



**GREENSIDE FILM FACTORY**  
*The Year of Going Places*

**2021-2022**

**STAR Day Planning:** Summer Term 1 - 2022  
**Class Film Text:** *Space Odyssey*

**Class Teacher:** Emma Hancock  
**Class Book/ Text:** *Holes*

**WEEK 1 THEME/ Hook:** *Planets in the sky*

**Tuesday 19th April - Wednesday 20th April**

**Tuesday 19th April:**

It is the final term of our *Year of Going Places!* We will begin the day inspired by Journeys across the last 70 years - in films, recognizing the Queen's time since her coronation and celebrating the building of Greenside and all that has happened since!

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

Class Film Immersion Day:

**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.

**Immersion experience:**

Our first short week back is all about being immersed into our final term of going places and our new film! This half term we are pushing ourselves with an exciting and big thinking film. We will be watching our film in short bursts whilst taking time to discuss what is happening. We will immerse ourselves in planets by creating a piece of art which shows our understanding of the different properties of different planets as well as perspective. We will engage in a VR activity that will take us into space and allow us to feel like real life astronauts!

**English:**

**Writing Experience:**

Throughout the week we will engage with various different writing tasks focusing on expanding our vocabulary and improving our grammar. We will be filling in a sheet and writing about the properties of planets and how it feels in space to

**Skills:**

Independence	Organisation	Resilience	Reflection	Team Work
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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
  - 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
- add and subtract fractions with the same denominator and denominators that are multiples of the same number

prepare us for the non-fiction travel brochure we will be completing over the next three weeks!

**GPS:**

We will be consolidating our learning on colons, semicolons and bullet points to create lists and notes.

**Reading Tree:**

This week our focus is reading for pleasure! We will be engaging in activities throughout the week, sharing what we have read over Easter and setting goals of what we would like to read in our final term in Year 5.

**Maths in the Movies / STEAM:**

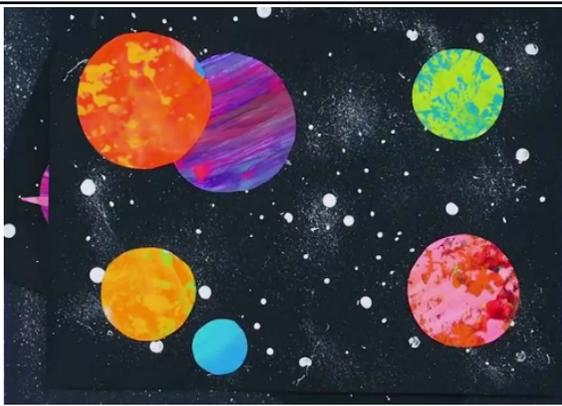
**Maths:**

This week it's all about consolidation and decimals. We will engage in a Maths carousel where we will look back on past concepts in fractions and decimals that we found tough. On another station we will be engaging in multiplication and division games including digitally on TT and Mathletics. On one station we will look to progress on our decimals work - converting decimals into percentages.

In Science we will introduce our Science topic of space by using a piece of art where we will first learn about planets and perspectives as well as a VR activity. The VR activity will take us into space this will help us to understand space and the position of space in comparison to earth. On top of this we will take a learning walk to discuss what shape the earth is. We will take our learning outside and collect evidence about what shape the earth is? How do we know? What can we tell about the way we are walking? What can we tell about the land?

**Class display:**

Our class display will be all about planets and space. This will form part of our film and Science immersion as we learn about space, the different planets and the distance they have from the sun. We will use our water colour skills to create some beautiful pieces of art which show our understanding of perspective as well as the different colours and textures of different planets. A copy of these will go in our STEAM books whilst the main display goes on our back wall.



**Friday 22nd April**

**Learning Experiences**

**Friday Big Write:**

This half term Big Writes are all about retelling moments in the style of reports. The first report will be a report using the scene from the film where the apes begin to use tools for the first time. What is happening? What does this mean? What can you see? Students will be retelling a moment in a nonfiction formal way to send back to their bosses at NASA.

**Messy Maths:**

This week will be all about consolidation. We will get messy looking at concepts from the first term - like addition, subtraction, multiplication and division.

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

**Rounders**

This week we will introduce the game of rounders and discuss the rules of the game.

We will then set up two main stations:

- 1) Batting, a station that promotes and facilitates proper batting techniques.  
Students will be set up to each practice batting for teachers to assess their current skill level
- 2) Catching, a station that promotes and facilitates proper catching techniques

Students will be set up to each practice catching for teachers to assess their current skill level

**Skills:**

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

**WEEK 2 THEME/ Hook: Launch into space**

**Monday 25th April - Wednesday 27th April**

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

**Skills:**

This week is about a launch into space. A space adventure of discovery but what does it feel like to be in space? How does it feel without gravity? What do they eat in space? How would we move in space? We will spend a morning in the hall engaging in a trip to space.

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

What does it feel like to be in space? How does it feel without gravity? What do they eat in space? How would we move in space?

**Breaking Boundaries/ Flip the Learning**

**Immersion experience:**

This week we will launch into space with an exciting space experience! We will head to the hall for a morning of activities where we will be engaging in a trip to Space. We will receive an invitation to a trip to space and we will head to space - also known as the school hall. We will put on huge outfits and see what it's like to move in space. On another station we will be dehydrating food and on the third station we will be playing space movement games. To add to the fun Y5 will be heading to the Science museum to see the amazing space exhibition there. We will use what we discover at the exhibitions to learn all there is to know about space and planets.

**English:**

**Writing Experience:**

Following our immersion experience we will begin to write a survival guide for a trip on a rocket to space. What should you bring? What do you need to eat? What should you expect? We will be working in writing groups using different techniques we have used so far this year. We will continue to use the slow writing method with some students working in groups with C.T or T.A whilst others work independently. We will be creating beautiful space survival books.

For those of us that complete this part of the writing we will begin to add an extra Top 5 tips from an astronaut that will form an extra to our booklet. We will research an astronaut and find 5 key tips that we write using bullet points.

**GPS:**

This week we will focus on using semicolons, colons or dashes to mark boundaries between independent clauses. We will look specifically at dashes.

**Debating**

We will continue debating groups this half term using the topics of space, aliens and evolution to spark interesting debates.

**Reading Tree:**

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

Independence	Organisation	Resilience	Reflection	Team Work
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- 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
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task
- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraph
  - describe the movement of the Earth and other planets relative to the sun in the solar system
  - describe the movement of the moon relative to the Earth
  - describe the sun, Earth and moon as approximately spherical bodies
  - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

This week it's all about learning the meaning of words in context. We will start with some speed reading exercises which will become part of a class game. Who can find and underline the word we are looking at first?

We will then engage in an activity where we have three different pictures and are encouraged to use the same word in all pictures. How does the meaning differ in each image? We will be using topic language like space and planets. We will be focusing on using what we have around us to understand the meaning of a word in context. We will then apply this skill to some reading questions. We will read a survival guide looking at words in context.

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

#### **Maths:**

This half term it's all about space and planets. We will look at statistics in space and practice adding and subtracting decimals within 1. We will be leaning on the formal method of addition and subtraction in order to add and subtract in decimals. Once we are confident adding and subtracting within 1 we will then look at compliments to 1. If we have 0.3 what do we have to add to make 1?

The decimal fun doesn't stop there we will then be looking at adding and subtracting decimals over 1 - with the same amount of decimals. Once we are confident with this we will then practise adding and subtracting decimals with different amounts of decimals. Space and decimals will come together to form the perfect Maths lesson.

#### **STEAM:**

Having explored the shape of the earth, this week our STEAM project is all about the planets. We will learn all there is to know about the different planets, playing games and taking quizzes to learn all the facts about the planets. We will work in groups and use our i-pads to make quizzes to test each other.

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

#### **Arithmetic:**

This week in arithmetic we are recapping on adding and subtracting fractions with the same and different denominators.

#### **Art:**

We will be introducing our Digital art project. We will start by introducing digital art as a concept. What is it? What does it look like in different forms? What tools do we use and need? We will be introducing the concept in relation to planets. How can we make our art look out-of-space?

**Maths Display:**

Our Maths display will be using shape and space to bring a beautiful STEAM piece to life. We will also be working on 3D planets that will form part of our STEAM display. We will make a beautiful display showcasing our Maths language. This will tie into our ongoing STEAM project all about planets and space.

**Friday 29th April****Learning Experiences****Friday Big Write:**

This week we will report on the moment where the spaceship is introduced. Students write the retell back to Earth about the mysterious object that has been found on Jupiter. What is it? What does it look like? Where was it found? What do you think it does? Where is it from? Who put it there? Why?

**Messy Maths:**

This week we will focus on decimals and percentages in messy maths. Using manipulatives, pictures and stories to understand complex word problems.

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

This week we will continue breaking down the game of rounders. We will further our batting and catching skills with new drills:

- 1) Catching and running laps around the field
- 2) Batting and running laps about the field

**Skills:**

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

**WEEK 3 THEME/ Hook: Surviving in space****Tuesday 3rd May - Wednesday 4th May      BANK HOLIDAY MONDAY****Learning Experiences/Context of the film:**

As astronauts launch into space for an adventure they have to be able to survive. What does it take to survive and how do they do it? The astronauts in the film have to be careful and use all the right tools to survive.

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

How can we survive in space? What do we need to survive in space? What food can we eat?

**Breaking Boundaries/ Flip the Learning****Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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- 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
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes

**Immersion experience:**

Students are members of a space crew scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, their own ship was forced to land at a spot 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. 15 items are listed as being intact and undamaged after landing. The task is to rank them in terms of their importance for your crew, to allow them to reach the rendezvous point. The 'expert' answers were compiled by a team of scientists and engineers at NASA. As the young people work together in a team, sharing thoughts and ideas, this should produce an improved score over the individual results. But will this be enough to survive?

**English:****Writing Experience:**

This week it's still about our space survival kit and we will be writing our last section. This will be titled "In case of breakdown". We will use our survival experiences to write in the key items we identified as needing. We will complete the sections using the same groups and writing techniques. Experimenting with group writing and independent work.

When we have completed our space survival guides we will be self editing - a skill key for Year 6 which we will be focusing on this half term. We will then swap and peer assess. Once we are sure we have checked our work thoroughly we will write an extra part to our survival kit which will be Top 5 tips from an astronaut. We will design and create this as an add on to our survival booklet.

These will be published using the Book Creator app and printed for our display.

**GPS:**

This week it's all about editing. We will edit and improve our writing where appropriate. We will be focusing on using different devices to improve cohesion.

**Reading Tree:**

Reading Domain 2c: summarise main ideas from more than one paragraph. Following on from our survival experience where we had to rank an item's importance, we will use our summarising skills to summarise key points for helping people to survive in space. We will practise this skill by watching parts of the film and summarising it in 50, 20 and 10 words. We will use the NASA app to find info and summarise it to use in our survival guide.

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

- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- multiply and divide numbers and those involving decimals by 10, 100 and 1,000
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

This week as we continue on from look at decimals in space we will look at adding and subtracting wholes and decimals. We continue to move at a fast pace including intervention groups for those falling behind.

Once we understand how to add and subtract decimals of all forms we will then look at sequences in decimals. If the moon has 0.56 amount of sand and Mars has 0.72 which one is higher on the number line?

**STEAM:**

This week we will continue working on our beautiful night sky display! We will take a minute to look at each others and reflect. We will go around to different groups taking a moment to tell them what we love and how they can make them better. Once we have finished our assignments we will turn Y5 into a beautiful night sky with the planets in the distance, we will invite different people from across the school to get a tour. Our tour guides will be armed with key facts about each planet. When the excitement of our science art project is complete we will discover something new about space. We will go on a journey to discover movement of planets. Geocentric versus heliocentric. We will look at different scholars' ideas of how planets move. This will be in preparation for a digital project next week.

We will write this experiment and our findings up in our STEAM projects on our investigation sheets.

**Arithmetic:**

This week in arithmetic we are adding and subtracting decimals.

**Art:**

This week we will look into photo editing apps and canva. We will be editing images before we put them into canva.

**Writing Display:**

We will be publishing our Space Survival guide on book creator and displaying them.

**Friday 6th May**

**Learning Experiences**

**Friday Big Write:**

This week we will be reporting on the moment of HAL after he finds out the astronauts want to shut him down. How does he feel? Can a computer feel? What are his intentions? What does HAL want to do now and after? How does he play on his understanding of human emotions to stop them?

**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
- achieve their personal best. Building on athletic skills based around running, throwing and jumping.

This week we will look at shape in decimals percentages and shape in messy maths.

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

**Rounders**

As we look forward to playing full games of rounders, we will continue to practice new drills to focus on our skills:

- 1) Flinch zone: catching preparedness practiced by a game of Flinch (balls pretend thrown flinching out receiver versus balls actually thrown prompting awareness and quick reflexes for receiver)
- 2) Ground fielding: two groups lined up facing each other must rolls balls past each other to score points.
- 3) Batting control: four to five bowlers take turns bowling to one batter. Each bowler being at a different area in the in-field challenges batter to respond to different bowls

- Use running, jumping, throwing and catching in isolation and in combination

**WEEK 4 THEME/ Hook: Early Man**

**Monday 9th May- Wednesday 11th May KS2 Tests**

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

The first part of our film is based on life before man with lots of monkeys wandering around the desert making noises. Until the Obelisk hits. What was it like in the period of early man? What did people eat? How did humans evolve?

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

What was it like in the period of early man? What did people eat long ago? How did humans evolve?

**Breaking Boundaries/ Flip the Learning**

**Immersion experience:**

This week students will be going on an experience at the period of early man. Students will be acting like cavemen; they will be on a survival mission. Can they survive outside with the few materials we give them? How will they keep warm? Or away from the sun or rain? They will work in a carousel one station will be drawing monkeys, one will be working in groups to make a survival home and the other will be making an obelisk.

**English:**

**Writing Experience:**

This week it's all about writing the opening to our Sci-fi mystery story. We will use slow writing, scaffolds, group writing and different techniques to write

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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- noting and developing initial ideas, drawing on reading and research where necessary
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- multiply and divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

paragraphs with extended detail. We will be thinking about all of the grammar and punctuation we have learnt so far and considering where this fits into our pieces. We will be using our experience to write the details of what it was like in the land of early man. We will be writing in third person. What does it look like? Smell like? Sound like? We will set the scene with detailed descriptions of the environment and how the monkeys look and sound.

When finished we will use our purple pens to edit and improve this first section.. Once complete we will begin to write our second paragraph about the obelisk. What does it look like, what did those there think when they saw the obelisk? What did they think it was?

### **GPS:**

This week's focus will be using expanded noun phrases to convey complicated information concisely.

### **Reading Tree:**

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

We will look at the layout of survival guides, focusing on layout: headings, sub-headings, bullet points etc. We will answer questions about the layout to help us with our editing.

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

#### **Maths:**

This half term we have launched into Space and this week is all about the early man and the obelisk. We will use the obelisk, and the shapes of space to introduce angles and comparing and ordering angles. Once we have recapped what it means to be obtuse, acute etc and are sure we know the information we need, we will move on. We will be engaging in interactive games drawing on tables and learning together to measure and compare angles.

We will use space and interactive games to understand degrees and how to measure in degrees. What's north, south, east and west? What's a 90 degree turn? What's a 180 degree turn?

We will then work in groups to work out how to use protractors measuring big angles on tables and then doing some work in books. Initially we will look at angles below 180 and then when we are comfortable we will move on to angles more than 180 degrees.

#### **STEAM:**

This film is about planets and astrology but no one loves them as much as Y5! The theme of Space continues and we will be developing our tech skills for this week's STEAM projects. This week we will continue learning about the movement of the planets: Heliocentric versus Geocentric. When we have learnt

- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

about the different theories. We will work in groups and use our book creator skills to create a persuasive piece of writing which tells the audience why we should believe their theory. We will take time at the end of this project to present our ideas to each other using the classes apple TV!

**Arithmetic:**

This week in arithmetic we are recapping on fractions as equivalent decimals and percentages.

**Art:**

This week we will create our piece of space themed digital art! We will be inspired by planets and space - we will take images of each other and use editing skills to make it look like we are in outer space.

**Friday 13th May**

**Learning Experiences**

**Friday Big Write:**

This week we will be reporting as if we were the first extraterrestrial to find the Golden Record. What would they make of us humans? How would they report us? How would they describe who we are? What we are and what we do?

**Messy Maths:**

This week we will look at shape in Messy Maths. We will use pictures and videos to help us solve problems.

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

Rounders

As we look forward to playing full games of rounders, we will continue to practice new drills to focus on our skills:

- 1) Flinch zone: described in previous week
- 2) Backstop practice: receiving and throwing backward bats
- 3) Running drill: practising our agility on the field in an obstacle course with hurdles and tires

**Skills:**

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

**WEEK 5 THEME/ Hook: Where will the obelisk go? DC5**

**Monday 16th May - Wednesday 18th May**

**Monday 16th May - Greenside Poetry Slam Day (N-Y5)**

The obelisk landed at the period of early man and confused the apes and everyone around. How did it get there? How did it choose where to go next? What time period intrigues us the most? Where would our time period of choice be?

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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### Learning Experiences/Context of the film:

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

What time period is our favourite? Why? What interests us about periods in time? What do we know about this period of time? What would it have been like? How would we describe it?

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

#### **Immersion experience:**

This week we will use the obelisks we made to help us in a drama activity where we will transport to different time periods. We will look first at our drama skills and then research our time period in groups. We will be split into groups and we will create a scene of an obelisk hitting our time period and the rest of the class will have to guess what time period it is. Who will win this drama game?

#### **English:**

#### **Writing Experience:**

This week it's all about writing the end of our sci-fi mystery. What did the obelisk look like? What did the apes and the early cavemen think? Where is the obelisk going next? In our third paragraph we will write about where the obelisk is going next. Who is controlling it? What are they saying? Who is deciding where it goes next? What is the next location? What is it like?

For those who finish their writing after looking carefully over all our work editing and getting our peers help. If all of this is complete. We will write a paragraph in first person as if we are the monkeys when the obelisk first lands. What are you thinking? What does it feel like? This will be written in the first person showing that we can write in different perspectives.

#### **GPS:**

This week we will be recapping on speech.

#### **Reading Tree:**

Reading Domain 2b and 2d : retrieve and record information / identify key details from fiction and non-fiction and make inferences from the text / explain and justify inferences with evidence from the text.

We will engage in a fun reading tree activity, We will place space pictures around the class. Students will be given sticky notes where they have to retrieve and infer. As a class we will discuss what the difference is. These will build ideas for their sci-fi stories.

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

#### **Maths:**

- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- multiply and divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$ ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task
- 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 further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

This week we will continue to look at shapes and lines. We will look at drawing lines and angles accurately. We will be on a space mission having to measure our way back to earth by drawing and measuring lines and angles. Once we have completed our space mission we will move onto looking at calculating angles on a straight line. Again we will use planets and space to bring this complicated concept to life! How many degrees are left out of 180?

When we are confident in angles and shape and sure we can measure angles on a straight line we will then look at angles around a point? What is the value of the missing angle? Can we help the space team figure out these complicated tasks?

Once we are happy with working out missing angles we will move onto recapping on triangles and quadrilaterals in preparation for next week's space mission.

**STEAM:**

The focus this week is about the movement from day to night! We will discover all about the orbiting of the moon! What does it mean for earth? This week our STEAM project will be all about the change between day and night. We will get outdoors to explore the movement of the sun. How can we tell if the sun moves? We will set up an experiment to track this.

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

**Arithmetic:**

This week in arithmetic we will be recapping on all skills we have learnt so far. We will take a random arithmetic test allowing us to see how far we have come since the last DC.

**Art:**

This week it's all about editing our pictures and displaying them in our classroom. They will look beautiful amongst our wonderful space themed classroom.

- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

**Friday 20th May**

**Learning Experiences**

**Friday Big Write:**

**Skills:**

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

This week we will be reporting about Bowman. Bowman is supposedly re-born as a new form of human, ready to take human-kind onto the next evolutionary step. But what is that step? Students write their interpretation through a report of the next step in human development.

**Messy Maths:**

This week we will look at position and direction in Messy Maths. We will use shapes, mirrors and protractors to help us.

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

This week will be tournament week. Students will be split into teams and they will rotate the position of bowler, backstop, the four bases and fielders. We will then compare our performance with Griffin in our virtual competition.

- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- achieve their personal best. Building on athletic skills based around running, throwing and jumping.
- Use running, jumping, throwing and catching in isolation and in combination

**WEEK 6 THEME/ Hook: The world beyond the stars**

**Monday 23rd May - Wednesday 25th May KS1 Tests (Friday CPD day)**

Space Odyssey explores a life beyond the stars, they travel and we see what's out there. We will take the inspiration from our film to explore life beyond the stars in the classroom. What are aliens? Do they exist? Do we just think they are aliens because they aren't us?

**Monday 23rd May - PM - Family Sponsored Walk**  
(PE session for everyone that week)

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

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

What is life beyond the stars? Who is present in life beyond the stars? How do we know what life is like there?

**Breaking Boundaries/ Flip the Learning**

**Immersion experience:**

This week it's all about life beyond the stars. We will be talking about life beyond humans. What would that be like? What would we call them? We will be on an alien hunt.

Images and objects will be placed around the school that students have to find and when they do they have to sort what they have found into what's alien and what's animal? Our hunting sorting activity will spark deep thinking debates, We will use our debating skills to debate whether aliens exist or not.

**English:**

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- multiply and divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$  ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

**Writing Experience:**

As it's our last week in space it will be a space themed editing carousel with different stations focusing on different parts of our writing.. We will be taking our purple pens and looking at punctuation and grammar. We will be looking closely to make sure that all of our grammar targets have been hit. on one station. On another station we will focus on cohesion. Does it make sense? Does it flow? Is it the best word we could have used? Is it the best detail? Does it all make sense? We will be reading model examples to help with this and the third will be developed to spelling - working independently to check all of our spellings. Once we have completed editing our stories we will write them up beautifully editing them for our portfolios.

Once finished we will read our stories using our best intonation, performing these to each other. It will be a space story reading festival. We will read, listen and make comments on each other's stories.

**GPS:**

This week it's all about editing. We will edit and rewrite where appropriate. We will be looking at improving our spelling, grammar and punctuation.

**Reading Tree:**

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

We will play a game where all students are given the same starting sentence and then asked to write a first paragraph. We will read in groups and discuss how and why different peoples paragraphs are different and mean different things. What words and phrases did different people use to make it different? We will then answer questions.

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

This week in our last week of the half term it's all about calculating lengths and angles in shapes. We will be engaging in games and songs to ensure we know the rules of the different shapes. This will help us to work out the missing lengths. We will then look at regular and irregular polygons. We will engage in space themed sorting games to understand what makes a regular and irregular polygon.

Once we are ready to move on we will then begin looking at reasoning about 3d shapes. What shape would an obelisk be? What shape are our planets? What shape is a ricket that goes into space? etc.

**STEAM:**

We have learnt everything he wants to know about changes from day to night and how that affects us in the UK but what's the effect internationally? This week our STEAM theme is international changes from day to night. Do different

- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

countries get lighter or darker at different times to the UK? Why would that be? We will embark on a class discussion and make predictions in an exciting class experiment. We will write this experiment up beautifully into our STEAM books.

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

**Arithmetic:**

This week we will be reviewing arithmetic from DC 5. We will do this by engaging in games based on our arithmetic and the concepts we have found the most difficult. We will be going on a treasure hunt solving arithmetic questions.

