

GREENSIDE FILM FACTORY
The Year of Going Places
 2021-2022

STAR Day Planning: Autumn Term 2 - 2021
Class Film Text: *Remember the Titans*

Y5 Class Teacher: Emma Hancock
Class Book/ Text: Ghost by Jason Reynolds

WEEK 1 THEME/ Hook: Stars of the show

Monday 1st November - Wednesday 3rd November

Learning Experiences/Context of the film:

Class Film Immersion Day:
 Immersion in the text/genre. We will introduce our theme and ask our big questions about Remember the Titans.
 Knowledge Harvest – what do we know already?
 Big questions for our display – what do we want to find out?
 Before watching, we will contextualise the film: what was happening in America during this period? What led to these events? We will also discuss how films use the ‘based on a true story’ line to hook viewers in and whether this means it is always completely accurate. We will also make some creative items for our class display – including designing our very own Greenside American football helmets.

Knowledge Harvest – what do we know already?

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

Context - what is the context of our film? What was happening in the world at the time?

We will watch the film and pick out the main themes and ideas that we notice. We will make creative items for our class display based on the film during the afternoon.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is prejudice? What makes us different? What characteristics make you successful?

English:

Immersion experience:

The Titans coach was tough but fair, he treated everyone the same and set very high expectations for everyone. The year started with a two week boot camp

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

where players trained hard, integrated with their teammates and coaches worked out if they had the work and dedication to make the team. This week Year 5 will take place in their very own boot camp. Do they have what it takes to be part of the team? Will they pass the strict boot camp of Coach Sheehan and Hancock? We will then create art inspired by American footballs. We will also introduce our Titan mile that we will be testing every day from now on!

Writing Experience:

This week we will build on our wonderful adventure writing skills by taking part in a shared writing task with Griffin. We will be using clues to guide our unique stories. We will introduce the big question 'who am I'? We will analyse the characters in the film and look at how their lives are shaped by the unjust treatment they face. What personality traits do the successful characters have? Some of the characters deal with difficult situations in a positive way or gradually develop a positive mentality. We will look at the importance of these attitudes towards the success of the team. As the new players merged into one team, they struggled for a starting place. Students will write letters, using emotive language, to guarantee their spot. Do they have what it takes to succeed?

We will start by class discussion and activity about our positive points and what would make us great members of a team. We will use this class discussion to form the planning for our letters. We will be working on the quality of our writing and start by writing our first few sentences very slowly but together. We will be given something to include and asked to write sentence by sentence ensuring we have used the feature asked of us. We will challenge ourselves by looking at writing a response to our letter from our coach, working in a different tone of voice thinking about how and why the coach would write differently.

Year 5 debating club:

Year 5 will be starting debating every Monday from 2.30pm with the help of Ms Bastick Styles. We will be taking key topics from the film and working on debating skills in smaller groups. We can't wait to see how Year 5's vocal skills develop.

GPS:

To consolidate learning from last term, we will begin with a session on homophones. This will also help us to build on our spelling knowledge. We will be playing games to remind ourselves of how to remember the different homophones.

Reading Tree:

Reading Domain 2e: predict what might happen from details stated and implied
As we begin our brand new book as a class we will do multiple activities around predicting what may happen. We will start by looking at the book cover. What do you think the book is going to be about? What can we guess? Then we will read the blurb together. What do we think now? Who do you think the main character

● identifying how language, structure and presentation contribute to meaning
Science skills

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Maths skills:

- recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
- 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
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- 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

English skills:

- continue to distinguish between homophones and other words which are often confused
- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed

is? Will Year 5 be able to predict what the book is about? We will then read the first paragraph and see if we can gather any more information? Do we think the same? Each time we will answer the same four questions and note if there are any differences.

Maths in the Movies / STEAM:

Maths:

The titans have to make good grades in order to get on the team so we will be giving them some Maths coaching and helping them to make the grades for the Greenside titans. This week we will be recapping on everything we learnt in the first half term. What can we remember? Place value, addition, subtraction, multiplying by 10 and dividing by 10. We will embark on a Maths carousel and we will be looking at worded problems around these themes. We will work in smaller groups in order to allow us to get specific advice from teachers and support staff.

We will run some drama activities where we deep dive into Maths problems acting out and understanding multi-step word problems. We will also begin our learning on statistics with a very exciting science and Maths lesson where we will be measuring heart rate.

STEAM:

We will be looking at living things and their habitats, to start this exciting topic off we will be looking at heart rate. Controlling heart rate is important for the titans. How does exercise affect heart rate? We will be combining science, Maths and P.E in this exhilarating lesson! We will be learning about statistics, recording, analysing and interpreting data. We will go outside and do one of our circuits as part of our boot camp. What is our heart rate before, after and during? We will record this into a table created by Ms H and then plot it onto a graph created by Ms H. This is in preparation for next week, where students will create a table and graph on their own. There will be an extension for those of us who pick up plotting statistics quickly.

As mentioned above, we will also be responsible for continuing the whole school STEAM project. Here we will look at how we can improve the quality and condition of the soil in our growing garden in order to grow the most flavoursome and nutritionally rich produce we can - something that is vital for ultimate sporting performance. To do this, we will be using regenerative agriculture practices which combine modern scientific thinking with traditional farming methods from pre industrialisation. The results of the tests that we carry out will be recorded and compared with other results across the year. Y5 will incorporate this into our wider science learning on plants and link it into our film through the need to help the Titans have the most nutritional food available.

Nutrition for better performance: Visual evaluation of the soil

- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Art skills:

- 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]
- learn about great artists, architects and designers in history

What does regenerative agriculture mean? This week we will discover the five principles of regenerative agriculture and begin to understand the biology of our plants and our soil. We will learn how plants grow and the process of photosynthesis. Additionally, we will study closely what goes on beneath the soil, discovering the part played by mycorrhizal fungi in providing nutrients, protecting from disease and carbon sequestration.

In this test we observe and record how aggregated the soil structure is (aggregation is the crumb structure naturally occurs in healthy soil). We will dig out a spade full of soil and record what we find on a scoring chart. The scoring scale ranges from 1 – very good structure, to 5 – poor structure. Aggregation is a product of biological action, normally the result of microbes gluing soil particles together into larger clumps (called aggregates). True biological aggregates have a rounded (crumb-like) appearance, like cottage cheese but on a smaller scale. We will also record how the soil feels and smells as well as creating artistic records of what we observe.



Arithmetic:

In Year 5 we will look at squared numbers this week. We will learn how to recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) When we are confident we will challenge ourselves by working out what is the square root of 2, 5, 9, going up to 12.

Class Display:

We will create art and collages in the shape of an American football helmet.

Friday 5th November

Learning Experiences

Friday Big Write:

This half term we are working on our first person writing and will be writing diary entries from the different perspectives of the different characters. We will start by exploring the voice of the coach's daughter when the new coach arrives.

Messy Maths:

We will unpack multi step worded problems related to addition, subtraction and place value.

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

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

Skittleball

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

WEEK 2 THEME/ Hook: I have a dream...

Monday 8th November - Wednesday 10th November

Learning Experiences/Context of the film:

During the film, the players live in a society not yet ready to accept integration between different races. Meanwhile, they struggle to complete a relentless training regime. Coach Boon's role as the head coach is to motivate and inspire his players to success. As well as preparing them physically, he also prepares his players psychologically through encouragement and rousing speeches. This week, students will consider the language involved in such a speech and the impact this can have on an audience.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

When might somebody need encouragement? How can our choice of words change how somebody feels? Have you experienced a change of mood because of what somebody has said?

English:

Immersion experience:

This week is all about inspirational speeches so we will go on a guided tour around our school of some of the most inspirational speeches in history. We will take note pads with us making notes of how we felt and any quotes we enjoyed. This will prepare us for our art activities.

In the tour guided activity, students will begin their learning experience by exploring some of the most inspirational speeches made by some of the most incredible orators. How do these speeches make you feel? What is the purpose of each speech? How does the speechmaker achieve this? Before beginning to write our own speeches, we will explore how art can motivate and inspire. We will create a piece of art influenced by one of the speeches we have listened to.

Writing Experience:

This week it's all about speeches! We will use the motivational speech tour experience, to write speeches to inspire The Titans to victory. We will carefully

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

be considering our language choices – thinking about figurative & emotive language and rhetorical questions. As we walk around listening and being inspired we will be making notes on what inspires us - the quotes, the way they say it etc.

Once we have finished writing our speeches we will peer assess our speeches. We will agree a criteria by which we will be assessing them and we will write two 'what went well' and one 'even better if'. Once we have edited and improved our speeches we will practice these, first discussing what makes a good performance. How we should talk, stand and look. We will perform and video them towards the end of the week. Will we inspire the Greenside Titans to victory?

GPS:

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Reading Tree:

Reading Domain 2a: give / explain the meaning of words in context

Our reading tree this week will complement our writing experience. We will be reading speeches and using the skill of explaining the meaning of words in context.

Maths in the Movies / STEAM:

Maths:

Following on from last week where we looked at our heart rate, we will now use those skills to record our heart rates when watching inspirational speeches. Do they increase? Stay the same? How does emotion and motivation affect our heart rate? This week we will be creating our own line graph to record this in. This will form our Maths display.

We will continue our adventure to help the players and ourselves stay in the Greenside Titans by excelling in Maths. This week it's a very important job we will take on. The coaches need help; they need to make fences for the different pitches. Can we help them work out the perimeter of rectangles and begin to look at rectilinear shapes. We will start by recapping our knowledge of how to work out perimeter of rectangles and squares applying that knowledge to more complicated rectilinear when we are clear. We will look to challenge ourselves with some worded problems too.

STEAM:

This half-terms Science topic is about Living things and their habitats and this week we will move away from humans looking at plants and how they reproduce. We will examine flowers and plants and look at what features they

• identifying how language, structure and presentation contribute to meaning
Science skills

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Maths skills:

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables

English skills:

- develop their understanding of the concepts set out in English appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- continue to distinguish between homophones and other words which are often confused
- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- 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

have that help them to reproduce. We will be combining our art and science skills to draw and label a beautiful flower. This ties in perfectly to our STEAM project for the half term which will see us getting outside to look after and test our Greenside garden to ensure the vegetables we are growing is fit for the Titans.

Nutrition for better performance project: Earthworm Count

Earthworms are an indicator of biological life in the soil, large and small. Easily visible and easy to count, higher numbers can be an indicator of improved soil health. We will dig out a small section of the ground and count/sort the number of earthworms we find. This test will be in two parts: the hand sort and mustard extraction method to compare which test is more effective.

Arithmetic:

In Year 5 we will look at cubed numbers this week, building on from our learning of squared numbers last week. What is the cubed root of 2, 5, 9, going up to 12. How can we compare the difference between square and cubed numbers? What do we notice?

Maths Display:

A line graph tracking our heart rate when listening to motivational speeches. How does 'I have a dream' affect your heart rate?

Friday 12th November

Learning Experiences

Friday Big Write:

This week we will be continuing our diary entries and exploring the perspective of the coach, why did he stay at the school? How does he feel about it? How is he feeling about the year?

Messy Maths:

This week we will work on worded problems related to statistics and perimeter.

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

Skittleball

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

Skills:

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

Learning Experiences/Context of the film:

This week we will be exploring racism and segregation through exploring segregation in the classroom. We will use segregation based on arbitrary things e.g. hair colour to explore segregation that went on before, after and during the civil rights movement. Why would we be separated into different schools based on our race? Segregation should have never had to be a thing in the first place. We will be discussing how it must have felt to feel different and to feel like you don't belong because of something you can't control and were born with?

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is race? Has there always been racism? Will racism cease to exist?

English:

Immersion experience:

When we come into school on Monday our classroom will be split down the middle and we will be grouped based on eye colour or hair colour. Those with brown eyes will be prioritised all day, they will get to go to break earlier, they will get points just purely for being them. At break time we will swap and the group of non brown eyed students will get treated better. We will be using this experience to understand segregation and how unjust this was. We will use this to guide our first person narrative

Writing Experience:

We will be writing the first two paragraphs of our first person narrative. We will set the scene in the first person and then write a paragraph about how it felt to enter into a school where you felt like you didn't belong. Our challenge will be not to mention colour or race but use our emotive language to describe to the reader how it must have felt to feel different. We will be focusing on our language and focusing on the quality of our writing, working slowly and together to create a very well thought out first few sentences before we go off and write the rest of our work. Can we write two wonderful paragraphs putting ourselves in other people's shoes?

GPS:

We will be using expanded noun phrases to convey complicated information concisely.

Reading Tree:

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

Now we have read a few chapters of our class book, we will use the skill of retrieval to retrieve and record key details from chapters of our class book.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

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

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - 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

Science skills

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

English skills:

- develop their understanding of the concepts set out in English appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- continue to distinguish between homophones and other words which are often confused
- plan their writing by:

Maths in the Movies / STEAM:

Maths:

This week we will finish our work on the perimeter of shapes, focusing on rectilinear shapes. When it comes to rectilinear shapes we will be helping the coaches with a very complicated problem. They need a new pitch to practice on as there has been destroyed and are looking for one with a very particular perimeter. We will start by taking our learning outside to see if the Greenside playground would work. Can The Titans use the Greenside playground? When we have solved the problem for the coaches we will come back and work independently on working perimeters out of rectilinear shapes. What have we remembered from last week and how are we applying that to this week's work. We will be using manipulatives to support our learning including online resources like Numion. As we move further into our work on measurement we will do some flashbacks on metric conversions, we will look at mm in a cm, cm in a metre etc. We will then challenge ourselves with multi-step word problems about perimeter.

Once we are clear on the perimeter we will move on to working out the area of rectangles and squares. We will start this off with a quick recap on how to count squares in order to help us work out the area. From here we will move to working out the areas of different pitches for the team. This time they need to know how much soil they need. We must figure out the areas so they get enough soil for the entire pitch.

STEAM:

This week in Science we will be looking at reproduction of mammals. We will engage in some activities where we will help the Titans to understand the process of reproduction. We will go on a learning walk and see what mammals we find and create a life cycle wheel based on our findings.

Nutrition for better performance project: : Slake Test (Wet Aggregate Stability)

The slake test (wet aggregate stability) scores how well our soil structure holds together in water and is vital in helping us understand the quality of our soil. This ranges from 0 being unstable with no aggregates to 8 retaining more than 90% of its structure when submerged and shaken in water. Healthy soil has good organic matter content and is full of microorganisms that secrete glues which create the aggregated crumb structure we want to see. When aggregates with a good soil structure held together by organic matter and biological glues are submerged in water they stay together, even when shaken about. When aggregates with a poor soil structure held together by compaction are submerged in water they fall apart, without even being shaken at all. We will take a sample of our soil, dry it out overnight and then submerge it in water, observing what we see and recording the results.

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Maths skills:

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes

Arithmetic:

This week we will be looking at mental strategies in arithmetic. What mental strategies can we use when working out the perimeter and area problems.

Writing Display:

Our writing display will be our speeches. We will write these onto bordered lined paper and we will choose particularly inspiring quotes to highlight key quotes, adding inspiring images of us on our inspiring speech tour and delivering our speeches.

Friday 19th November**Learning Experiences****Friday Big Write:**

This week we will be continuing our diary entries and exploring the perspective of the new coach, why did he start at the school? How does he feel about it? How is he feeling about the year? What does he think is going to happen?

Messy Maths:

We will look at unpicking problems about the area in this week's Messy Maths. We will be challenging ourselves with some complicated problems.

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

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

Skills:

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

WEEK 4 THEME/ Hook: Game time**Monday 22nd November - Wednesday 24th November****Learning Experiences/Context of the film:**

Year 5 have been in bootcamp training for 3 weeks and created speeches ahead of the big game. Today we will be focusing on being part of a team and the build up to a big match. Are the athletes and the coaches the only people that make a team? Who else makes up the team? Family? Friends? Supporters? Nutritionists? Sports therapist? This week is all about preparing for the big event - Game Time.

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

ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Breaking Boundaries/ Flip the Learning

When might somebody need encouragement? How can our choice of words change how somebody feels? Have you experienced a change of mood because of what somebody has said?

English:

Immersion experience:

We will be recreating the experience of being in the titans changing room, we will put face make-up on like in the film (two lines each side of the face) motivating music and join in on huge team talks. We will then head to the playground for a short game of American football. We will be motivated and feel the excitement of a football game. Who will win? Will Greenside remember The Titans?

Writing Experience:

This experience will inspire the next part of our short story. After going through struggles of being in a school where you feel like you don't belong, how does it feel playing your first match? You are playing in a team, as part of a team with people that respect you and people who do not. How does that feel? What does it sound, feel and look like as you walk in the bright lights of the pitch (playground).

We will be writing our final paragraph - focusing on the football match. Will we leave the reader on a cliffhanger so that they want to read on for the next part of the story? We will be focusing on quality and cohesion in our work. As a class we are great at creating large amounts of writing, this half term is all about the quality and focusing more on all of the grammar, punctuation and skills we continue to learn. We will be working in smaller writing groups, with different focuses in each. We will work together slowly for the first few sentences and then given the independence to complete our paragraphs, being encouraged to use our editing skills to edit and improve.

GPS:

This week we will be using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.

Reading Tree:

Reading Domain 2h: make comparisons within the text

We will be using our class text comparing a section from the chapter where we are currently at to a part from earlier in the book to make comparisons within the class book.

Maths in the Movies / STEAM:

Maths:

This week we will be continuing our work in the area pushing ourselves onto working out the area of rectilinear shapes. We will be on a mission to help the coaches of the Titans. THEY NEED PITCHES! And we need to help figure out

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
 - 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

Science skills:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

English skills:

- develop their understanding of the concepts set out in English appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- continue to distinguish between homophones and other words which are often confused
- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précis longer passages

how much ground they will need. We will play a competitive game where we compete in groups to see who can figure out the areas of the football pitches the quickest. We will practice our world ready skills, working in groups and ensuring everyone understands before we move on.

Once we are clear on area and perimeter we will move onto multiplication. We will start by refreshing our multiplication skills with some digital skills. This week we are helping the Titans to understand how to multiply 1 by 4 digits. We will work as a class to understand the formal method of multiplication, then we will work independently using multiplication squares if we need support. When we are confident in our multiplication skills we will look at applying our skills we have learnt to reasoning and problem solving questions.

STEAM:

This week, it is all about game time. An important part of game time is the nutritional meal which helps to fuel our tiring activity. This week we will be becoming nutritionists ourselves. We will step into the kitchen to create a nutritional meal inspired by the south of america. We will plan this in our STEAM books and afterwards we will create a spark note detailing the planning, the creating and how the team found it.

Nutrition for maximum performance Project: Infiltration Rate

This week we will develop our understanding of how our soil manages water by testing the infiltration rate. Knowing how easily water infiltrates into our soil helps us understand how well it is soaking up rain. We want water to be stored in the soil profile and not to run off into water courses. If our infiltration rate is quick, it indicates our top soil structure is good. The top soil has stable aggregates, around which water can percolate downwards into the soil profile. If our infiltration rate is slow, it indicates our top soil structure is poor. The top soil has unstable aggregates and is compact, so it blocks water from percolating downwards. Instead water runs off taking soil and nutrients with it - not what we want. This test will simulate rain falling on the ground and we will record our visual observations and measurements.

This week we will create a

Arithmetic:

This week we will look at multiplying and dividing by 10, 1000 and 1,000 ensuring we remember how to differentiate between when to use long form multiplication and our place value skills.

- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- 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

Maths skills:

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes
- 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

Friday 26th November

Learning Experiences

Friday Big Write:

Skills:

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

This week we will be continuing our diary entries and exploring the perspective of the captain who got paralysed. How does he feel now? How does he feel watching the team?

Messy Maths:

This week we will look at multi step worded problems including perimeter, area and multiplication.

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

Skittleball

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

- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

WEEK 5 THEME/ Hook: Making changes

Monday 29th November - Wednesday 1st December

Learning Experiences/Context of the film:

As we have explored the civil rights movement in the U.S we will now look at the same period in history but in the UK. We will look at the similarities and differences in the experience black people faced in the U.S and the UK. What similarities can we see? What similarities can we see? We will create a timeline above the huge U.S civil rights movement timeline so we can track the similarities and differences. This week we are looking at making changes, we are going to be British journalists examining the difference between change in the UK and America. How does it compare?

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What struggles did black people experience in the 60's in the UK? What journeys did they make?

English:

Immersion experience:

Extra! Extra! The Year 5 Newspaper has come out and a big headline has appeared. Year 5 will enter the classroom to a 1950's news room and they will be set off on a hunt in groups to figure out what they will be reporting about. They will find images and words that will eventually lead them to the story. They will find key vocab and features of newspapers to include along the way. We will be sure to include the following features:

- a. name of the newspaper

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

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

Writing Experience:

It's time to become reporters and enter the Year 5 1950's style newspaper article. We will be using our amazing non-fiction writing skills and our persuasive and emotive language to write wonderful articles. Can our articles make it into the Greenside News? What facts and information can we find that make our articles even more interesting and exciting? Newspaper writing is exciting to write but in order to be like real journalists, we will need to ensure that we are aware of all the technical features involved. Therefore, we will participate in a newspaper carousel to ensure that we have a strong understanding of all of these features. We will work with Ms Sheehan and Ms Hancock on different features, with the third being an independent station where we start a two week art project of creating a black and white image of the Windrush.

GPS:

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

Reading Tree:

Reading Domain a-h: test ready skills

In preparation for our end of term tests we will do a practice paper taking the time to go through the answers and understand where we went wrong.

Maths in the Movies / STEAM:

Maths:

This week we will continue our journey of multiplication and work on understanding how to multiply two digits by two digits. The Titans are really confused by this so we will try lots of different tactics to help them. We will start with teacher led, worked examples; these will be followed by independent student practice. We will chunk the method working step by step before we go off and practice independently. When we are confident on how to work out how to multiply two by two digits we will move on to 2 by 3 and 2 by 4. We will be multiplication wizards by the end of the week and will have helped the Titans to pass their exams.

We will play games and engage in group competitive games where we will compete to get to the end of the football pitch by solving multiplication worded

- 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

Science skills

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

English skills:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- plan their writing by:
 - o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - o noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by:
 - o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - o précising longer passages
 - o using a wide range of devices to build cohesion within and across paragraphs
 - o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - o assessing the effectiveness of their own and others' writing
 - o ensuring the consistent and correct use of tense throughout a piece of writing
- proofread for spelling and punctuation errors
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

Maths skills:

- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- to add and subtract with decimals

problems. We will be practicing independence and digital skills by using our i-pads.

STEAM:

In science this week we will begin to look at metamorphosis - this is sudden and large changes to animals and their bodies. For example when caterpillars change into butterflies or tadpoles into frogs. We will learn about the different animals and then engage in a draw off activity

Nutrition for Maximum Performance Project: Sward density, bare soil and desirable vs undesirable cover

This week we will look at how much space is there between the plant species of our cover grasses in the garden.. How tight is the sward - the upper level of topsoil covered with grasses? Is it tight, with little space between plants? Are there gaps between plants, at ground level? Or are there large patches where plants are absent? We will create a quadrat to enable us to observe one area then we will score it on a chart and create the percentage calculation for: sward density, bare soil, desirable and undesirable plant coverage. We will also record images of this area over time both artistically and digitally.

Arithmetic:

This week we will look at addition and subtraction, with multiple exchanges, to ensure we have a secure understanding. Students will also explore questions involving decimal numbers.

Friday 3rd December

Learning Experiences

Friday Big Write:

This week we will be continuing our diary entries and exploring the perspective of the other team captain, exploring different moments in the film. His first match, entering the school and feeling out of place, the training camp etc.

Messy Maths:

We will look at multi-step worded problems related to multiplication.

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

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

Skills:

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

Learning Experiences/Context of the film:

This week we will be exploring the skill of empathy and putting ourselves in other people's shoes. We will be looking at finding out how people from the Windrush generation felt coming to the UK. How did they feel they were welcomed? We will watch videos, speak to people. Maybe even have special guests enter our classroom and then we will head on our very first school trip.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

How would it have felt to enter the UK on the windrush? How would it feel going somewhere where you felt like the odd one out?

English:

Immersion experience:

It's been a half term of exploring civil rights in the U,S and the history of black people discovering their rights in the UK. We will head to a key location in London - where there are a lot of key places and moments in Black history. What happened there? Why are we going? What is the significance? We will head out on our first school trip to Brixton to the Black History archives. We will see artefacts and explore objects that people would have brought with them. Where did people who got on the Windrush come from? What did they eat? What was their culture?

GPS:

Revising direct and indirect speech to be able to use quotes in our Newspaper articles.

Writing Experience:

This week Year 5 will embark on an editing carousel where we will edit, complete and publish our Newspaper articles. We will work in smaller groups to produce the best possible newspapers. On one station we will add in speech and our final two paragraphs, on another we will edit and improve our marked work from the week before and on the third we will independently finish our black and white image of the Windrush boat. We will be editing our work based feedback from CT and they will be published digitally using a template.

Reading Tree:

Reading Domain 2g: identify / explain how information / narrative content is related and contributes to meaning as a whole.

To tie in with our writing experience we will be looking at newspaper articles and using this week's reading skill to understand the features of Newspapers.

Maths in the Movies / STEAM:

Maths:

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

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

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - 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

Science skills

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

English skills:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- plan their writing by:
 - o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

This week we will move on from multiplication to division, looking at the short division method. The Titans team have muddled up all of the kit and food - they need help dividing it between the team mates. How many socks are there for each player for example? We will start by recapping on how to divide 2 and 3 digits by 1 using the bus stop method moving on to 4 digits divided by one.

Once we have the method figured out we will look at dividing with remainders. We will work in small groups to ensure we understand how to divide with remainders. Once we are confident with all elements of the formal method, we will look at worded problems. We will analyse questions together and pick a part how to answer multi step worded problems.

STEAM:

This week we will round off the half term by making a digital documentary using spark notes where we will compare life cycles and mammals and become Greenside's very own David Atteboroughs. We will compare life cycles and use all of the knowledge we have of reproduction and life cycles to create engaging films that we will present to our class. This will link into our soil project as we will discuss the worms and other living things we have learned throughout our soil project. We will look at how these living things affect the soil, are they a benefit or a hindrance?

Nutrition for Maximum Performance Project: Legume nodules

Our legumes are what we hope will really help us to boost the nitrogen content of our soil. All legume plants can fix nitrogen in the right conditions. Nodules are the swollen rounded lumps that are formed on the roots of the legumes. However unless they are forming nodules, they are unlikely to be fixing much nitrogen. Here we will dig out a section of our legumes and observe what we see, rating them on a scale and recording this data. We will also record images of this area over time both artistically and digitally.

Arithmetic:

This week we will look at mental strategies for multiplication and division. We will have a range of questions on the board, exploring which method is the best method to use. Mental strategies or formal methods?

- o noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by:
 - o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - o précising longer passages
 - o using a wide range of devices to build cohesion within and across paragraphs
 - o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - o assessing the effectiveness of their own and others' writing
 - o ensuring the consistent and correct use of tense throughout a piece of writing
- proofread for spelling and punctuation errors
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Friday 10th December

Learning Experiences

Friday Big Write:

This week we will be continuing our diary entries and exploring the perspective of the new coach's daughter. She is not interested in football and loves playing with her dolls. How does she key moments like the titans winning etc?

Messy Maths:

We will work on multi step worded problems using the operation of division. We will be putting our bus stop method to test.

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

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

Skittleball

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

WEEK 7 THEME/ Hook: Friendship

Monday 13th December - 15th December

Learning Experiences/Context of the film:

It's the last week before Christmas and we will be engaging in lots of Christmas based activities and we will focusing on the theme of friendship. Christmas is about giving and sharing, being grateful for what you have and making eachother happy. We will be exploring the themes of friendship in Remember the Titans and using this theme to engage in lots of great activities.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What does friendship mean to you? Do you find it easy making friends?

English:

Immersion experience:

We will end the term with a team celebration experience, we will head outside and stick paper on our backs. We will then write a compliment about each other. We will be looking at everything we have learnt about each other as a team and put this in writing. This is a wonderful activity and a great way to end an absolutely fantastic half term and a fantastic christmas present to each other. We will make frames for these to go in.

With our theme being all about friendship we will spend some time in a festive workshop creating gifts for a secret santa for someone in the class. Who do you have? What will you make them?

GPS:

We will use our DC analysis and pick out three key things to go over ensuring we use these perfectly in our writing this week.

Writing Experience:

We will use our amazing writing, English and GPS skills to create friendship poems for our friends and family to gift to our loved ones at Christmas. We will put together all our skills from the half term and be channeling the Christmas spirit. We will create a poem called Celebrating our Titans. We will be

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

celebrating our team mates (classmates) and everything we have achieved and learned as a team.

We will use the poem *Invictus* to inspire our own poetry, looking at key features from the poems.

Reading Tree:

Reading Domain: Reviewing DC analysis results.

We will use our reading results for DC analysis to shape a session where we analyse our results, look over our scores and come up with targets for next half term.

Maths in the Movies / STEAM:

Maths:

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

In the spirit of friendship we will work in teams to answer questions and compete against each other to answer problems and be the first to fill our christmas trees with baubles. Whose theme will be the winner?

STEAM:

We will round off an amazing half term of learning about living things and their habitats by planting something in homemade plant pots. We will be decorating them and planting them ourselves using soil. We will take these home to gift to a family member or loved one over the festive season.

Nutrition for Maximum Performance Project: Biodiversity Recording

By regularly monitoring biodiversity in our garden, we will begin to notice patterns of diversity, and can learn how our growing practices create an environment that attracts birds and insects. Taking the time to stop and notice the wildlife can become a beneficial part of our growing routine. This will really help us to grow more in tune with nature – a key part of growing more regeneratively. We will carry out this test in three parts over five minute intervals in our growing area:

1. observe above ground all the birds, mammals, butterflies and moths
2. observe low down to the ground, focusing on invertebrates by observing life among the crops. We will pull plants to the side and look at the soil level. For this test we will bring some white card / tupperware / magnifying glass for catching and observing insects.
3. observe above ground all the birds, mammals, butterflies and moths we find on the perimeter of the school.

● identifying how language, structure and presentation contribute to meaning
Science skills

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

It is important that when we carry out this test regularly that we repeat the same pattern of observation to make the test fair. We will also record images of this area over time both artistically and digitally.
We will also reflect upon what we have learnt and prepare to hand the project over to the next class.

Friday 17th December

Learning Experiences

Friday Big Write:

This week for our final Big Write we will write from the perspective of Rev, one of the team. He sees the world from a brighter perspective compared to some of the other team members and likes to sing and dance. How would he have seen events in the film such as joining the school for the first time?

Messy Maths:

This week we will be going over Christmas themed word problems looking over concepts we have studied this half term.

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

As this is our last day of term, we will be enjoying our Christmas themed lunch and some festive themed games

Skills:

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