

GREENSIDE FILM FACTORY
The Year of Going Places

2021-2022

STAR Day Planning: Spring Term 1 - 2022

Class Teacher: Emma Hancock

Class Film Text: *Landfill Harmonic*

Class Book/ Text: Ghost & A child through time

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 watch this terms documentary - Landfill harmonic. We will introduce our theme and ask our big questions about recycling? The right to dream. Why people in certain laces have more opportunities to dream big. After watching the film and answering big questions etc. We will immerse ourselves in our new South American film by learning a bit of Spanish (with the hel of our some of our own students and class teacher) we will then jump straight into finding out about our STEAM project this half term which will be all ab0out making our very own instruments out of recycled materials.

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.

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

Friday:

During the morning we will do our Big Write & Messy Maths and the afternoon will be spent on creating our corridor displays together. We will be using recycled materials to create beautiful art outside and inside our classroom

Class display:

We are all about recycling and South America. We will be working on watercolours which will represent the landfill site that our film is based on. We will begin this this week and continue it next week. Taking our time on a beautiful piece of art work

There will be no PE this week.

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

WEEK 2 THEME/ Hook: Dreaming Big!

Monday 10th January - Wednesday 12th January

Learning Experiences/Context of the film:

Our inspirational documentary *Landfill Harmonic* follows a group of young people (who with the help of a musician) create an Orchestra. They do this despite living within a landfill in Paraguay. They create their instruments out of recycled materials and practice very hard before touring South America. In addition to this, we will begin to learn Spanish which will be our new skill for the half term - we intend to use this to develop the idea of students as teachers.. Who will be a Spanish expert by the end of the half term?

We will be completing our watercolour pictures too which will be of landfills.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



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ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

World Thinking: Big, Critical Curious Questions

Do all students have the right to dream? What are your dreams? When should we dream? Should we always dream big?

Breaking Boundaries/ Flip the Learning**Immersion experience:**

This week as we focus on the art of dreaming big we will reflect on our work so far and look at how characters in our films have dreamed big. What have they overcome? How have they got there? What world ready skills did they use to get there? We will do a group circle time and look at building a mind map together. In the theme of dreaming big we will be going on a treasure hunt. We will find a pile of recycling materials next to our recycling bin in the classroom. What has happened? Why is the classroom looking like this? As we look through the recycling we will find hints which will help us figure out what's happened.

English:**Writing Experience:**

Some of the recycling has escaped and gone on a journey to a better life. In our writing this week we will be writing a first person narrative about a piece of recycling's journey to a second and different life. We will choose a piece of rubbish and talk from it's perspective. What can our chosen piece of recycling material become in a second life? How does it feel to be thrown away and left in the trash? As we journey around the school we will end up in the hall where we will take part in a workshop on how to plan and design our very own instruments made out of recycled materials!

Students as teachers:

Students as teachers will be a focus for our half term so we will begin the half term by learning how to plan and be a teacher. We will then go away and think as part of our homework about what we can plan to teach the whole class with the help of Ms Hancock. We will begin with Spanish. As our film is in Spanish, we will use this opportunity for Spanish speakers to help teach other students and bring in other students and teachers from the school to help us.

Debating:

We will continue to do our debating club working in groups to build our debating skills. We will look at world issues and topics linked to our film.

GPS:

This week it's all about vocabulary! We will start the half-term by building a bank of top tier vocabulary words. We will look at how to check the spelling or words using the first few letters of words including understanding how to use a dictionary and thesaurus. We will push ourselves by looking at different sentence starters, allowing us to be able to build writing around different perspectives.

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

Reading Tree:

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

Based on areas identified after our last DC this week we will explore how information is related to the wider meaning and narrative. We will use our class book which is in the first person.

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

As our theme is all about dreaming big this week we will be dreaming big with our Maths. This week we will be embarking on a Maths carousel. We will be working in smaller groups to go over previous concepts such as long form multiplication, times tables, multi step word problems, area and perimeter. During this experience students will work both independently and with both Ms Hancock and Mr Mahara to deepen concepts and ensure understanding.

Later in the week, we will move onto long form division using the short division method. We will be dreaming big and using the theme of rubbish to look at the formal method of division. We will start by recapping on division with a fun team game. We will then move on to more complicated forms of short division working in smaller groups to ensure deeper understanding. We will challenge ourselves with games and complicated worded problems.

STEAM:

This week we will introduce our STEAM project for the half term. We will be making our very own instruments out of recycled materials. We will be planning towards a tour at the end of the half term where we will tour with our orchestra. As we journey around the school we will end up in the hall where we will take part in a workshop on how to plan and design our very own instruments made out of recycled materials!

Arithmetic:

Multiplication and division calculations using methods of mental maths.

Maths Display:

Our Maths display will be all about our STEAM project where we will be using our Science and Maths skills to create musical instruments. We will put our plans and pictures of us experimenting and beginning to build up in the classroom.

Friday 14th January

Learning Experiences

Skills:

Friday Big Write:

This half term we will be using our Big Write sessions to write adventure stories. We will revisit our adventure writing skills from Autumn 1 and expand using all our amazing creativity and GPS skills. We will use the theme of the film and prompts that we pick weekly to create an adventure story. This week's theme is all about dreaming big. We will have images and writing prompts from the film to inspire us.

Messy Maths:

This week we will focus on the skill of simplifying questions. How do we simplify questions to help us answer them mentally? We will use these skills to answer division word problems.

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

Students will be introduced to the sport of Netball. We will begin by watching a few key moments in netball history, recognising that the sport is to be played on a court, using a certain ball.

Netball is full of rules so we will spend the first session getting familiar with this. We will take part in a series of activities that will help teach us the different rules.

- 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 3 THEME/ Hook: It's A Musical Thing

Monday 17th January - Wednesday 19th January

Learning Experiences/Context of the film:

"Culture is a human right" - Favio Chavez, the leader of the orchestra, believes that every child deserves the right to culture. He managed to provide culture to students in impossible circumstances and inspired them to want more than was projected for their life. He inspires students to help each other, be teachers and be better. As we look at recycling rubbish journey to finding a second life we will help our rubbish to find a second life by learning more about music. What sounds do we want our instruments to make?

World Thinking: Big, Critical Curious Questions

What sounds do we want our instruments to make? What features might our instruments need to have to make certain sounds? What materials may we need to use? How do the instruments made from things found in the landfill differ from that of formal instruments?

Breaking Boundaries/ Flip the Learning

Immersion experience:

As we go on a journey with our musical instruments we will take part in a musical workshop learning more about what makes an instrument. What sounds do we like and want from our instrument? What materials may be best to achieve these sounds? We will be lucky enough to get star guests from different

Skills:



ARGUMENT FORMATION



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ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - using a wide range of devices to build cohesion within and across paragraphs

Greenside musicians and maybe even Facetime with some musical guests. This will be a South American themed musical bonanza. This experience will help guide the planning for our STEAM project in terms of the types of materials we can choose and the sounds we can hope to achieve as well as helping us to develop our writing pieces further.

English:

Writing Experience:

This week we will be using our musical experience to help us to complete our narrative story. We will be looking at the end of the journey for our piece of rubbish as it goes from being something discarded in the landfill to a musical instrument. Students will consider the sequences from the film as the pieces of rubbish are turned into musical instruments and will try to convey this transformation in their writing but from the perspective of the rubbish. How have the feelings changed for the rubbish now that a new world of opportunity has opened up for them. We will then put our pieces of writing through the editing process to ensure that they are our very best first person narratives.

GPS:

This week we will be looking at using the perfect form of verbs to mark relationships of time and cause.

Reading Tree:

Reading Domain: 2g: identify / explain how meaning is enhanced through choice of words and phrases.

We will continue to explore vocabulary as a class playing games and taking part in different activities where we explore vocabulary and learn to answer reading comprehension questions.

Maths in the Movies / STEAM:

Maths:

It's a musical thing! We will be using the art of music to help us develop and progress in our Maths learning. This week we will be helping the members of the Landfill Harmonic orchestra to recap on their multiplication and division learnt so far this year. We will be looking at the formal methods of both multiplication and division ensuring that we have solidified our knowledge. We will then begin to move on to fractions recapping on what a fraction is and looking at equivalent fractions.

On our journey to learning fractions we will use rubbish and South American food to contextualise fractions and help us understand how to work out these complicated concepts. When we are sure we understand we will be answering complicated word problems on the topic of fractions.

- 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
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- using modal verbs or adverbs to indicate degrees of possibility
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers:
- describe the changes as humans develop to old age

STEAM:

We will continue our work on our STEAM project. Building on our instruments thinking about the way we want them to look and sound - testing them and improving them as we progress. We will be recording this on an Adobe spark taking a picture and recording information with our voice as we go. We want to have a great record of our instrument's growth as we journey through the term.

We will also be introducing our Science topic for the half term - animals including humans. Landfill Harmonic follows the journey of young students following their dreams so we will begin our Science topic by looking at how humans develop. We will start where everyone starts - as babies. We will choose a character from the film and record the different stages of growth our character goes through - recording this on a book creator. We will look at babies and how they grow. We will use art and maths to explore different stages of a baby's growth creating a drawing grid of different stages. As well as making a graph from data of babies growing showing us we can tell a baby is growing by increasing height and weight.

We will complete further work on our watercolours too so that we are display ready.

Arithmetic:

This week we will use our recent multiplication and division knowledge to look at working out fractions of whole numbers. We will use food and objects to understand fractions of a number starting with smaller numbers to grasp the concept moving to bigger numbers using our multiplication and division strategies.

Writing Display:

We will begin our writing display this week adding images and big questions to our display wall of edited and published work.

Friday 21st January**Learning Experiences****Friday Big Write:**

Adventures from the Landfill - this week the theme for our adventure stories will be music.

Messy Maths:**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

This week we will focus on the skill of xx We will use these skills to answer division word problems.

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

This week we will have two key focuses. Shooting and getting the ball. A key focus for Year 5 and 6 after last term is moving around the court and pitch in order to get the ball.

1. Shooting: all students will practice techniques of shooting and get familiar with how to do this.
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 a pass, they will move a step further. If they do not receive the pass, they will take a step closer in. The group that is furthest away by the end of the station time will win.

WEEK 4 THEME/ Hook: Reduce, Re-use, Recycle...

Monday 24th January- Wednesday 26th January

Learning Experiences/Context of the film:

As our film explores the power of what can be done when you make the most of what you have got, showing the power of taking what you have and making something even more beautiful. We will have a focus on reducing use, re-using and recycling. We will use Favio Chavez's innovation to make instruments out of rubbish as inspiration. As much as our film is about dreaming big, it is about making the most of what you have and using what you have right in front of you to create beauty and art. So this week we will begin to explore recycling.

World Thinking: Big, Critical Curious Questions

What is recycling? Why do we do it? How does the UK recycle? How does our borough recycle? How does our school recycle? Are we doing a good enough job? Could we do better?

Breaking Boundaries/ Flip the Learning

Immersion experience:

We will become recycling detectives and head out on a walk towards Shepherd's Bush. What do we notice about the way that recycling happens? What's good? What's bad? We will end at the park and take note there. We will use this to begin our journey, researching and understanding recycling. This will help us in our STEAM project and writing project moving forward.

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 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:
 - o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

English:**Writing Experience:**

This week students will become editors as they enter the Y5 Publishing House. In order to support students with the editing process we will have a range of experiences set up to help them understand the purpose of the process and to allow them to really develop their writing. They will look at editing and improving their work in terms of: context of the film, first person perspective, GPS, vocabulary choice, writer's voice.

GPS:

This week our focus is on punctuation. We will look back over using commas to clarify meaning or avoid ambiguity in writing and take it a step further by going over using hyphens to avoid ambiguity. As we edit we will look at opportunities to add in this punctuation to help us to avoid ambiguity.

Reading Tree:

Reading Domain:2h: make comparisons within the text.

We will start to look at persuasive writing. We will look at one paragraph from a first person narrative and one from a persuasive debating speech

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

As we look into reducing, reusing and recycling we will look at how we can use these concepts to help us in our fractions work. We will look at expressing parts of recycling as improper fractions and mixed numbers. This week we will be learning about improper fractions and mixed numbers. How do we convert improper fractions to mixed numbers? What is an improper fraction? What does it mean? We will be using physical objects, cut outs and images to understand improper fractions and use our multiplication skills to do this. We will then look at how to convert fractions back from mixed numbers to improper fractions.

We will also be looking at sequencing of fractions. We will be using our converting fractions skills learnt from last week to order fractions. Fraction learning involves multiple steps and relying on previous skills learnt to help us progress and improve together. We will use visuals, pictures, food and other objects to see and understand sequencing of fractions.

STEAM:

- o précising longer passages
- o using a wide range of devices to build cohesion within and across paragraphs
- evaluate and edit by:
 - o ensuring the consistent and correct use of tense throughout a piece of writing
 - o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

We will be continuing to work on our instruments, by this point we will hope to be finishing up the structure and maybe thinking of aesthetics. Do we want to paint, cover or finish off our instruments with something special?

In Science we will continue to look at growth in babies and gestation but this time Year 5 will take on a virtual experiment exploring how long it takes babies of different species to grow inside their Mothers' wombs. We will look at animals found in this country like cows as well as different animals from Paraguay where our film is set and ensure we all understand how we would find out this information using the internet.

Arithmetic:

This week in arithmetic we will recap on adding fractions with the same denominator. We will then move on to adding fractions with different denominators.

Friday 28th January

Learning Experiences

Friday Big Write:

Adventures from the Landfill - this week the theme for our adventure stories will be recycling.

Messy Maths:

This week we will focus on the skill of xx We will use these skills to answer fraction based word problems.

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

As we get more familiar with the different skills involved in netball we will move on to looking at the different positions in netball and the different roles for each position. We will begin to experiment playing different roles in smaller groups. With C.T, support staff and P.E coaches advising on how to improve.

Skills:

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

WEEK 5 THEME/ Hook: Planet Fill-harmonic

Monday 31st January - Wednesday 2nd February

Learning Experiences/Context of the film:

The people and families in our film quite literally live within a landfill. They have been given very tough circumstances and there is little hope or aspirations for the people of Cateura. Despite this they manage to make the most of the situation they have been given and find beauty in the rubbish. If we recycled more and had less rubbish then there would be less need for landfill sites like the one in Cateura. The system and way in which they recycle is key. How can

Skills:

we change our systems to insure less people have to live in circumstances such as this?

World Thinking: Big, Critical Curious Questions

What are we doing to recycle in our school? What could we do better? Do we need anything? How can we make a small change? What are we going to ask Ms Bastick Styles and Mr Yeats to change? What persuasive language can we use?

Breaking Boundaries/ Flip the Learning

Immersion experience:

We will continue to do our research for recycling in schools. What can we do to help? We will go on another recycling walk as well as Facetiming with recycling experts to help us with our research. We will be continuing our journey of learning and researching more about recycling. We will go on another walk but now heading the other way over to Hammersmith this time. We will be comparing and making notes. Is there anything else they do? How can this inspire our changes in school?

English:

Writing Experience:

Following on from our recycling walk and our interview with an expert, we are going to begin a piece of persuasive writing. Y5 have been working on the process of debating with Ms Hancock and Ms Bastick Styles and we are going to build on this in these pieces. Students will take inspiration from all the work they have done around recycling and decide on an issue that they feel needs more attention and change. Within their pieces of writing they will have to consider the core issue, the change they are proposing and the benefits that this change will bring. Their writer's voice in this piece will need to be informed, challenging and in command of a range of persuasive techniques but without being rude or threatening to the recipients. The challenge will be to persuade Ms Bastick Styles and Mr Yeats to agree to our demands! We will begin this week and complete it the following week.

GPS:

This week it's all about colons and lists. We will be using colons to make lists.

Reading Tree:

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

We will be exploring persuasive debating texts as we get ready to write about them.



ARGUMENT FORMATION



INFORMATION LITERACY



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RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

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

Maths in the Movies / STEAM:

Maths:

It's all about recycling and saving the planet. We have fractions of waste and need to figure out which is the biggest and smallest so we can help the people at the Landfill Harmonic to recycle properly. We will be looking at comparing and ordering fractions, we will use all of our knowledge of fractions so far to progress on this concept. We will begin doing this with fractions under the value of 1 and then when we are clear on this process will move on to comparing and ordering fractions greater than one.

Having mastered adding and subtracting fractions within 1 and with different denominators we will move on now to looking at adding and subtracting fractions where the value is more than 1.

STEAM:

This week we are completing our instruments and making them look beautiful. As we get ready to tour we will start looking at our project for next week - touring! We will begin research and find rolls for our project ahead of next week.

In Science we will continue to explore human development. But this time we are focusing on puberty. What will our character go through when they get to puberty? What changes would they face? We will make notes and add pictures to our book creator.

Arithmetic:

This week in arithmetic we will look at prime numbers, using raps and songs to learn about prime numbers and then using our new knowledge to complete our arithmetic test.

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why:
- describe the changes as humans develop to old age
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their development of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Friday 4th February

Learning Experiences

Friday Big Write:

Adventures from the Landfill - this week the theme for our adventure stories will be saving the planet.

Messy Maths:

This week we will focus on the skill of x We will use these skills to answer fraction word problems.

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

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

Building on from last week, we will now focus on the skills that were picked up as needing improvement ahead of our first mini tournament next week. We will set up 2-3 stations and rotate around them.

WEEK 6 THEME/ Hook: The Tour!

Monday 7th February - Wednesday 9th February

Learning Experiences/Context of the film:

When they achieved their dreams the Landfill harmonic orchestra went on tour! They toured around South America showing everyone what can be achieved when you put your mind and heart into it. We are going to look into the process of touring together as a class. Where can we tour? What are the logistics? What do we need? This will become a class project that we work on throughout the week! We will be overcoming Maths problems to figure it out.

World Thinking: Big, Critical Curious Questions

What is touring? Why do people tour? Where can we best tour to show off our skills? How much will it cost? What obstacles do we need to overcome for it to happen?

Breaking Boundaries/ Flip the Learning

Immersion experience:

Depending on the circumstances we will be touring. Will we even make it to a venue? Or will we be touring around Greenside and the local community? We will be living and breathing our tour this week. Looking into marketing, advertising, logistics, operations etc. Think school of Rock, Greenside style. Ended with a performance of our orchestra.

English:

Writing Experience:

This week we will be writing and completing our persuasive writing to Ms Bastick Styles. We have been on a journey of recycling and learning more about it so now we will be completing our writing where we will be persuading Ms Bastick Styles and Mr Yeats to make our suggested changes.

It's back to the editing and publishing room for some editing, reading aloud and we will be looking to perform our speeches out loud and on Adobe Spark where we record our voice.

GPS:

This week's GPS focus is on vocabulary and punctuation. We will be focusing on our editing skills we have been building up on.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- understand what they read by:
 - o retrieve and record information / identify key details from fiction and non-fiction
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused:
- describe the changes as humans develop to old age
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their development 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
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Reading Tree:

Reading Domain: 2d: make inferences from the text / explain and justify inferences with evidence from the text

We will use art work and activities to explore making inferences.

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

As we focus on taking our recycled band on a tour we will take a tour with our Maths. We will recap our work on fractions so far this half term and we will be reflecting in our Maths books taking note on what we have done well this half term and where we need to improve on for next half term. What do we need to work on further and what do we need more work on?

This week will be all about maths problems, we will look at different worded problems linked to our film and we will be working on our wider project together. Touring with the Greenside Landfill harmonic will require many mathematical hurdles and we will work through these together. There will be lots of real life math problems involved which we will work through in groups and together as a class.

STEAM:

This week it's all about our tour. Now we have created our instruments we will be practising our orchestra and begin prepping for our tour. Making posters. Making any accessories or props. We will ensure we are prepped and ready.

In Science we will be moving on from puberty to older people and when you stop growing. We will do a classroom experiment using shoe size! We will continually look back and make connections between the different parts of the human growth journey that we have looked at so far. We will then complete our timeline book creator now being able to flick through the different stages of growth and what happens.

Arithmetic:

This week is all about reflection. We will look over our arithmetic skills we have looked at this half term and we will engage in an arithmetic carousel. We will play games to consolidate our time table knowledge, small group work consolidating our knowledge of all concepts and go over mistakes of our most recent arithmetic test.

- 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:

Friday 11th February

Learning Experiences

Skills:

Friday Big Write: T

Adventures from the Landfill - this week we will tie off our adventure writing with a story about touring!

Messy Maths:

We will end the half term by bringing all our maths learning of the half term to a conclusion by exploring problems together as a class focusing on concepts we have found the most challenging.

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

This week we will have our netball matches. We will have a mini Greenside tournament. This is gearing up for the tournament we will be playing in the next half term!

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- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
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