

GREENSIDE FILM FACTORY
The Year of Going Places

2021-2022

STAR Day Planning: Spring Term 1 - 2022

Class Teacher: *Hannah Findlay*

Class Film Text: *The Eagle Huntress*

Class Book/ Text: *The Girl Who Stole An Elephant*

WEEK 1 THEME/ Hook: Welcome Back & Film Immersions - Le Ballon Rouge

Wednesday 5th to Friday 7th January

Learning Experiences/Context of the film:

To welcome our students back to Greenside.
We will begin with a shared screening of the short *Le Ballon Rouge*.
Our film and SMSC learning will draw upon links to *The Year of Going Places - journeys* and wonderful literal, metaphorical and Journeys of Discovery.

Learning experiences:

Wednesday: Greenside shared Film Immersion Day - Le Ballon Rouge
(1956) Directed by Albert Lamorisse

Thursday:

Class Film Immersion Day:
Immersion in the text/genre. We will introduce our theme and ask our big questions about

Knowledge Harvest – what do we know already?

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

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.

Friday:

During the morning we will do our Big Write & Messy Maths and the afternoon will be spent on creating our corridor displays together.

Class display:

Mongolian headdresses and decorating ger tent

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

There will be no PE this week.

- summarising 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
- 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/identifying key details from the text.
- Proof-reading
- reading skills also as outlined above

WEEK 2 THEME/ Hook: Aisholpan

Monday 10th January - Wednesday 12th January

Learning Experiences/Context of the film:

Aisholpan is the main character and protagonist in our documentary, *The Eagle Huntress*. She is a Kazakh girl living in the Altai Mountain region of rural Mongolia. As such, her life takes an entirely different shape than ours in West London, which spells out not only great differences in geography and climate, but in culture and day-to-day life. Our perspective this week will be through the lens of 13-year-old Aisholpan, considering her home life, her school life, and most of all, her drive to become an eagle huntress.

World Thinking: Big, Critical Curious Questions

Where is Mongolia? What is the khazak culture like? How does Aisholpan and her family live off of the rural land?

Breaking Boundaries/ Flip the Learning

Immersion experience:

This week, we will have our Mongolian Immersion Experience where students will be tested to survive the harsh Mongolian winters in the school playground while using limited tools to sustain themselves, learning what is necessary if they were in the same shoes as Aisholpan. In groups – to reflect the size of small tribes in the Altai Mountains – they will:

- Create mini yurts out of a range of found materials in the school playground as well as some given materials (sticks, twigs, rocks, leaves, string)

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Writing:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English [Appendix 2](#))
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- Express time, place and cause using adverbs

- Go to school, as Aisholpan does, to learn Mongolian, taking notes from a chalkboard (in the hut) on their clipboards on how to write their names, with strict instruction and less modern resources (no interactive white boards or iPads)
- Make boortsog – effectively a Mongolian donut with a simplistic recipe – in the kitchen, to experience the cuisine of Mongolia and subsist through the harsh winters like Aisholpan
- Gather berries and other edibles to help sustain their food intake (using the school garden)

English:

Writing Experience:

A day in the life of a Khazak in the foothills of Mongolia. Students will write a first person narrative from the perspective of Aisholpan. Using the immersion experience as inspiration, the narrative will describe Aisholpan's day as she moves through her day. Students will be expected to describe:

- The vast Mongolian mountain ranges which she lives on
- The Mongolian ger tents which she calls home
- Her experience at school living in a dormitory with her friends and siblings
- How she helps her family to cook and eat in the ger tent

GPS:

Adverbs (then, next, soon, therefore)

Reading Tree:

Reading Domain: 2e Predict what might happen from details stated and implied
 In this first Reading Tree session, students will be introduced to our class book *The Girl who Stole an Elephant*. We will look at the front cover and the blurb and make predictions about where the story may be set, who the protagonist is and how it might relate to our class film. This half term, students will have 3 shorter reading tree sessions throughout the week to give more opportunities to perfect each Reading Tree domain.

Session 1: Introducing the skill of prediction and practising this through short activities.

Session 2: Looking through prediction questions and discussing how we might search through the text and use evidence from the text to fully answer our question.

Session 3: Independently working through the Reading Tree questions from the previous session to develop our test-ready skills.

Maths in the Movies / STEAM:

Maths:

Reading:

- Predict what might happen from details stated and implied
- Develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry

Maths:

- Count in 2s, 5s and 10s
- Using arrays
- Making equal groups by sharing and grouping

Science:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Art & Design:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history.

We will be looking at multiplication this week and discuss different ways that we can represent multiplication such as making equal groups, repeated addition and using arrays. When Aisholpan is in her dorm room with her friends, she is a confident checkers player and is able to defeat the boys and girls in her class. This shows Aisholpan's resilience and determination to do her very best. We will use checkers boards, arranging the counters into equal rows and columns.

STEAM:

In STEAM this half term we will be learning about animals including humans. This week we will answer the question: *How can we group animals based on their diet?* Students will learn about how scientists can group animals based on what they eat. Students will then play a 'Survival Game' in the playground to understand how omnivores, herbivores and carnivores coexist and why it is so important to have predators and prey in an ecosystem. Students will be given an animal native to Mongolia and be told whether they are omnivore, herbivore and carnivore. The herbivore and omnivore will be able to collect counters from specific parts of the playground which will represent foraging for food. The carnivores and omnivores will be able to steal counters from other animals to show that they get their food and energy from other species. After the time is up, students will come back together and compare the number of counters they have. We will then discuss what might happen if a carnivore in an ecosystem did not exist e.g. was hunted by humans. We will ask questions such as, what might happen to the other species? How might this be negative for the ecosystem? What responsibility do humans have living among other animals?

Students will be introduced to basic watercolour skills which will lead to their final painting of the Altai Mountains in Mongolia. This week, each student will produce samples demonstrating their experimentation with the following techniques: dry brush, flat wash, tonal grading, tonal grading- one colour to another, wet on wet, dry on wet. These to be stuck to paper and annotated explaining how the technique should be used. Students will also begin experimenting with colour, recapping on primary and secondary colours and creating a colour wheel.

Arithmetic:

Multiplication

- Repeated addition
- Making equal groups
- Using the multiplication symbol

Maths Display:

We will be looking at where we might see arrays in everyday life. Mongolian ger tents are often decorated with repeating patterns set out in rows and columns. Students will decorate their own ger tent with arrays which they can decorate with Mongolian designs. They will need to write the calculation above each pattern e.g. $3 \times 4 = 12$. These Mongolian tents will be displayed in our classroom!

Friday 14th January	
Learning Experiences	
<p>Friday Big Write: Each week, students will write a diary entry from the perspective of Aisholpan. This week, they will write in detail about Aisholpan helping her family in everyday activities but longing to go up to the mountains with the other boys her age. We will still draw on our immersion experiences from earlier in the week but will describe the pressure Aisholpan and other girls like her feel from societal expectations in Mongolia.</p> <p>Messy Maths: We will choose one Leap into Logic skill to focus on this week and practice representing multiplication word problems as pictures, arrays or number sentences.</p> <p>PE/ Sports: (Activities, key skills / techniques) Students will be introduced to the sport of hockey. We will begin by watching a few key moments in hockey history, recognising that the sport is to be played on an ice rink, using skates and other hockey equipment. However, we will note that our version of the sport will be played with modified equipment and some modified rules (no contact, for instance).</p> <p>To break down how to play the sport, we will introduce the proper technique for holding a hockey stick and how to dribble a ball with it. To practice this, we will have two main stations:</p> <ol style="list-style-type: none"> 1. Dribbling practice in stations: students will dribble within a personal predefined zone with the goal of retaining the ball within comfortable reach of their hockey stick. 2. Dribbling practice in lines: students will attempt to refine their dribbling skills by moving along a predefined line with the goal of maintaining dribbling accuracy. 	<p>Skills:</p> <p>Writing</p> <ul style="list-style-type: none"> • 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 <p>Maths</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Physical education</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives • use running and jumping in movement and isolation • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best

WEEK 3 THEME/ Hook: Nomadic life	
Monday 17th January - Wednesday 19th January	
Learning Experiences/Context of the film:	
<p>Aisholpan is from a traditional Mongolian family, living a nomadic lifestyle. There are many pressures to this lifestyle, from surviving harsh winters to packing up her entire life and moving to different areas depending on the seasons. Aisholpan's family have adapted to this lifestyle through the clothes they wear, animals they rear and eat and the ger tent they live in. Although there are many</p>	<p>Skills:</p>

benefits to this way of life, it can also reinforce gender expectations and make it challenging for the elders to accept women dreaming to do typically 'masculine' jobs within their community.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What might it be like to pack up your life and move regularly? What benefits are there to living with the seasons in this way? Why do you think Aishlopan's family live in the ger tent? What challenges do you think younger generations face in this community?

Immersion experience:

It is difficult to imagine living a nomadic lifestyle when you have grown up in a society where you settle in one house. Students are going to learn more about nomadic life to truly understand why people choose to live in this way. We will reflect on the advantages of moving to more fruitful areas and how this may be necessary in areas with more extreme weather patterns. Students will show the movement of Mongolian nomads through a stop-motion animation. This will highlight that families and communities often move to several different spots throughout the year, returning to each one as the seasons permit.

English:

Finishing, editing and publishing our narratives from the previous week.

Writing Experience:

Students will be using Aishlopan's resilience and determination during the editing session this week. They will move around stations mirroring Aishlopan's nomadic lifestyle.

Station 1: Self-assessing and peer-assessing grammar, punctuation and cohesion

Station 2: Teacher-led station where students can respond to personalised feedback and get support in smaller groups

Station 3: Vocabulary station where students will use thesauruses to uplevel their language.

GPS:

Prepositions (before, after, during, in, because of)

Reading Tree:

Reading Domain: 2b Retrieve and record information

Students will continue with three shorter Reading Tree sessions throughout the week to give them time to learn and practice the skill. This week our Reading Tree domain is retrieval. Students will play games to learn how to skim the text to retrieve information quickly before putting the skill to the test by answering questions from an unseen text.

Maths in the Movies / STEAM:



Writing:

- Evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
-
- read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Reading:

- Retrieve and record information from a text
- Develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry

Maths:

- Multiply and divide by 2, 5 and 10
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Maths:

We are going to be recapping the 2, 5 and 10 times table from last year to ensure that we feel confident with multiplication and division of these times tables. We will use manipulatives to share and group objects and understand that each group must have an equal number of objects in it. In a nomadic life, Aishlopan and her family must be able to count up their belongings and animals quickly to ensure they have everything during the long journey. It is Aishlopan's job to do this and she must make notes of the number of animals and objects her family owns. We will help Aishlopan with this task, moving around the classroom and garden to answer number and word problems relating to the 2, 5 and 10 times tables. At the end of the session, students will compare their notes with one another to ensure that Aishlopan's family is ready to begin their journey.

STEAM:

This week in our STEAM learning, we will be asking the question: *How do we know what animals eat?* We will be thinking about how scientists have managed to understand animals and group them in different categories. We will look at different animals and compare where their eyes are, what their teeth look like and what their body shape is. All of these will give us clues into what they might eat. We will focus our attention on Aishlopan's eagle and think about what birds might eat in the Mongolian mountains. Students will have the opportunity to investigate this by dissecting owl pellets and analysing the contents. Ultimately, we will see how these owls (eagles) eat insects and small rodents. This will lead into subsequent weeks' learning on the food chain, giving us an early opportunity to recognise that the eagle is dominant on the food chain in Mongolia.

As a class, we will begin to discuss which watercolour elements we need to create our final art piece - a watercolour of the Altai Mountains with mixed-media images of Mongolian animals and ger tents in the foreground. Students will practice these skills and annotate them before moving on to their final piece. Later in the week, students will create their final pieces, thinking carefully about the techniques that they have learned leading up to this point.

Arithmetic:

We will answer multiplication and division questions on the 2, 5 and 10 times tables.

Writing Display:

We will display our Mongolian narratives alongside our Altai mountain watercolour paintings.

Science:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- asking relevant questions and using different types of scientific enquiries to answer them
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Art & Design:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Learning Experiences

Friday Big Write:

We will write a diary entry from the perspective of Aishlopan preparing to move her family's tent and belongings to a different location. We will include the information we learned during our research and include the real life experience we had of counting up her belongings and animals.

Messy Maths:

Students will answer a range of word problems based on the 2, 5 and 10 times tables. We will use the Leaping into Logic questions to support us in answering these independently.

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

Will we move forward with our dribbling practice by adding passing skills practice. To do so, we will have two main stations:

1. Keep the ball: all students will dribble within a predefined zone with the goal of retaining the ball from others trying to shoot their ball out of the zone. If their ball is removed by another player from the zone, they are out.
2. Passing practice: students will pick partners, passing the ball back and forth from a comfortable distance apart. Then, upon a few successful passes back and forth, they will take a step further away from each other and attempt a pass. If each player is able to receive the pass, they will move a step further. If they do not receive the pass, they will take a step closer. The group that is furthest away by the end of the station time will win.

A third station will be used for warm-up and teamwork skills, with stretching exercises and games, such as splat, flinch, and cross the channel

Skills:

Writing

- 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

Maths

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Physical education

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- use running and jumping in movement and isolation
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

WEEK 4 THEME/ Hook: The Annual Golden Eagle Festival

Monday 24th January- Wednesday 26th January

Learning Experiences/Context of the film:

This week, Aisholpan finally makes it to the much anticipated Annual Golden Eagle Festival. Her and her father take with them her newly captured but highly trained eagle and her impressive skills to the region's prestigious competition – which is notably run by men, and whose competitors and judges are all men. Aisholpan is, in fact, the first eagle *huntress*. Despite the reservations of the male elders, Aisholpan's resilience makes her the first female winner of the competition, breaking boundaries in the world of eagle hunting.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is eagle hunting and what are the main skills involved? How might it feel to be the first in something? How might it feel to be the first *female* to compete in something dominated by men?

Immersion experience:

Welcome to the Annual Golden Eagle Festival!

This week, students will set up their own Golden Eagle Festival where they will compete in a series of challenges similar to those that Aishlopan faces. Their “eagles” will be kites, which will emulate the level of flight necessary for students to show off their skills with their “eagles”. To construct their kites, they will use a range of fabrics, straws and hot glue, as well as string and lolly sticks for the handles. With their “eagles” (kites), they will compete in the Golden Eagle Festival in Ravenscourt Park. There will be two categories:

1. Flying: students will show off their eagle flying skills, flying their kites as high in the air as possible
2. Calling: flying their kites and then pull the string down as fast as possible

For each, students will be given the opportunity to play the role of judge, where a panel will award a rating of 1 to 10. Best overall score wins the Annual Golden Eagle Festival!

English:

Students will write a newspaper report about the Annual Golden Eagle Festival.

Writing Experience:

Students will draw from their Annual Golden Eagle Festival experience to write a newspaper report on the first ever eagle huntress. However, they will also be given a pre-recorded version of a radio broadcast that explains the Annual Golden Eagle Festival and the first ever female champion. This will be pre-recorded by JT and HF and, in conjunction with their immersion experience, will act as the information needed to gather to write their newspaper report. In their report students will have to include the 5 W's:

- Where did it take place?
- Who was involved?
- Why was this year particularly significant?
- When did it happen?
- What happened?

In their second paragraph, students will be asked to expand on this initial information. Describing young Aishlopan coming into the arena and majestically flying her bird. The students will then include quotes from the spectators, some of these quotes may be positive while others might be sceptical. Our final paragraph will be a summary of the events and a prediction about how the Annual Golden Eagle Festival might change in the future.

Writing:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English [Appendix 2](#))
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- Using correct punctuation for direct speech

Reading:

- Develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry

Maths:

- Answer multiplication and division questions on the 3 times table
- Answer multiplication and division questions on the 4 times table
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Science:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

GPS:

Punctuating direct speech

Reading Tree:

Reading Domain: 2d Make inferences from the text

This week, students will be practising the skill of inference in three short Reading Tree sessions. We will understand what it means to infer information and think about how we use this skill in everyday life to make assumptions before we know all the details. Students will take part in group activities to infer meaning from images and videos before answering test-style inference questions based on an unseen text.

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

In order to take part in the Annual Golden Eagle Festival, Aishlopan had to search for an eagle in treacherous conditions and safely remove it from its nest in the mountains. We will take part in our own 'Eagle Hunt' around the school to find and capture our own eagles! Students will answer multiplication and division questions based on the 3 and 4 times tables and hunt for answers around the school. Each answer will correspond to a letter which will bring the students one step closer to breaking the code and discovering an eagle! When the students get close to their eagles, they must mirror Aishlopan's resilience and determination by answering multiplication and division word problems before finally reaching their eagle!

STEAM:

This week we will be investigating the question '*What makes up a balanced diet?*' Students will learn about different food groups and understand why it is important to have a varied and balanced diet. Aisholpan is extremely strong and requires a range of foods to give her the energy she needs to compete in the competition, learn well at school and support her family around the house. We will make an ideal meal for Aisholpan to give her strength and help her win the competition. We will also reflect on our own eating, both in school and at home, and think about the importance of having colourful plates. We will get into the vegetable garden to pick some fresh vegetables and make a quick and healthy meal which will give us energy for the rest of the day's learning.

Arithmetic:

We will answer multiplication and division questions based on the 3 and 4 times tables.

- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Art & Design:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, architects and designers in history.
- to create sketch books to record their observations and use them to review and revisit ideas

Friday 28th January**Learning Experiences****Friday Big Write:**

We will write a diary entry from the perspective of Aisholpan reflecting on the competition and her win!

Skills:**Writing**

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

Messy Maths:

We will answer a range of word problems based on the 3 and 4 times tables.

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

This week, we will have a review of key moments in historic hockey games, in order to energise ourselves for our first games. After recapping our four key hockey skills, students will practice all of them at once in two simultaneous hockey games. These hockey games will take place under our new league, The GHG (Greenside Hockey League). They will have predetermined teams that will compete against each other. Winners of each game will go on to play the winners of the simultaneous game, as will the losing teams play each other.

- 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

Maths

- recall and use multiplication and division facts for the 3 and 4 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Physical education

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- use running and jumping in movement and isolation
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

WEEK 5 THEME/ Hook: Breaking Down Stereotypes

Monday 31st January - Wednesday 2nd February

Learning Experiences/Context of the film:

Throughout the film, Aishlopan is unapologetically her own person despite the assumptions people have of her based on her gender. Within her community, women and men have specific roles and traditions are often rigid, leaving little room for women to take part. Through interviews with elders in the community, it is clear that Aishlopan's dreams to become an Eagle Huntress are criticised. However, it is her determination and self-confidence which allows her to succeed despite the lack of support from some of her extended family. It is her father and mother who encourage Aishlopan to follow her dreams and give her the tools to break down stereotypes within her cultures.

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

Skills:

ARGUMENT FORMATION INFORMATION LITERACY LEADERSHIP SKILLS ORGANIZATION

ACTION PLANNING RESEARCH AND WRITING CRITICAL THINKING REFLECTION

Writing:

- Evaluate and edit by:

Are women and men always treated equally? What is a stereotype? What assumptions do you make about someone based on their gender? Do you ever feel restricted based on your gender?

Immersion experience:

The students are going to take part in their first debate in Year 3. They will be split into groups, each arguing for and against women taking part in the competition. Students will consider whether there is a reason that women do not normally take part in the competition and will side with either Aishlopan and her immediate family or the elders from the community. We will learn about what debating is first through some quick debating games and will understand that when debating, we can often be arguing a side which conflicts with what we truly believe. Our debate will inform the final paragraph of our newspaper reports - writing about how Aishlopan's participation and victory in the competition has paved the way for other female eagle hunters.

English:

We will be writing the speeches for our debates in groups and editing and publishing our newspaper reports.

Writing Experience:

Editing and redrafting

This week, we will be redrafting and publishing our newspaper pieces from the previous week. Students will move around a carousel of activities:

Station 1: Students will ensure they have included direct speech and will check their punctuation is correct before peer-assessing those on their table.

Station 2: Students will write the concluding paragraph of their newspaper report, discussing how Aishlopan has carved the way for other female eagle hunters. Students will use ideas from the debate earlier in the week to help them write this conclusion.

Station 3: Adding in headlines, pictures and adverts to make their newspaper look realistic.

Station 4: Students will work in an adult-led station to respond to the class teacher's personalised marking.

Students will then publish their newspaper reports on a newspaper template.

GPS:

Students will learn about using inverted commas for direct speech which will then be included in their writing as a quote from a spectator.

Reading Tree:

Reading Domain: 2a Give/explain the meaning of a word in context

This week, we are going to explore vocabulary and understand how we can identify the meaning of words in a text. We will use the context to help us make informed guesses about what the word could be. We will go on a treasure hunt

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- articulate and justify answers, arguments and opinions
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- Using correct punctuation for direct speech

Reading:

- Develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry
- Give and explain the meaning of a word in context

Maths:

- Answer multiplication and division questions on the 8 times table
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Science:

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Art & Design:

in the garden, attempting to match our unusual word to its definition. Students will then independently answer questions about vocabulary from an unseen text.

Maths in the Movies / STEAM:

Maths:

We will be moving onto the 8 times table this week and answer multiplication and division questions based around this. Aisholpan covers great distances with her father to capture her eagle from the mountain. We will calculate these distances by scaling up Aisholpan's map so that we can give her the exact distances. Students will create their own map and key and challenge other students to calculate how far she must travel.

STEAM:

This week, we are going to ask the question: *What do skeletons tell us about the animal?* We will look at a range of animal skeletons and see if we can identify which animal it is. We will then investigate their skeletons more closely to see if we can make assumptions about these animals based on their skeletons. An example of this might be a flexible spine so that an animal can run faster. Students will choose an animal native to Mongolia and create a model of its skeleton, using split pins between the bones to replicate joints.

Arithmetic:

Students will answer arithmetic questions based on the 8 times table

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Friday 4th February

Learning Experiences

Friday Big Write:

This week, we will write a diary entry from the perspective of one of the community elders who disapproves of Aisholpan competing. We will have to put ourselves in the mindset of quite a contrasting character to Aisholpan and think about why they may be against her breaking these boundaries.

Messy Maths:

We will answer reasoning and problem solving questions based on the 8 times table.

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

With an understanding of dribbling, passing, and shooting, we will introduce our final hockey skill: goal keeping. We will have three main stations to do so:

1. Dribbling, passing, shooting drills: students will have to cycle through an intricate obstacle course that challenges each of these skills with designated lines to dribble on, specified cones to pass through, and a net to shoot on at the end. This drill will synthesise all of these skills to prepare for a proper game of hockey.
2. Goal keeping: students will take turns being the goalie in a hockey net. Soft balls and proper safety equipment will be used. They will recognise that they are not to dive for the ball, as may be a habit formed in

Skills:

Writing

- 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

Maths

- recall and use multiplication and division facts for the 8 multiplication table
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Physical education

football. They will have to block the ball with their goalie hockey stick. This will further their stick handling skills and will serve as the final preparation for a proper game.

3. A full game: students will have nets, safety equipment, and be split into two teams to play the roles of forward, defense, and goalie in a game of hockey!

- develop competence to excel in a broad range of physical activities
 - are physically active for sustained periods of time
 - engage in competitive sports and activities
 - lead healthy, active lives
 - use running and jumping in movement and isolation
 - develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

WEEK 6 THEME/ Hook: A True Eagle Hunter

Monday 7th February - Wednesday 9th February

Learning Experiences/Context of the film:

Aisholpan’s journey is a long and arduous one. From a soft spoken schoolgirl to a master eagle hunter, she proves the broader community of eagle hunting seriously wrong: a girl can and will do it – and do it better than all the men. This week, we will see how Aisholpan finishes proving herself and achieves the status that she’s always wanted and always deserved: a true eagle hunter.

World Thinking: Big, Critical Curious Questions

What does it take to be a “true” eagle hunter? What standards are there for women that there might not be for men, in the arena of eagle hunting? How does one’s character change through a great journey like Aisholpan’s? Who does she become? What does her journey say about the world? How is her journey captured in the genre of documentary filmmaking?

Breaking Boundaries/ Flip the Learning

Immersion experience:

This week, we are going to see an eagle up close and personal with a visit from a bird sanctuary in our school! The students will have the opportunity to see around 8 birds of prey fly and eat, and be able to ask an expert questions about these majestic animals. If the students are lucky, they may even be able to hold the birds of prey and experience how Aisholpan must feel when she flies her own eagle. Before we have our visit, the students will write questions to ask the expert which will then inform our writing.

English:

We will write a non-chronological report about Golden Eagles.

Writing Experience:

We will write a non-chronological report about eagles which we will then publish in Adobe Voice. This report will include pictures of our learning this half term, pictures of our visit from the eagles, information we have learned through our

Skills:

 ARGUMENT FORMATION	 INFORMATION LITERACY	 LEADERSHIP SKILLS	 ORGANIZATION
 ACTION PLANNING	 RESEARCH AND WRITING	 CRITICAL THINKING	 REFLECTION

Writing:

- Plan their writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas

- Draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English [Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - Using fronted adverbials

Reading:

- Develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes

STEAM projects and information we managed to learn from the expert who visits our school.

GPS:

We will be learning about fronted adverbials which we will use in our report.

Reading Tree:

Reading Domain: Mixed questions

In our final Reading Tree sessions, we will revisit all the Reading Domains covered this half term to consolidate the learning. Students will also do a timed reading paper in test conditions to practice their test-ready skills.

Maths in the Movies / STEAM:

Maths:

This week, we will be interpreting and presenting data using bar charts, pictograms and tables. We will create our own bar chart, table or pictogram to display information about the birds of prey e.g. Comparing the number of eagles found in 5 different countries. After students have presented their data, they will add this to their non-chronological report.

STEAM:

In our final STEAM session, we will ask the question '*Do humans have stronger muscles if they use them more?*' Aisholpan is incredibly strong and needs to keep fit to be able to scale the side of mountains and walk through deep snow. Students will document how much exercise they do per week and then investigate if there is a correlation between this and the amount of one-leg squats they are able to do. Students will present their data as a bar chart and reflect on whether the regularity which we use our muscles impacts their strength. We will also predict how many squats Aisholpan may be able to do based on what we know of her daily exercise.

Arithmetic:

We will answer mixed arithmetic questions based on the concepts learned this half term.

- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry

Maths:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

Science:

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Art & Design:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- to create sketch books to record their observations and use them to review and revisit ideas

Friday 11th February

Learning Experiences

Friday Big Write:

Our final Big Write will be a diary entry from the perspective of Aisholpan 10 years after the film ended. The students will be able to use their imagination to think about what Aisolpan may be doing as an adult. Perhaps she fulfilled her dream of becoming a doctor? She may have continued to hunt and compete with eagles. It is up to the students to decide!

Skills:

Writing

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

Messy Maths:

Students will answer mixed reasoning and problem solving questions based on the concepts learned this half term.

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

This week, we will have a review of key moments in historic hockey games, in order to energise ourselves for our first games. After recapping our four key hockey skills, students will practice all of them at once in two simultaneous hockey games. These hockey games will take place under our new league, The GHG (Greenside Hockey League). They will have predetermined teams that will compete against each other. Winners of each game will go on to play the winners of the simultaneous game, as will the losing teams play each other.

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

Maths

- recall and use multiplication and division facts for the 3, 4 and 8 times tables
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

Physical education

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- use running and jumping in movement and isolation
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best