

**GREENSIDE FILM FACTORY**  
*The Year of Colour*

**2020-2021**

**STAR Day Planning:** Summer Term 2 - 2021

**Y Class Teacher:** Laura Vandepas and Emma Hancock

**Class Film Text:** *Life of Pi*

**Class Book/ Text:** *Boy Over Board*

**WEEK 1 THEME/ Hook: Pi- Immersion week**

**Monday 7th June – Wednesday 9th June**

**Learning Experiences/Context of the film:**

Class Film Immersion Day - we will carry out our knowledge harvest, big questions and viewing of our class film. We will also create the displays for our classroom, using the amazing colours, sounds and textures of the jungle and the beautiful scenes of the movie to help inspire us.

Our theme for this week is Pi. Pi is the main character in the film and his story is one we have studied a lot at this stage. He also used Pythagorus theory to gain his name due to his love of numbers! We will use his character and his thirst for Maths to inspire our last week of learning before school is over for the summer!

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

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**

We will begin to examine this film and ask ourselves what the theme is.

Who is Pi? Why is his story a fascinating one?

**English:**

Each week the writing tasks will be set up with an immersion experience and a GPS task.

**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:
  - 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

**Immersion experience:**

Who is Pi? What experiences has he gone through that led him to be living in Canada with a wife and children? Y5 will begin to undertake some of the same adventures of Pi, and measure their heart rate as they do it. How does their heart rate differ from when they are just going for a walk, compared to them running away, as if a tiger was chasing them? We will use this data to help with a STEAM project later in the week.

**Writing Experience:**

Our focus will be on familiarisation with the story. Who is Pi and how does he define himself in the context of the story? What are the main themes in the film? We will also learn about the technical aspects of this film to discuss how the film translates from paper to screen.

After our STEAM investigation of whether the earth is flat or spherical, Y5 will participate in a debate where they will have to argue one side or the other. Whose argument will be the most persuasive? Y5 will use their knowledge from the STEAM investigation, to create bullet point notes for their side of the debate. After looking at different features of a debate, Y5 will begin! Let the debating begin - what side would you argue for?

**Reading Tree:**

Reading Domain: 2d: make inferences from the text / explain and justify inferences with evidence from the text and 2e: predict what might happen from details stated and implied.

This week we will use the book of Life of Pi to make predictions before watching the film. We will also take the opportunity to create beautiful pieces of artwork comparing the beginning scene of Life of Pi from what he hears in the book to how we see it in the film.

**Maths in the Movies / STEAM:****Maths:**

This week in Maths our focus will be on statistics. We will start by looking at time tables of Pi's days throughout the film. Using our data skills to figure out how much earlier he got up when he was a young boy working in the zoo compared to when he was out trying to survive and when he was older reflecting on his times in the jungle.

We will then embark on an exciting adventure where we will measure our heart rate at different points. How is our heart rate before the adventure starts? How is it after the first hurdle? And what about after we've had to run from the terrifying animals heading in our direction.

We will put the data we have created into a table and then take our time turning it into beautiful line graphs.

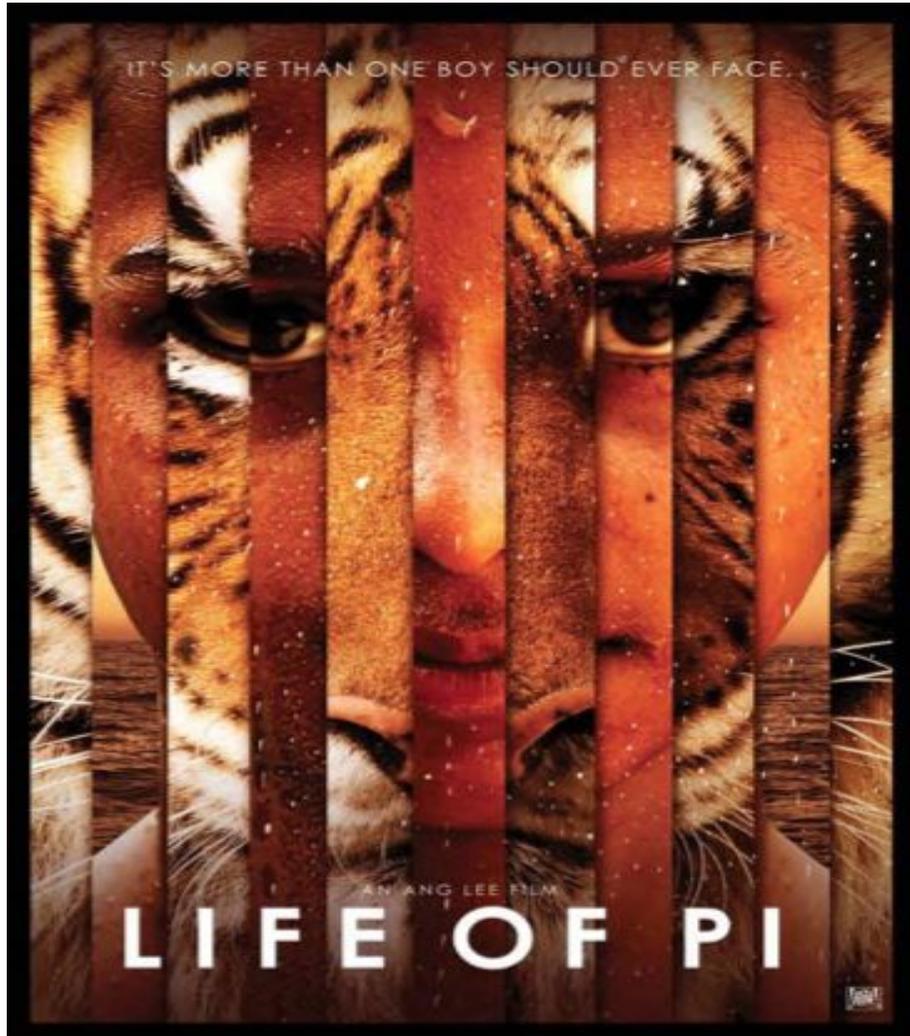
- summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
- 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.
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- how to organise paragraphs around a theme
- retrieving and recording information/identify key details from the text.
- Proof-reading
- reading skills also as outlined above

**STEAM:**

This half term we are taking inspiration from Pi's love of astrology and we will be learning all things space! We will start in our immersion week by discussing what shape the earth is? We will take our learning outside to go on a learning walk to Ravenscourt park to collect evidence about what shape the earth is? How do we know? What can we tell about the way we are walking? What can we tell about the land?

**Class Display:**

Y5 will create a jaw- dropping display using animals and a picture of their very own face! This will play on the idea that Pi uses animals to describe humans.

**Maths Display:**

Our beautiful line graphs will become our Maths display.

### Friday 11th June

#### Learning Experiences

**Friday Big Write:** From the perspective of. We will be looking at moments in the film and writing it from the perspective of different people in the film. We will start by looking at the moment where Richard Parker is introduced from the point of view of Richard Parker.

#### **Messy Maths:**

This week we will look at worded problems on the topic of statistics. Using the link of the film to create interesting word problems around interpreting data.

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

This week we will introduce athletics through a range of track and field events. This will be a rotation in three distinct stations: long jump; short-distance running; and throwing (pass and catching a variety of balls). Each station will begin the session with thorough stretching and then continue it by timing each individual's personal record, encouraging students to break their own records. This PE session will also act as a pre-assessment to see where students are at in their athletics skills before subsequent sessions become more track and field specialized with combined events.

#### **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
- achieve their personal best. Building on athletic skills based around running, throwing and jumping.
- Use running, jumping, throwing and catching in isolation and in combination

### WEEK 2 THEME/ Hook: Animals

#### Monday 14th – Wednesday 16th June

#### Learning Experiences

'Animals have souls, I can see it in their eyes.' - Pi  
Animals play a huge part in this film and are a huge amount of the characters that we grow to know and love. Pi spends many days alone with the tiger on his lifeboat. He is naturally afraid of him but it is this fear that keeps him alert. Pi discovers that if they are to live together, they have to communicate and he sets about beginning to 'train' the tiger through using the whistle. Both of them need to eat and so this shared need for food brings them to a point of closer understanding.

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

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

Who is Richard Parker? Is he an actual tiger or does he stand for something else? Can 'wild' animals and humans live side by side? How do our fears contribute to making us stronger?.

#### **Immersion experience:**

'All living things contain a measure of madness.' - Life of Pi

#### **Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- In 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.
- Proof-reading

Y5 will immerse themselves in the excitement and majesty that is a wild animal. We will begin our experience by using VR goggles to see a range of animals in the wild. After, we will sail away to our next activity where we will examine the diet and behaviour of the animal. Lastly, we will shoot off to an area where we will look at the habitat of where our animals live. Once we have completed these different activities, we will have a strong understanding of who our animal is and what makes it unique.

#### **GPS:**

Students will explore how to use bullet points when reading a paragraph of information. What are bullet points used for? How does using bullet points help to organise information?

#### **Writing Experience:**

Students will explore the animals that were on the lifeboat with Pi during the film. They will use their researching skills to find out as much as they can about their chosen animal, specifically habitat, diet and behaviour, adaptations and any other key facts. They will focus on the skills of reading facts, understanding the information, creating bullet points and putting it into their own words. Students will write a piece that is informative and factual about their chosen animal, focusing on language that is formal and scientific

#### **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 / STEAM:**

##### **Maths:**

This week we will be teaming up with teachers from across the school to do a Y5 Maths conference. We will be doing Y5's favourite thing: A Maths Carousel! With the help of Mr Yeats, and other Greenside Maths experts we will be working in small groups going from room to room recapping and re-learning key Maths concepts. This will help to boost our Maths learning for our last half term and prepare us for the upcoming move to Year 6.

We will be focusing on key concepts such as: place value, long form multiplication, division and use of decimals.

Afterwards we will do a class reflection writing in our books which concepts we found more enjoyable and which we felt we still need more support with.

##### **STEAM:**

Pi is taking us on a space journey. Having explored the shape of the earth. This week our STEAM project is all about the planets. We will learn all about the different planets. Playing games and taking quizzes to learn all the facts about

- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Proof-reading
- Give well-structured explanations
- Be able to suggest ways of improving own work
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- 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
- 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 and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ )
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- 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
- 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
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth

the planets. We will work in groups and use our i-pads to make quizzes to test each other.

Before we move on to learning about the moon orbits and the effects of the moon's orbit we are going to solidify our learning by turning Y5 into the night sky Pi sees when he is lost at sea. We will be working in groups to make a planet each and will put this all together next week. We will be putting our art and our science skills together to create the perfect night sky!

**Arithmetic Focus:**

Our arithmetic focus for this week will be long form multiplication and short division. These are key skills for Year 6 and skills we have been improving on during the last half term.

- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

**Friday 18th June**

**Learning Experiences**

**Friday Big Write:**

From the perspective of...

We will be looking at moments in the film and writing it from the perspective of different people in the film. This week we will look at survival! We will look at a moment in the film where Pi begins to really struggle to survive. We will look at this from the perspective of Pi. It will be the same part as last week, allowing us to understand the art of writing the same moment from different perspectives.

**Messy Maths:**

This week we will look at worded problems using the learning from our Maths conference to decide what concepts to focus on.

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

Building on the introduction of athletics, students will be placed in three nuanced stations: long and high jump; long-distance running; throwing with shot put. The first station will build off jumping skills by reviewing their long jump records and introducing high jump. The second station will review their short distance records, introducing long-distance running. Finally, the throwing station will review throwing skills, introducing shot put and recording personal shot put records.

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Building on athletic skills based around running, throwing and jumping.
- Use running, jumping, throwing and catching in isolation and in combination

**WEEK 3 THEME/ Hook: Survival**

**CPD Days Thursday & Friday**

**Monday 21st – 23rd June**

**Learning Experiences**

We will begin this week by exploring one of the main themes of the film - survival. Pi finds himself in an impossible situation, where he must survive extraordinary elements as well as keeping his mind fresh and clear. Pi has incredible resilience and continues to keep going despite everything that is thrown in his direction. We will explore how Pi overcame such adversity to

**Skills:**

survive in the harshest conditions. We will take the opportunity to look at what character traits and skills helped Pi to fight for survival and recognise those traits in ourselves.

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

What is it that helps Pi to survive? What traits of Pi can we recognise in ourselves? How would you survive? Can you recognise what he does to survive? What is mental strength? How do we take care of our minds?

#### **English:**

Y5 students will look at feedback from their factual non-fiction pieces. They will participate in an editing carousel that will allow them to look at cohesion and putting facts into their own words.

Students will be given the choice of how they want to present their final edited piece of nonfiction. They can choose to use Spark Video, illustrating all of their knowledge. Alternatively, students can choose to use their fine art skills and create a poster-like information piece. Students will need to be sure they present their final piece in a way that is informative and clear.

#### **Reading Tree:**

Reading domain 2c: summarise main ideas from more than one paragraph. We will use our class text to do this. We will then use our acting skills to summarise parts of the text. We will be given 30 seconds to act out the part of the text we are given.

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

##### **Maths:**

This week we will be focusing on our key skill of the term, multiplication. We will use the skill of survival to get involved in exciting Maths games where multiplication skills are the only thing that can help us survive.

With the help of Pi and other Math geniuses we can find we will be taking any spare minute to practice our multiplication, ensuring we are heading into Year 6 with strong knowledge of our times tables. All half term we will be building towards Times Table Rockstar certificates. Who can make it to gold? On top of this we will be looking at squared and cubed numbers. Who can find a winning way to help us remember how to work out squared and cubed numbers? We will use our i-pad skills to create fun presentations to present to our peers.

We will be focusing this week on worded problems. A key point of development for our class. What skills and techniques can we use to work out complicated Maths problems? What words can we pick out that show us what operation we are talking about.

##### **STEAM:**



ARGUMENT FORMATION



INFORMATION LITERACY



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ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- In 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.
- Proof-reading
- reading skills also as outlined above
- using modal verbs or adverbs to indicate degrees of possibility
- Use consistent appropriate tense
- Proof-reading
- Give well-structured explanations
- Be able to suggest ways of improving own work
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- 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
- 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 and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies

This week we will continue working on our beautiful night sky display! We will take a minute to look at each others and reflect. We will go around to different groups taking a moment to tell them what we love and how they can make them better.

Once we have finished our assignments we will turn Y5 into a beautiful night sky with the planets in the distance, we will invite different people from across the school to get a tour. Our tour guides will be armed with key facts about each planet.

When the excitement of our science art project is complete we will help Pi to discover something new about space. We will go on a journey with Pi to discover movement of planets. Geocentric versus heliocentric. We will look at different scholars' ideas of how planets move. This will be in preparation for a digital project next week.

**Arithmetic Focus:**

We will focus on Prime numbers. We will be tasked with making a song to help us to remember how to make a prime number. We will then use our I-pad skills to present our song on spark notes.

**Writing Display:**

We will display our non-fiction work. Some of our work will be printed using our i-pads and some will be by hand creating posters. We will take ownership for our learning deciding which way we think will create our best work.

- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

**WEEK 4 THEME/ Hook: India (Monday 28th June - Oliver! production)**

**Monday 28th - Wednesday 30th June**

**Learning Experiences**

'I miss the heat of India, the food, the house lizards on the walls, the musicals on the silver screen, the cows wandering the streets, the crows cawing, even the talk of cricket matches, but I love Canada.' - Pi

Food plays an important role to the life of Pi, and to the life he lived in India. This idea of food being sacred is tarnished the moment that Pi steps onto that boat with his family, and he is served a meal that is to be considered vegetarian but obviously is not. Y5 will explore the importance of food in India and how it dictates part of Pi's life.

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

**Breaking Boundaries/ Flip the Learning**

**English:**

**Immersion experience:**

This week our immersion experience will be all things cooking! Y5 will be cooking an Indian themed lunch for the whole school! We will be using our Maths skills to accurately

**Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and subheadings]

measure out key ingredients and then learn how to convert these into a range of different measures. We will use our art skills to make menus and decorations for the school and the lunch hall.

### **GPS:**

This week we will look at cohesion. We will use a wide range of devices to build cohesion within and across paragraphs

### **Writing Experience:**

Pi has had an astonishing and thrilling life so far. He has encountered many difficult situations, but yet has come out on the side of positivity and kindness. However, his adventure all started in India. Y5 will write an adventure story, retelling Pi's life before he reached Canada. Pi started off his childhood with a sense of innocence that quickly diminishes when he enters the boat across the ocean. Y5 will explore how they can include a real change in the writer's voice: Pi in India, compared to Pi on the boat. We will write an adventure story that will lead us through the majestic and magnificent landscape of India and leave us at the cruel and inhumane circumstances of immigrating by cargo ship in the 1970's.

### **Reading Tree:**

Reading domain: 2b: retrieve and record information / identify key details from fiction and non-fiction. We will use recipes for this reading tree activity recording and retrieving key information that is needed for our day of cooking!

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

#### **Maths:**

It's a week all about India and we will be continuing with our half terms theme of multiplication. This week's focus will involve division too! As we have the very important job of providing the entire school with an Indian meal we will need to ensure our measurement skills are on form in order to complete this task.

This week is all about measurement. We will be looking at converting measures and scaling quantities up as we need to ensure we have enough food to feed the whole school. We will start by reviewing place value skills and multiplying and dividing by 10, 100 and 1,000. Then we will use these skills to convert measurements from our key recipes into other measurements: g to kg for example, then we will scale these amounts up to make sure we have the correct quantities. We will also use our measurement skills to help us with key details for our restaurant day: what is the perimeter of the dining hall? In cm, m and mm?

We will be going even further to look at capacity and volume by the end of our week of cooking and measuring. We will be making chef-like food with Pi's level of Maths skills helping us get the measurements just right.

#### **STEAM:**

- 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
- 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
- Legible, fluent handwriting
- Plan writing to suit audience & purpose
- Develop character, setting and atmosphere in narrative
- Use organisational & presentational features
- Use consistent appropriate tense
- Proof-reading
- Command of Standard English
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- 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
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
  - describe the movement of the Earth and other planets relative to the sun in the solar system

Pi loves planets and astrology but not as much as Y5! The theme of Space continues and we will be developing our tech skills for this week's STEAM projects. This week with the help of Pi, we will continue learning about the movement of the planets. Heliocentric versus Geocentric. When we have learnt about the different theories. We will work in groups and use our book creator skills to create a persuasive piece of writing which tells the audience why we should believe their theory. We will take time at the end of this project to present each other's ideas to each other using the classes apple TV!

**Arithmetic Focus:**

Our arithmetic skill this week will be fractions! Adding and subtracting fractions of the same and different denominators. We will reflect on how to do this and use our skills to rock our arithmetic tests.

- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

**Friday 2nd July**

**Learning Experiences:**

**Friday Big Write:**

From the perspective of... This week we are focusing on India and food. We will look at Pi's experience

**Messy Maths:**

This week we will look at worded problems that focus on converting measurements and fractions. We will use the film to hook us into some complex Maths problems.

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

Students will continue to build their athletics skills in long and high jump; short- and long-distance running; throwing with shot put. Each station will prompt students to beat their previous records, while gradually rolling out new, combined challenges. The long/high jump station will introduce an element of short-distance running. The long/short distance running station will introduce relay races in the short distance. The shot put station will introduce short-distance running. This will give students a sense of practicing their athletics skills beyond simply in isolation and now in combination.

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Building on athletic skills based around running, throwing and jumping.
- Use running, jumping, throwing and catching in isolation and in combination

**WEEK 5 THEME/ Hook: Faith**

**Monday 5th – Wednesday 7th July**

**Learning Experiences**

Faith is a very strong theme in this film. Pi is brought up as a Hindu in India but he soon begins to explore and experiment with different faiths. The story specifically takes us through his starting point of faith based in Hinduism and his discovery of Christianity and Islam. We will explore the meaning of faith as a class. Do you need to believe in a religion to have faith?

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

**Skills:**

|   |   |  |   |
|---|---|--|---|
| <br>ARGUMENT FORMATION | <br>INFORMATION LITERACY | <br>LEADERSHIP SKILLS | <br>ORGANIZATION |
| <br>ACTION PLANNING    | <br>RESEARCH AND WRITING | <br>CRITICAL THINKING | <br>REFLECTION   |

Do you really know the strength of your faith until it is tested? How would you survive such an extraordinary experience? Can you believe in more than one faith?

**English:**

**Immersion experience:** we will have our immersion at the end of our session this week as we share our stories at our Book Fair event.

**GPS:**

using a wide range of devices to build cohesion within and across paragraphs

**Writing Experience:**

Y5 will participate in an editing carousel, where they will read over their work and continue to explore the concepts of cohesion as well as using sophisticated language in their stories. The carousel activities will encourage students to have a dialogue about how they can better their writing, as well as triumphs they have in the writing process.

Y5 will publish their pieces using Book Creator. Using this format will allow students to see an edited piece that looks professional and formal. Once written on Book Creator, we will print our stories out and create real tangible books, with spines, front covers, back covers, introduction of author etc to be displayed in our classroom.

**Reading Tree:**

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

We will look compare the amount of Faith Pi has in different parts of the book.

**Maths in the Movies / STEAM:**

**Maths:**

This week's theme is faith and this week we will be having faith in our Maths skills that we have developed over the year!

This week will be all about fractions and decimals! Over the previous half term, we went over some key fraction skills. We will enter a Maths carousel going over key fractions concept covered, looking at going over decimals and percentages.

We will use key parts of the film to inspire some fraction based word problems. If Pi found 45 animals and could only take back  $\frac{1}{2}$  how many would this be?

**STEAM:**

Pi's focus this week is about the movement from day to night! He will help us to discover all about orbiting of the moon! What does it mean for earth? This week our STEAM project will be all about the change between day and night. We will get outdoors to explore the movement of the sun. How can we tell if the sun

- 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
- 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
- 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
- Legible, fluent handwriting
- Plan writing to suit audience & purpose
- Develop character, setting and atmosphere in narrative
- Use organisational & presentational features
- Use consistent appropriate tense
- Proof-reading
- Command of Standard English
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- 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
- 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 and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

moves? Is there an experiment or an observation we could set up to track this? We need to report back to Pi.

We will use our i-pad skills to set up a time lapse video for a whole day in the playground looking at how we can tell the sun moves? Is it the shadows? Is it the light? What is it? Once we have done our outdoor investigation we will use our words to create an explanation text of the change from day to night. We will work in groups to create these. Presenting our best explanations. We will use our i-pads to create a beautiful presentation on book creator.

**Arithmetic Focus:**

This week's focus will be Mental calculation methods. We will be using the multiplication skills we have built up this half term to help us with quick mental calculations. We will get involved in class discussions sharing quick methods that help us. We will use songs and pictures to explain quick methods we use to help us. Do you have any tricks for working out multiplication problems quickly?

- 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
- 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
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
  - describe the movement of the Earth and other planets relative to the sun in the solar system
  - describe the movement of the moon relative to the Earth
  - describe the sun, Earth and moon as approximately spherical bodies
  - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

**Friday 9th July**

**Learning Experiences:**

**Friday Big Write:** This week we will be focusing on faith! We will look at a moment in the film where Pi starts to go blind and we will look at how he used faith to keep going. We will explore this from three different perspectives.

**Messy Maths:**

This week we will look at worded problems focusing on multiplication and division. Looking at mental calculation methods that can help us in multi-step worded Maths problem questions.

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

This week we will focus on the art of taking part in a running relay. The relay races will include long distance running, challenging students to achieve greater stamina and stronger teamwork skills. There will be a particular focus on the baton exchange and how to pace yourself depending on where you are in the race order.

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Building on athletic skills based around running, throwing and jumping.
- Use running, jumping, throwing and catching in isolation and in combination

**WEEK 6 THEME/ Hook: Bravery DC6**

**Monday 12th – Wednesday 14th July**

**Learning Experiences**

**Skills:**

Pi faces so many awful experiences on his journey and deals with this with admirable bravery. But bravery is more than surviving a shipwreck like Pi. What moment do you think was Pi's bravest? Linking to our class book too, what moments can you think of where Tally is brave? Bravery means different things for different people. Bravery for Pi is facing the sea and dealing with Tigers etc. What does bravery look like for us? When are times in our lives when we have been brave? What about right now? We are all facing a national lock down and bravely continuing with our education together and responsibly.

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

What moment do you think was Pi's bravest? What is bravery? When have you been brave? Can you think of someone that is really brave? What do you need to be brave? How can you help yourself to be brave? Does bravery always mean doing something that your inner voice tells you is scary? When is it brave to just say 'no'?

**Immersion experience:**

Bravery is the ability to move forward, when faced with fear. Y5 will challenge their fears and participate in a range of activities that test their bravery. They will find themselves blindly tasting things they have never tasted before. Blindly touching things they have never touched before and blindly walking in places they have never walked before. Will they have the courage to move forward and face their fears? Will bravery take over? Only time will tell!

**English:**

**Writing Experience:**

Bravery comes in many different forms. It is brave to try new things. It is brave to say no. It is brave to help others. Y5 will begin to examine their own lives, and pinpoint a time when they were brave. Students will explore narrative poetry, specifically poems written by Michael Rosen. They will construct a narrative poem based upon a time when they were brave. We will examine the different features of narrative poetry such as rhythm and rhyme, repetition and stanzas. Once we have written our poem, we will explore the art of reading our poetry out loud. How do we use our body, voices, movements to make poetry exciting and interactive?

**Reading Tree:**

Reading domain: 2a: Give / explain the meaning of words in context. We will look at complicated words in our new tests ahead of our DC analysis.

**Maths in the Movies / STEAM:**

**Maths:**

In Y5 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



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- select and use appropriate registers for effective communication
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- 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
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$ ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number

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 use this week to review where we are succeeding in Maths, where we need to improve and those questions that we knew but got caught on. We will embark on some fun drama style games to act out Maths reasoning questions to ensure we understand. We will use the theme of faith to remind ourselves to always have faith in ourselves and know that we have the ability to succeed and always keep improving.

**STEAM:**

Pi has learnt everything he wants to know about changes from day to night and how that affect us in the UK but what's the effect internationally? This week our STEAM theme is international changes from day to night. Do different countries get lighter or darker at different times to the UK? Why would that be? We will embark on a class discussion and make predictions in an exciting class experiment.

We will discuss how we might check if our predictions are right and wrong. We will discuss using our enquiry skills. We will then use VR goggles to discover different countries and to record whether our predictions were correct or not. We will record this in a table. We will then look at converting this data into a graph.

**Arithmetic Focus:**

This week we will explore arithmetic questions that come up on DC and ensure we are able to answer them with confidence.

- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

**Friday 16th July**

**Learning Experiences:**

**Friday Big Write:**

From the perspective of...This week we will look at bravery! We will look at moments in the film where Pi shows his bravery. We will look at this moment from three different perspectives.

**Messy Maths:**

This week we will look at worded problems that caught us out on the test and take the time to go over ones that confused a lot of us.

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

This week will see the culmination of all of our work this term on athletics skills as we take part in our mini athletics tournament! Students will be reminded of all the skills they have worked on over the term and then will be put into teams where will compete against each other to see who are our athletic champions.

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Building on athletic skills based around running, throwing and jumping.
- Use running, jumping, throwing and catching in isolation and in combination

**Learning Experiences**

Our theme for this week is Pi. Pi is the main character in the film and his story is one we have studied a lot at this stage. He also used Pythagorus theory to gain his name due to his love of numbers! We will use his character and his thirst for Maths to inspire our last week of learning before school is over for the summer!

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

**Breaking Boundaries/ Flip the Learning**

Who was Pi? What is Pi? Why do we need to know Pi? What makes numbers so interesting and engaging? What can knowledge of numbers do for us?

**English:**

We have learnt a great deal in this half term, about faith, animals, bravery and ourselves! We will take all of our knowledge and create our own quiz using Socrative on our ipads. We will first create questions about the animals, faith and the film itself, ensuring we have multiple choice answers. We will share our quizzes with our classmates and see how well they do.

Once we have completed our quizzes, we will ask ourselves how we would rate this film. We have watched 3 films now, is Life of Pi our favourite? What did we like or dislike about it? We will write a film review of Life of Pi and share our feelings and thoughts in a formal way.

**Reading Tree:**

After completing our Data Capture, we will read over and explore our test results.

**Maths in the Movies / STEAM:**

**Maths:**

This week is all about consolidation. We will embark on Maths carousels where we will use different stations to revisit key skills. We will take advantage of the amount of adults we have to get involved in some exciting carousels. We will use the theme of Pi and his love of Maths to use creativity and scientific thought to get stuck into some fun Maths!

We will keep our focus on multiplication. Whereas Pi writes as many Pi numbers as he can on the white board we will engage in games where we write as many multiples on a white board as quickly as possible.

This week will be a week of reflection and celebration. What have we learnt? What have we improved on? How are we different from this part of the year? What will we do the same based on our succeed this year? And what may we try to change or get even better at?

**STEAM:**

**Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Students should be taught to:
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- 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
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$ ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

We will complete our STEAM learning on planets with learning the movement of the moon. We will investigate the forces of the moon together. Once we understand we will create an artistic model and use our I-pad skills to create a stop motion explaining the movement of the moon.