mean to you? Who was betrayed in the film?

Learning about & through Film: Film Analysis/ Film Making

Colour Through Film - this week we are looking at the colour purple. The colour **purple** is often associated with royalty, nobility, luxury, power, and ambition. **Purple** also represents **meanings** of wealth, extravagance, creativity, wisdom, dignity, grandeur, devotion, peace, pride, mystery, independence, and magic. Year 5 will explore where we see purple in our film, and decorate our squared card with only the colour purple.

English:

After the great success of our Mexican folklores, Year 5 will edit and publish our pieces, ready for our portfolios. We will participate in an editing carousel, where they will use the extended feedback, given from their class teacher. Year 5 will focus on the following areas in their editing carousel:

1. creating imagery using similes, metaphors and personification
2. addressing and correcting from the feedback given by class teacher
3. handwriting

After their final attempt of editing, they will produce a published piece that will be displayed for others to read and used for their portfolios.

Skills:



- 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
- 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

GPS:**Editing**

We will explore the process of editing, and how we must read over our work repeatedly, looking for different criteria each time, such as:

- punctuation
- spelling
- presentation
- cohesion

Reading Tree:

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

Maths in the Movies / STEM:

When you feel like you have been betrayed by a friend, it is as if they skip right over you. Year 5 will take that idea of betrayal and skipping over and explore counting in 10, 100, 1 000, 10 000, and 100 000. Students will complete number sequences and will describe the term to term rule eg. add ten each time. They will also count forwards and backwards in powers of ten up to 1,000,000 and will be introduced to the Gattegno chart and how it can help us to identify large numbers.

After letting our Alebrije's dry, we are now ready to paint them. Our task of painting these pieces will last the entire week, with applying 1-2 coats of white paint as our base, to ensure that the colours we use stand out and really look like that found on an Alebrije. We will look at how delicate the painting is, on these pieces, and use different techniques to create the effect of a fantastical creature.

Arithmetic Focus:

count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000



- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task
- Apply knowledge of morphology & etymology when reading new words
- Reading & discuss a broad range of genres & texts
- Identifying & discussing themes
- Make recommendations to others
- Draw inference & make predictions
- Discuss authors' use of language
- Secure spelling, inc. homophones, prefixes, silent letters, etc.
- Use a thesaurus
- Legible, fluent handwriting
- Plan writing to suit audience & purpose
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- 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.
- Develop character, setting and atmosphere in narrative
- Use organisational & presentational features
- Use consistent appropriate tense
- Proof-reading
- Command of Standard English
- Secure place value to 1,000,000
- Use standard written methods for all four operations
- Confidently add & subtract mentally
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0

- solve number and practical problems that involve counting forwards and backwards in different increments - including both positive and negative numbers.

Friday 9th October

Learning Experiences

Big Write: The Colours of Coco Diary

This week Miguel explains to his diary the idea of betrayal as he explains the story of Hector and the betrayal he felt from Ernesto de la Cruz.

Messy Maths:

This week students will solve a range of worded problems involving counting forwards and backwards in different increments - including both positive and negative numbers.

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

As well as gymnastics, this week we will turn our attention to athletics skills leading to an external and internal tournament. Skill of the week: running

- sprinting
- team relay
- obstacle relay
- over/under relay

Skills:

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

WEEK 7 THEME/ Hook: DC1 - Day of the Dead

Monday 12th October – Wednesday 14th October

Learning Experiences

The Day of the Dead or Dia de los Muertos is a tradition that runs deeply through the heart of Mexico and is the whole raison d'être of our film. The film begins as the Dia de los Muertos dawns and we will explore the rituals of this day and how it is celebrated in Mexico. Year 5 will fully immerse themselves in this tradition and celebrate by throwing their own Day of the Dead party. This will all fall in line with our first Data Capture in Year 5, where we will explore what we have learnt and retained this half term and what areas we still need to go over.

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

Skills:



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

What are the traditions during Day of the Dead? When does the Day of the Dead originate? Why is The Day of the Dead so important to the Mexican culture? What can we learn from the Day of the Dead and take with us in our everyday lives?

Learning about & through Film: Film Analysis/ Film Making

Colour Through Film - this week we are looking at the colour pink. The colour **pink** is the colour of universal love of oneself and of others. **Pink** represents friendship, affection, harmony, inner peace, and approachability. **Pink** is the sweet side of the colour red. Year 5 will explore where we see pink in our film, and decorate our squared card with only the colour pink.

English:

'To live in hearts we leave behind is not to die'. Sayings such as this show the philosophy and appreciation for *The Day of the Dead* traditions. People participate in a range of customs that remind them that their loved ones are still around. One tradition that is held to a high standard is eating the food and drink that your loved ones used to enjoy. Year 5 will taste a range of foods that are cultural to the *Day of the Dead*, and begin to write a restaurant review. Year 5 will immerse themselves in this task, as their classroom will be transformed from an everyday school environment, to a restaurant with table cloths, ambiance, and delicious food in front of them. They must first review the restaurant with their eyes, before they begin to review it with their mouths. How will the students describe this restaurant to ensure the customer wants to eat there? How is the food presented? Does it look appetising? Once exploring the restaurant visually, Year 5 will move onto trying the food and deciding whether it is worth a good review or a bad review. This task will lend itself perfectly to using modal verbs as they will allow us to indicate modality.

GPS:

Modal Verbs

We will use modal verbs to say something about possibility, obligation and emphasis in our restaurant reviews.

Reading Tree:

2g Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

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

- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- using modal verbs or adverbs to indicate degrees of possibility
- assessing the effectiveness of their own and others' writing
- Term clause is introduced (subject, verb): extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, until, even though, therefore, despite, due to the fact that
- identify and explain how meaning is enhanced through word choice.
- other reading skills as above
- solve a range of single and multi step worded problems
- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes

Year 5 will be getting ready for their *Day of the Dead* party. To prepare for this, we will use our measuring skills to make sugar biscuits shapes like skulls. The tradition of the skull-shaped sugar is one that is often found during The Day of the Dead. Sugar skulls are often used to decorate the ofrendas and put on display. We will use cookie cutter shapes to make and decorate our own skull-shaped sugar cookies.

Year 5 will continue their exploration of properties and changes of materials. We will take inspiration from Day of the Dead and begin to make our own mixtures to help communicate with our families who are deceased. Often incense is used to open communication with deceased family, and we will begin to make our own incense and demonstrate that dissolving, mixing and changes of state are reversible changes.

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.

- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Friday 16th October

Big Write: The Colours of Coco Diary

This week Miguel describes for us how he and his family took on the mission to get to Ernesto de la Cruz at his Dia de los Muertos concert to get the photo of Hector back. It was a race against time as Coco's memory of Hector begins to fade and causes Hector to begin to vanish.

Messy Maths: This week students will solve a range of worded problems based on all the maths learning covered so far this term. .

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

This week our athletics focus will be on jumping:

- standing long jump
- standing triple jump
- vertical jump
- speed bounce

We will add this to our skill of running and see if we can improve on the previous week.

Skills:

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

WEEK 8 THEME/ Hook: Family

Monday 19th October – Wednesday 21st October

Learning Experiences

Family is at the heart and soul of our class film. Family dictates Miguel's every move but yet it is also family that rescues Miguel when he needs support the most. This week we will begin to evaluate what family means to us and how family has helped us in difficult times.

Skills:

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

What does the word family mean to us? How has family supported us? Who is in our family?

Learning about & through Film: Film Analysis/ Film Making

Colour Through Film - our mural is complete! Year 5 will relish in our creation as well as discuss how these colours are all represented in our film Coco. Is there a colour that we think suits our film best? Are all of these colours - and the emotions associated with them- represented in our film at some point?

English:

Year 5 will explore the meaning of family and what family means to them. We will discuss important moments in their lives where family members had empowered them and brought them up when they felt down. Year 5 will write a letter to a family member, expressing their gratitude and appreciation for their love and support. We will then post these letters so that they are received by our loved ones. We will look at features of a letter such as:

- layout
- address
- structured paragraphs
- anecdotal writing

Our families will be so pleased when they read our wonderful letters - we can't wait to bring a smile to their faces!

GPS:

Using the perfect form of verbs to mark relationships of time and cause.

Reading Tree:

2D. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Maths in the Movies / STEM:

It has been a wonderful 8 weeks exploring how Coco and maths link. Miguel has led us on wonderful maths adventures, and he will lead us on one more before we say goodbye. Year 5 will end off the term by looking at multiples of 10, 100 and 1,000 and exploring how we can divide and multiply with those numbers. We will use a place value chart to help us read the numbers correctly, just like Miguel reads the music to support him in playing music on his guitar.

This will be Year 5's final week exploring properties and changes of materials. We will be saying goodbye to Coco the film, but we are also saying goodbye to our science topic this term. We will finish the term off by exploring that some changes result in the formation of new materials, and that this kind of change is



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
- 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
- summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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
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 - 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

not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Arithmetic Focus:

Multiples of 10, 100 and 1,000 and exploring how to incorporate decimals.

- 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
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and subheadings]
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing
- Term clause is introduced (subject, verb): extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, until, even though, therefore, despite, due to the fact that
- identify and explain how meaning is enhanced through word choice.
- other reading skills as above
- solve number and practical problems that involve multiples of 10, 100 and 1000.
- solve problems relating to all aspects of money
- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Friday 23rd October

Big Write: The Colours of Coco Diary

In our final diary entry, Miguel explains his journey back to his family and how he reignited the memory of Hector for Mama Coco ensuring that he did not fade away forever.

Messy Maths:

This week we will solve problems based on multiples of 10, 100 and 1000.

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

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

Our athletics skill of the week: throwing

- chest push
- javelin
- partner throw

After an initial recap session on throwing we will have three athletics challenge stations based on the three skills and challenge ourselves to perform our best.

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve number and practical problems that involve multiples of 10, 100 and 1000.
- solve problems relating to all aspects of money
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]