



**GREENSIDE FILM FACTORY**  
*The Year of Going Places*  
 2021-2022



**STAR Day Planning:** Summer Term 2 - 2022  
**Class Film Text:** *Dangal*

**Class Teacher:** James Tilden  
**Class Book/ Text:** *The Invisible Boy*

**WEEK 1 THEME/ Hook: Dangal!**

**Monday 6th June - Wednesday 8th June**

**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:**

This week, we will immerse ourselves in the world of Bollywood! As Dangal is one of the highest grossing Bollywood films, it provides a perfect example of what a good Bollywood film includes: big costumes, big dance numbers, and lots of pageantry. To dive into this world, we will carousel through three stations that get us excited about this unique genre of film:

- 1) Necklace and bracelet making: many Bollywood films include glamorous dress replete with jewellery. We will use a range of colourful and shiny beads to create our own Bollywood glamour!
- 2) Dance routines: we will review videos on YouTube of Bollywood dance routines and get our bodies moving in the fashion of Bollywood and Dangal!
- 3) Dangal has many scenes with traditional Indian foods. In this station of the carousel, we will do a taste test of various Indian snack foods: samosas, papadam, bombay mix

At each station, students will have to take notes on their experience in order to write persuasively to convince their readers to explore Bollywood!

**English:**

This week, we will be focusing on the skill of persuasive writing, considering the key features used to persuade a reader or a listener. In this case, we will be convincing our reader to try the amazing things we tried in our Bollywood experience!

**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

Writing - composition and vocabulary, grammar, and punctuation

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

**Writing Experience:**

Exploring Bollywood advertisements

Students will have to use their immersive experience and their persuasive language skills in order to create a written advertisement on Bollywood. They will write paragraphs on each one of their experiences using their GPS of the week to convince their readers to explore Bollywood. We will look at advertisements of the past and see how many advertisements (especially in magazines) used to contain write-ups convincing their audience.

**GPS:**

Persuasive language, focusing on: imperative verbs, rhetorical questions, repetition. Students will answer a series of exercise questions based on persuasive language.

**Reading Tree:**

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

This week, we will look at examples of persuasive writing, such as class debate pieces and persuasive arguments. We will retrieve and record a range of features from these examples, thinking critically about how they contribute to the overall genre of persuasive writing.

**Maths in the Movies / STEAM:**

Recapping our learning of Spring Term Crew: what do we know already about soil? Before we dive into the soil project, we will create a mind map of soil, carefully considering what we already learnt, what soil looks like, what problems exist with soil globally, what crops does the world rely on that come directly from soil, etc. From there, students will create collages of soil, including key words and phrases we already learnt (regenerative agriculture, the magic machine, milpa, monocropping, fertilisers, pesticides, etc.). Students will also include questions about soil that they want to know from this half-term's learning: what is really in soil, for example? This will essentially be a knowledge harvest that displays our pre-knowledge of soil and what more we wish to expand upon in this learning.

**Maths:**

This week, we will focus on our times tables, preparing ourselves for our government MTC and for training for Danga! Students will carousel through a range of activities that deal with multiplication and division. They will have a scorecard with them for Danga! points at each station

- 1) Rolling dice to multiply the numbers together. Students will roll a die: they will add the numbers together and do that amount of jumping jacks; when they finish the jumping jacks, they will have to multiply their numbers together. They will get a point for however many sets of these they can do.
- 2) Bus stop division: with Mr Tilden, students will recap and learn the bus stop method of division. For each answer they get, they will have to do

- o discussing and recording ideas
- to draft and write by:
  - o composing and rehearsing sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - o organising paragraphs around a theme
  - o in narratives, creating settings, characters, and plot
  - o in non-narrative material, using simple organisational devices [headings and sub-headings]
- to evaluate and edit by
  - o assessing the effectiveness of their own and others' writing and suggesting improvements
  - o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- using persuasive language, including imperative verbs, rhetorical questions, repetition

**Maths- multiplication**

- to recall multiplication and division facts for multiplication tables up to 12 x 12
- to use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- to solve problems involving multiplying and adding
- to use reasoning and problem solving skills to solve problems with increasing difficulty

**Science - Soil Project**

- asking relevant questions and using different types of scientific enquiries to answer them
- retrieving prior knowledge of soil and regenerative farming techniques

**Art, craft, and design**

- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design

lunges for the amount of seconds that their answer is. They will get points for however many sets of these they can do.

- 3) Quick fire multiplication in reverse. Students will have to give the questions to answers. 54, 48, 21, 77... what two numbers are multiplied in each case to get these answers? Students will get points for however many of these they get correct.

**Arithmetic:**

Short division

**Class display:**

Our biggest questions about Dangal and our back wall display, which will consist of the bracelets we made during our immersion experience as well as Bollywood-style decorations, such as flowers, balloons (using tissue paper) made by students

**Art:**

This week, we will explore pop art, including and especially that of Andy Warhol. The intention of this is to think about how pop art was a uniquely Hollywood-esque type of art, and how we can translate this art to the stars of Bollywood.

**Friday 10th June**

**Learning Experiences**

**Friday Big Write:**

Dangal Diaries #1

Each Big Write, students will assume the first person to write as a character in "Dangal." This week, they assume the perspective of Mahavir, an ex-wrestler and the film's patriarch. As the father, students will reflect the beginning moments in the film in which he longs to father a male world-class wrestler, but instead, has only female children. Frustrated by the prospect of never fulfilling his dream to be the coach/father of India's first world champion wrestler, students will retell moments in the film where Mahavir starts to realise that his daughters have wrestling potential after he catches them "thrashing" some neighbourhood boys.

**Messy Maths:**

A range of multiplication and division questions including fluency and reasoning skills.

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

This half term all year groups will be competing in the TEFAT Olympics! This will involve competing in 3 events - Throw, sprint and jump. Students will practice the skills in a carousel of activities before getting the opportunity to record 3 best scores in each event in a mini Olympics. Scores will be recorded for team and

**Skills:**

Writing

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

Maths- multiplication

- to recall multiplication and division facts for multiplication tables up to 12 x 12
- to use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- to solve problems involving multiplying and adding
- to use reasoning and problem solving skills to solve problems with increasing difficulty

Physical education

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

individual winners. Each week will be an opportunity to further develop their skills to beat their personal bests!

Throwing - Key techniques: Timing their run up, releasing at a 45 degree angle, using their other arm to help balance and as a guide, using explosive power from the whole body and following through.

Sprinting - Key techniques: Stable starting position, weight forwards, looking straight ahead, staying in the lane, elbows bent and pumping, accelerating over the finish line.

Standing Jump - Key techniques: Both feet on the edge of the line, swinging arms back and forwards to gain momentum, push off from low down at 45 degrees, extending from the knees fully, throwing arms through to fully extended, landing on both feet only stepping forwards.

- lead healthy, active lives
- use running and jumping in movement and isolation
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

**WEEK 2 THEME/ Hook: Beginnings**

**Monday 13th June - Wednesday 15th June**

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

The film opens with world-class wrestling scenes. India's presence on this stage is lacking and Mahavir is frustrated: he wants India to win the Commonwealth Games but given that he only has daughters, he feels he will never be able to father a true world-class wrestler. His daughters feel this slight resentment, but when they are found to have beaten some neighbourhood boys, Mahavir realises their potential. The girls now face immense pressure to live up to their father's expectations of becoming wrestlers. They are forced to fulfil his dream and transform their look, while being laughed at by villagers. And while they do this, the backdrop of Indian culture is ever-present: the streets, the clothing styles, and especially the food. This week, we will focus on the latter.

**Immersion experience:**

Trip to Brick Lane!

This week, we will take a trip on the Central line to Liverpool Street and then head over to Brick Lane to discover the Indian culture that has historically settled in London. Our goal will be to go on a scavenger hunt (pre-created by Mr Tilden examining the area himself) that finds as many Indian and East Asian influences as we can, with questions like: how many Indian restaurants can you find? What menu items do you see at these restaurants? Can you find any signs or symbols in Hindi? What blue plaques can you see and are they relevant to Indian heritage in London? As part of our scavenger hunt, we will also have to pick up the key ingredients for curry, including spices and vegetables, in order to make our curry for school lunches and to write our curry recipes!

**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

**English:**

This week, we will write curry recipes based on our experience immersing ourselves in Indian culture in East London, Brick Lane, and on the experience of actually preparing these recipes for the school!

**Writing Experience:**

Influenced by our experience of the history of Brick Lane and East London, we will write recipes for curry, but with a backstory regarding the historical significance of curry and how it has become an international export (much like how Geeta and Babita's wrestling has influenced the world). We will use our scavenger hunts to inform this along with research online, taking relevant notes on curry, in order to write an in-depth introduction to our curry recipes. Finally, we will write these introductions, ingredients, instructions, and any final recommendations on how to eat the curry/what to eat it with.

**GPS:**

Fronted adverbials for instructions

Students will expand on their prior learning of fronted adverbials to use them in giving directions and order in instructional writing. Students will practice a series of questions that challenge them to use fronted adverbials that are longer than singular words (instead of "next", writing "after doing \_\_\_\_\_,")

**Reading Tree:**

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

This week, we will look at a range of recipes with preambles/introductions to the food that is being prepared/cooked. We will think about this genre of instructional writing as a whole and how upon reading it, it can construct an overall meaning: that not only is preparing food important, but the entire process and history of it can help inform how we eat. We will think about how the structure of the text is set up: why equipment/ingredients might come before instructions, for example.

**Maths in the Movies / STEAM:**

It is Year 4's turn to take on the school-wide soil project! Many major crops are grown in India such as rice, wheat, pulses, tea, coffee, cotton and jute. Year 4 will explore different aspects of regenerative agriculture, a farming technique which was used regularly in India and across the world before countries began to favour large-scale farming and the intensive production of crops.

First up; **Sand to Soil: Visual evaluation of the soil**

We will begin our session with exploring what agriculture means.

What does regenerative agriculture mean? This week we will discover the five principles of regenerative agriculture and begin to understand the biology of our plants and our soil. We will learn how plants grow and the process of photosynthesis. Additionally, we will study closely what goes on beneath the soil,

- add and subtract fractions with the same denominator and denominators that are multiples of the same number

Writing - composition and vocabulary, grammar, and punctuation

- to plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- to draft and write by:
  - composing and rehearsing sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme
  - in narratives, creating settings, characters, and plot
  - in non-narrative material, using simple organisational devices [headings and sub-headings]
- to evaluate and edit by
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- recognising and using fronted adverbials, as they pertain to writing instructions

Maths- properties of a shape

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.
- recognising Roman numerals and the absence of zero

Science - Soil Project

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Make systematic and careful observations.

Art, craft, and design

- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design

discovering the part played by mycorrhizal fungi in providing nutrients, protecting from disease and carbon sequestration.

In this test we observe and record how aggregated the soil structure is (aggregation is the crumb structure that naturally occurs in healthy soil). We will dig out a spade full of soil and record what we find on a scoring chart. The scoring scale ranges from 1 – very good structure, to 5 – poor structure.

Aggregation is a product of biological action, normally the result of microbes glueing soil particles together into larger clumps (called aggregates). True biological aggregates have a rounded (crumb-like) appearance, like cottage cheese but on a smaller scale. We will also record how the soil feels and smells as well as creating artistic records of what we observe. To do so, we will begin our entries into Book Creator, documenting each week of our soil project learning to use as guides for future students or even other schools!



### Maths:

Properties of shapes (lines of symmetry)

The amateur wrestling in the beginning of the film takes place on a range of mats and sandpits, each with their own shapes and dimensions. Geeta and Babita have to adapt to the playing field each time. In order for us to understand how they adapt, we need to think about the properties of shapes. Students will make simple blueprints of a wrestling pit and its surroundings (seating for spectators, for example). Then they will classify (label) these shapes as quadrilaterals or triangles. Finally, they will use mirrors to determine if their shapes are symmetrical and label them if they are.

After this, we will continue our learning of properties of shapes by working on a range of problems, including fluency and reasoning problems. Students will work through tiered worksheets that will progressively apply their skills with representations, word-problems, and open-ended reasoning questions.

*Film Technique of the Week* - music and time in film. Students will discuss how music can enhance certain scenes by adding emotion and gravity. We will look at the numerous time-lapse montages to show how music can also play a role in moving the narrative forward. Students will then create examples of their own montages using iMovie.

**Arithmetic:**

Multiplication and division questions to consolidate before MTC

**Mathsdisplay:**

Students' labelled blueprints of amateur wrestling pits will go on display.

**Art:**

This week, we will continue our exploration of pop art but now think about iconic Bollywood stars (analogous to the stardom of Marilyn Monroe) and how we can immortalise them in the tropes of bright colours and oversaturated imagery. Stars we will think of include our own from Dangal, Aamir Khan, as well as Shah Rukh Khan and Sridevi. To do this, we will use the Ultrapop app.

**Friday 17th June****Learning Experiences****Friday Big Write:**

Dangal Diaries #2

Students will assume the role of Geeta, writing in the first-person. They will focus on her path to stardom, offering her unique opinions and her grappling with femininity in a male-dominated wrestling world. They will be able to retell the story of Dangal but through a female's perspective, detailing the hardships she has faced because of her gender. They will note Geeta's frustration with her father, while simultaneously mentioning her desire to become a champion and fulfil his dream. They will write her narrative up until and including the sub-junior nationals, mentioning her training and discipline and her new life in the spotlight of competition.

**Messy Maths:**

A range of fluency, reasoning, and problem-solving questions based on properties of a shape.

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

The second opportunity for our students to further develop their skills and record their best scores having reflected on their performance from last week. Which element of the technique do they need to improve on? Which team will win with the best average score? Who might go through to the Area competition to represent Greenside? Let's find out!

Throwing - Key techniques: Timing their run up, releasing at a 45 degree angle, using their other arm to help balance and as a guide, using explosive power from the whole body and following through.

Sprinting - Key techniques: Stable starting position, weight forwards, looking straight ahead, staying in the lane, elbows bent and pumping, accelerating over the finish line.

**Skills:****Writing**

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

**Maths-** properties of a shape

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

**Physical education**

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

Standing Jump - Key techniques: Both feet on the edge of the line, swinging arms back and forwards to gain momentum, push off from low down at 45 degrees, extending from the knees fully, throwing arms through to fully extended, landing on both feet only stepping forwards.

**WEEK 3 THEME/ Hook: Training and Discipline**

**Monday TEFAT Sing Event for 40 choir students**

**Monday 20th June - Wednesday 22nd June**

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

As the film's pace picks up, we see the father's pressure on his daughters strengthen. He begins to impose strict measures on their diet, their social interactions, and their sleep habits. His intention to train and discipline his daughters is at odds with his wife's desires and his daughters' childhood. The film builds tension showing the draconian measures taken to train the girls. We learn how intense discipline leads to personal transformation and local stardom, but not without resentment.

**Immersion experience:**

In the film, Geeta and Babita are taught strict training and discipline measures in order to become wrestlers. This discipline leads to refinement of their craft and to success overall. This week, we will use the same discipline to take part in an editing carousel to refine our writing, GPS, and editing skills. The class will move around stations, focusing on different parts of the editing and writing process.

**English:**

**Writing Experience:**

Station 1: Editing using dice - each number will refer to a different area of writing that the students will focus on e.g. 1 = vocabulary, 2 = GPS (fronted adverbials). They will roll the die, check the number and then skim through the text to make improvements.

Station 2: Responding to feedback - students will work with Mr Tilden to respond to their marking and make improvements on a teacher-led station.

Station 3: Handwriting practice - students will choose a small part of their writing and rewrite this, thinking carefully about the transcriptional elements of their writing.

Finally, students will commit to writing their edited and redrafted copies on a given template.

**GPS:**

This week, we will consolidate our learning of fronted adverbials, considering how we used them in recipe writing and how, in our writing carousel, we can improve them.

**Reading Tree:**

2c: summarise main ideas from more than one paragraph

This week, our Reading Tree session will focus on our class book, *The Invisible*

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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Reading Tree Skills: (Ongoing selection through the half term)

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- 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

Writing - composition and vocabulary, grammar, and punctuation

- to plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- to draft and write by:
  - composing and rehearsing sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures

Boy. We will first pluck out important words and phrases from a short given passage; we will think about what these words and phrases mean and why they are important to the passage. Then, we will think about the paragraphs in which these words/phrases are found and summarise them. Finally, we will synthesise this and summarise more than one paragraph, thinking just about the main ideas (words, phrases)

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

#### **Sand to Soil: Earthworm Count**

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

We will continue documenting our learning in Book Creator, showing through text, analysis, and images how the soil project progresses.

#### **Maths:**

MTC: This week, we will spend some time practising our times tables before we take our government MTC.

This week, we will learn how to use compasses to measure and identify angles. Once we are confident, we will return to our wrestling blueprints from the previous week, but now we will add angles! As an extension, students will look at freeze-frames from the film where Geeta is wrestling and measure the angles at which she is facing/wrestling her opponent. This will help us think critically about how Maths can help athletes & how position is crucial on a wrestling mat.

After this, we will continue our learning of angles by working on a range of problems, including fluency and reasoning problems. Students will work through tiered worksheets that will progressively apply their skills with representations, word-problems, and open-ended reasoning questions.

*Film Technique of the Week* - camera angles and cinematography. Students will look at over-the-shoulder shots to understand how to immerse viewers in characters' conversations. Other camera angles to focus on: tracking shots, long shots, close-up shots; each will be examined to understand how they act as motifs in a variety of ways. Students will review a scene in the film and count how many camera angles there are – how many times the camera cuts to a new shot. Then students will practise these types of shots in very short films (no longer than 30 seconds) to see how they can depict a conversation between Geeta and Babita with several relevant camera angles.

#### **Arithmetic:**

Adding and subtracting angles and greater than or less than questions regarding angles

- o organising paragraphs around a theme
- o in narratives, creating settings, characters, and plot
- o in non-narrative material, using simple organisational devices [headings and sub-headings]
- to evaluate and edit by
  - o assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

#### Maths- multiplication

- to recall multiplication and division facts for multiplication tables up to 12 x 12
- to use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- to solve problems involving multiplying and adding to use reasoning and problem solving skills to solve problems with increasing difficulty

#### Maths- properties of a shape

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

#### Science - Soil Project

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Make systematic and careful observations.

#### Art, craft, and design

- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design

**Writing display:**

Our redrafted copies of our curry recipes will go on display.

**Friday 24th June CPD Day**

**WEEK 4 THEME/ Hook: Competitions**

**Monday 27th June - Wednesday 29th June**

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

Geeta's ability as a confident, unbeatable wrestler has become thoroughly established in her region. Through her father's dream, she has broken barriers and crushed stereotypes. Many men hang their heads in shame after a match with her. She is approaching a palpable stardom as she heads for the sub-junior nationals with determination by her side.

**Immersion experience:**

As Geeta continues through her wrestling career with a series of fierce competitions, her resilience and skill undergo harsh tests. Students will assume the role of Geeta as they undergo a series of intense competitions on the school playground. They will rotate through stations:

- 1) Obstacle course: students will have to run through obstacle courses that will test their agility, dexterity and pedi-dexterity, as they run, jump. The fastest competitor of this group will go on to the finals
- 2) Racing: students will race from one end of the playground and back. The fastest competitor will go on to the finals
- 3) Throwing accuracy: students will use their basketball skills to practise their throwing; they will be given 30 seconds each to see who can score the most baskets. The scorer of the most baskets will go on to the finals

Once each station has been completed by each student, we will host our finals. The top competitors of each station will compete again in each competition. There can only be one winner!

**English:**

This week, we will begin writing our third-person narratives of Geeta's competitions. These will be written over the next three weeks.

**Writing Experience:**

Third person narratives, Part 1

This week, we will begin our third person narratives on Geeta's competitions. Having been inspired by the process of our class competition in our immersive experience, students will begin by thinking about the structure of their narratives: what they wish to include in their opening paragraph, their middle paragraphs, and their final paragraphs. Once they have determined the detail necessary for each – the skeletal form of their writing – they will begin with their introduction, writing about who Geeta is, what she is doing, what competitions she's participating in, what her goals are, etc. We will write this carefully and slowly to ensure that we used proper GPS learnt in Year 4 as well as include some of the SHAMPOO language of this week's GPS.

**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

Writing - composition and vocabulary, grammar, and punctuation

- to plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- to draft and write by:
  - composing and rehearsing sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme

**GPS:**

Figurative language: SHAMPOO (similes, hyperbole, alliteration, metaphors, personification, onomatopoeia, openers)

This week, we will look at a creative writing technique: SHAMPOO. We will consider how each letter in this acronym can help make our writing more creative, figurative, and more interesting to read.

**Reading Tree:**

2a: Give / explain the meaning of words in context

This week, we will look at our class book, *The Invisible Boy*, picking a singular passage to think about its vocabulary. We will look at keywords but out of their context at first. We will consider what we know about these words, what we think they mean, then we will look them up in PowerThesaurus on our iPads. Then, we will consider how and if their meanings change when applied in the context of the sentence. We will add these words to our ongoing personal dictionaries. Additionally, we will see if we can find good examples of SHAMPOO figurative language in the text, keeping a keen eye on openers particularly.

**Maths in the Movies / STEAM:****Sand to Soil : Slake Test (Wet Aggregate Stability)**

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

We will continue documenting our learning in Book Creator, showing through text, analysis, and images how the soil project progresses.

**Maths:**

Position and direction

In any competition that Geeta and Babita participate in, their placement, position and direction on the wrestling mat is crucial to their success and to the way in which they approach their opponent. This week, we will explore the concept of position and direction, thinking about how position moves on 2-D coordinates in the first quadrant. Students will be given a series of wrestling starting points (coordinates) to map out on their quadrants and then be challenged to see the direction and translations between these points, to see how these points interact with their "opponents".

o in narratives, creating settings, characters, and plot

o in non-narrative material, using simple organisational devices [headings and sub-headings]

- to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- to be able to use a range of devices to write descriptively, including similes, hyperbole, alliteration, metaphors, personification

Maths- position and direction

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Science - Soil Project

- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.
- Gather, record, classify and present data in a variety of ways to help answer questions.

Art, craft, and design

- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design

After this, we will continue our learning of position and direction by working on a range of problems, including fluency and reasoning problems. Students will work through tiered worksheets that will progressively apply their skills with representations, word-problems, and open-ended reasoning questions.

*Film Technique of the Week* - mise-en-scène. Students will look at a variety of shots and scenes in the film to explore their set, colour, mood, props, and location. Using this technical language, we will examine the effect that mise-en-scène has in “Dangal” and how we can consider these ideas whenever we are tasked with a film project at Greenside. We will record short films where the placement of objects in each shot is intentional.

**Arithmetic:**

Mixed arithmetic questions using the four operations to consolidate Year 4 objectives

**Friday 1st July**

**Learning Experiences**

**Friday Big Write:**

Dangal Diaries #3: Two perspectives, Geeta and Mahavir.

Having written one diary entry from Geeta’s perspective and another from Mahavi’s, students will be challenged to write about both in one Big Write.

The first two paragraphs will be in Geeta’s perspective where students will describe her new training with Coach Kadam and her new friendship with Laali. This will provide them an opportunity to get further into Geeta’s headspace: *Am I built for this? Is this truly what I want? Should I break my regimen to do fun things with Laali?*

Students will then assume Mahavir’s perspective, expressing his frustration over Geeta’s backsliding and losing streak. He will question Geeta’s new learned technique from Coach Kadam and, after a heated argument with Geeta, the two will wrestle. Still in Mahavi’s perspective, students will have an opportunity to retell this wrestling scene through his headspace: *My daughter became pompous and arrogant. “So you’re an expert now,” I yelled. She nodded and that was it, I challenged her to prove herself, but with me this time.*

**Messy Maths:**

A range of fluency, reasoning, and problem-solving questions based on position and direction.

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

This week our top performers from each event will test themselves against the best from TEFAT in the London area. Can they beat their scores from the last

**Skills:**

Writing

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

Maths- position and direction

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Physical education

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

week? Which skill do they need to focus on the most to help get their team average up?

Throwing - Key techniques: Timing their run up, releasing at a 45 degree angle, using their other arm to help balance and as a guide, using explosive power from the whole body and following through.

Sprinting - Key techniques: Stable starting position, weight forwards, looking straight ahead, staying in the lane, elbows bent and pumping, accelerating over the finish line.

Standing Jump - Key techniques: Both feet on the edge of the line, swinging arms back and forwards to gain momentum, push off from low down at 45 degrees, extending from the knees fully, throwing arms through to fully extended, landing on both feet only stepping forwards.

## WEEK 5 THEME/ Hook: Training Academy

Monday 4th July - Wednesday 6th July

### Learning Experiences/Context of the film:

Having won the sub-juniors, Geeta's name has been fully established in the wrestling world. Her father's dream appears fulfilled at first, as she seems to breathe a sigh of relief. However, Geeta must now go to the international level: the Commonwealth Games. For this, she must train hard. She not only accepts her father's wishes, but embraces them by promoting the idea of proper training at the National Sports Academy. There, she meets a variety of other aspiring female wrestlers. Regaining a sense of freedom, she socialises, perhaps at the expense of her discipline. Her new coach's techniques seem to be failing her as her winning streak slows down. Her father feels he must take action.

### Immersion experience:

Students as... trainers!

This week, students will think about what it takes to train as an athlete. Before an athlete takes to the wrestling pit, the field, the game, they need to train; usually, this involves a series of workout routines designed to build one's strength, stamina, and resilience. So, students will spend some time researching the training regimens of their favourite athlete and take some time to practice these regimens. Finally, students will teach these training skills to groups in their class!

### English:

This week, we will continue writing our third-person narratives of Geeta's competitions.

### Writing Experience:

Third person narratives, Part 2

### 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

This week, we will continue our third person narratives on Geeta's competitions. Students will consult the structure of their writing, as laid out in the previous week, considering the detail they included in their opening paragraph (make sure not to repeat it), and considering the body of their writing: the competitions that Geeta has undergone. Students will use their SHAMPOO descriptive language and their Alan Peat's sentence structures to write their best paragraphs about Geeta's competitions. We will write this carefully and slowly to ensure that we used proper GPS learnt in Year 4.

#### **GPS:**

##### **Alan Peat's Sentences**

This week, we will focus on sentence structure, thinking about how each sentence can be formed differently based on how we separate clauses, use conjunctions, punctuation, etc. Specifically, we will practice and use O. (I.) and If, if, if, then sentences.

#### **Reading Tree:**

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

This week, we will look at another passage from *The Invisible Boy* and think about how to "read between the lines" – how to draw conclusions about how characters are feeling or thinking, or what they're doing, based on how the author uses language. We will think about how description can give meaning without being blunt and to-the-point.

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

##### **Sand to Soil: Infiltration Rate**

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

##### **Sward density, bare soil and desirable vs undesirable cover**

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

- 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

#### **Writing - composition and vocabulary, grammar, and punctuation**

- to plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- to draft and write by:
  - composing and rehearsing sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme
  - in narratives, creating settings, characters, and plot
  - in non-narrative material, using simple organisational devices [headings and sub-headings]
- to evaluate and edit by
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

#### **Maths- statistics**

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

#### **Science - Soil Project**

- setting up simple practical enquiries, comparative and fair tests
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

#### **Art, craft, and design**

- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design

density, bare soil, desirable and undesirable plant coverage. We will also record images of this area over time both artistically and digitally.

We will continue documenting our learning in Book Creator, showing through text, analysis, and images how the soil project progresses.

**Maths:**

Statistics

This week, we will examine the amount of time various athletes, including and especially professional wrestlers like Geeta, spend training before competitions, or in between major events. We will examine the differences between these times and cross-reference training and their success to see if we can find a correlation. Finally, we will pick several athletes and create line graphs to represent the time they spend training over a given time period. They will be able to do this using Google Sheets, with a set of data they can input which can generate graphs.

After this, we will continue our learning of position and direction by working on a range of problems, including fluency and reasoning problems. Students will work through tiered worksheets that will progressively apply their skills with representations, word-problems, and open-ended reasoning questions.

*Film Technique of the Week* - lighting. With an understanding of misè-en-scene, students will look at lighting in the film. Many of the film interior scenes are dimly lit with a sort of sepia tone. We will see how certain levels of lighting can affect mood and drama, while considering the differences between natural and artificial lighting.

**Arithmetic:**

Mixed arithmetic questions using the four operations to consolidate Year 4 objectives

**Friday 8th July TEFAT Arts Shared Events Day Comedy Theatre**

Learning Experiences

**Friday Big Write:**

Dangal Diaries #4: The Success of the Training Academy  
This week, students will write from Geeta's perspective, detailing her time in the training academy. Students will use their best descriptive and figurative language to describe the events and experience of Geeta at this point along her journey.

**Messy Maths:**

A range of fluency, reasoning, and problem-solving questions based on statistics.

**Skills:**

Writing

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

Maths- statistics

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

This week it's the Regional competition! Our top performers keep pushing their skills and technique to beat their personal bests. Can our teams improve on their team average? What is the technique that could make the difference?

Throwing - Key techniques: Timing their run up, releasing at a 45 degree angle, using their other arm to help balance and as a guide, using explosive power from the whole body and following through.

Sprinting - Key techniques: Stable starting position, weight forwards, looking straight ahead, staying in the lane, elbows bent and pumping, accelerating over the finish line.

Standing Jump - Key techniques: Both feet on the edge of the line, swinging arms back and forwards to gain momentum, push off from low down at 45 degrees, extending from the knees fully, throwing arms through to fully extended, landing on both feet only stepping forwards.

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

**Physical education**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- use running and jumping in movement and isolation

**WEEK 6 THEME/ Hook: The Commonwealth Games! DC6****Monday 11th July - Wednesday 13th July****Learning Experiences/Context of the film:**

Returning to a winning streak, Geeta pulls herself together to regain her status as a viable threat to international wrestlers. She finally qualifies for the Commonwealth Games, during which she wrestles strategically and bravely through a series of matches, eventually reaching the final round: the gold medal match between India and Australia.

**Immersion experience:**

The Commonwealth Games are upon us and it's finally time for us to shine! Students have poured their hard work into their writing for three weeks now and it will be time to finally put this work to the ultimate test: the final editing session of the entire school year! Students will have to undergo a series of stations to commit their amazing writing skills to a redrafted copy!

**English:**

Editing and redrafting our competition narratives.

**Writing Experience:**

Station 1: Editing using dice - each number will refer to a different area of writing that the students will focus on e.g. 1 = vocabulary, 2 = GPS (SHAMPOO, Alan Peat's sentences). They will roll the die, check the number and then skim through the text to make improvements.

Station 2: Responding to feedback - students will work with Mr Tilden to respond to their marking and make improvements on a teacher-led station.

**Skills:**

<b>Independence</b>	<b>Organisation</b>	<b>Resilience</b>	<b>Reflection</b>	<b>Team Work</b>
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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

Station 3: Handwriting practice - students will choose a small part of their writing and rewrite this, thinking carefully about the transcriptional elements of their writing.

Finally, students will commit to writing their edited and redrafted copies on a Google Docs template.

### **GPS:**

This week, we will review a range of concepts in a carousel, practising our writing sentences with the following learnt GPS concepts: direct speech, prepositions, conjunctions, expanded noun phrases, fronted adverbials, main and subordinate clauses, similes and metaphors, possessive apostrophes

### **Reading Tree:**

This week, we will challenge all reading domains with an unseen text, preparing for DC 6. We will look at each question and think about what type of question it is: retrieval or inference, words in context, etc.? Then, we will independently tackle the questions, and take it up as a class.

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

#### **Sand to Soil: Biodiversity Recording**

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

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

It is important that when we carry out this test regularly that we repeat the same pattern of observation to make the test fair. We will also record images of this area over time both artistically and digitally.

#### **Legume nodules**

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

- 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

Writing - composition and vocabulary, grammar, and punctuation

- to plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- to draft and write by:
  - composing and rehearsing sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme
  - in narratives, creating settings, characters, and plot
  - in non-narrative material, using simple organisational devices [headings and sub-headings]
- to evaluate and edit by
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Maths- range of concepts

- a range of four operation concepts including arithmetic, fluency, reasoning, and problem-solving skills

Science - Soil Project

- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Art, craft, and design

- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design

We will continue documenting our learning in Book Creator, showing through text, analysis, and images how the soil project progresses.

**Maths:**

This week as we culminate all of our Math slearning from the term, we will hold our own Mathematical Commonwealth Games tournament, in order to sharpen our skills for DC6! Students will work around a series of mathematical events inside the classroom and out in the playground. These challenges will include:

- speed times tables
- problem solving
- positions and direction
- bus stop method
- measuring our personal bests in throwing, running, jumping and skipping

Students will be encouraged to challenge themselves in each of these events and to strive for personal victory!

*Film Technique of the Week* - We will review sounds (diegetic and non-diegetic) and music. Students will establish the difference between diegetic and non-diegetic sounds, those made on-screen versus in post-production, respectively. Students will practice making non-diegetic sound effects to match scenes in the film.

**Arithmetic:**

Mixed arithmetic questions using the four operations to consolidate Year 4 objectives

**Friday 15th July**

**Learning Experiences**

**Friday Big Write:**

Dangal Diaries #5: Geeta takes gold and a dream is fulfilled, but is it just Mahavir's dream at this point? Students will write in Geeta's perspective about her long rise to stardom, her hardships and struggles, and how Mahavir has pushed her this far. They will then detail the entire gold match against Angelina, using descriptive detail to engage the reader in Geeta's final dramatic wrestle.

**Messy Maths:**

A range of fluency, reasoning, and problem-solving questions based on a range of concepts learnt throughout the half-term.

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

This week is the big one - the National TEFAT Competition. We've got the best of the best from the whole of TEFAT getting one more chance to improve their PBs and become champions.

**Skills:**

Writing

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

Physical education

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time

Throwing - Key techniques: Timing their run up, releasing at a 45 degree angle, using their other arm to help balance and as a guide, using explosive power from the whole body and following through.

Sprinting - Key techniques: Stable starting position, weight forwards, looking straight ahead, staying in the lane, elbows bent and pumping, accelerating over the finish line.

Standing Jump - Key techniques: Both feet on the edge of the line, swinging arms back and forwards to gain momentum, push off from low down at 45 degrees, extending from the knees fully, throwing arms through to fully extended, landing on both feet only stepping forwards.

- engage in competitive sports and activities
- lead healthy, active lives
- use running and jumping in movement and isolation

**WEEK 7 THEME/ Hook: Celebration! Graduations & Performance Week**

**Monday 18th July - Wednesday 20th July**

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

The ending of the film is met with much elation by all of its characters, Geeta, Babita, and Mahavir in particular. Their long journey has been met with so much success and it is now abundantly clear that Geeta's trajectory to the top of female wrestling in India and the world is deserving of much celebration. We will honour this celebration with our own, celebrating a year long journey through Year 4, our first full school year in two years!

**Immersion experience:**

This week, students will culminate this half-term's learning of film techniques. As we are a film-based school, students will now know the skills and techniques necessary to create dynamic and engaging films. They will think about as many techniques as they can – referencing their weekly film technique learning – and create a how-to guide for filming videos as a student at Greenside!

**English:**

How-to guides for filming

**Writing Experience:**

Students will film themselves and their partners, showing off and explaining various film techniques learnt this half-term. They will do this using iMovie. Once they have created examples of these film techniques, they will import their videos into Google Slides in order to create a presentation on film techniques. Students will then show their film technique videos to the class. We will vote on the best film technique video and nominate this video to be used as film guides for all Greenside students!

**GPS:**

Students will review their learnt GPS from this school year, using the Year 4 writing assessment grid, ticking off the areas that they covered throughout the

**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

year. We will then look at the Year 5 writing assessment grids and consider what we already know and what we will learn in the upcoming school year.

### **Reading Tree:**

For this reading tree, we will celebrate the characters whose journeys we have followed throughout the school year. We will think back on all the class books we had and discuss which ones were our favourite and which characters we enjoyed the most. Students will then create PicCollages based on these characters.

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

#### **Soil Project**

As Year 4 is the final class to cover the soil project, we will be able to reflect on our learning by analysing our data set for the term as well as the data taken from other classes across the whole year!

This week we will celebrate Geeta and Babita's journeys! Students will reflect on their learning this term. Students will write a reflection where they talk about their experiences and include thoughts on:

- In what ways did each letter of S.T.E.A.M. show our learning of soil?
- How has technology factored into this half-term's learning?
- What more would we like to learn about soil?
- How did we use outdoor learning?
- How did our STEAM project link into Dangal?
- What World Ready skills did we use?

We will finalise our documenting of the soil project in our Book Creator, showing through text, analysis, and images how the soil project functions, what its conclusions are, and how it is essential learning to be sustainable!

### **Maths:**

This week, we will review our DC6 tests and highlight some areas of improvement, considering which skills we need to sharpen over the summer. We will also celebrate our Mathslearning with friendly competitions, including times table challenges and problem-solving quizzes.

*Film Technique of the Week* - term recap of technical film learning. Students will consider all of the techniques used in order to put together their film technique videos/Google Slides

### **Arithmetic:**

Mixed arithmetic questions using the four operations to consolidate Year 4 objectives

Writing - composition and vocabulary, grammar, and punctuation

- to plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- to draft and write by:
  - composing and rehearsing sentences, progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme
  - in narratives, creating settings, characters, and plot
  - in non-narrative material, using simple organisational devices [headings and sub-headings]
- to evaluate and edit by
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Maths- range of concepts

- a range of four operation concepts including arithmetic, fluency, reasoning, and problem-solving skills

Science - Soil Project

- reflecting and analysing our soil project learning

Art, craft, and design

- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design

**Learning Experiences**

**Friday Big Write:**

Our final Big Write will be all about our own journeys. Students will think hard about their **Year of Going Places**, considering where they were in their academic journey back in September to how far they have come in July. They will write about their favourite experiences, what they learnt, how the films through which they learnt taught them more about the world, and where they want to go next!

**Messy Maths:**

A range of fluency, reasoning, and problem-solving questions based on a range of concepts learnt throughout the school year.

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

In the final week, the students will have the opportunity to play a series of minigames, reviewing the skills and sports they have covered this year, such as rounders, netball, football, gymnastics, dance and athletics.

**Skills:**

Writing

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

Maths- range of concepts

- a range of four operation concepts including arithmetic, fluency, reasoning, and problem-solving skills

Physical education

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

