



GREENSIDE FILM FACTORY
The Year of Magic, Mystery & Miracles!
 2022-2023



STAR Day Planning: Autumn Term 1 - 2022
Class Film Text: Encanto

Class Teacher: Karishma Mehta
Class Book/ Text: Holes

WEEK 2 THEME/ Hook: An Encanto

Monday 5th September - Wednesday 7th September

Learning Experiences/Context of the film:

Monday 5th September:

To celebrate our first day back, we will gather together in the hall for a screening of *Hugo*. The rest of the day will then be spent on immersive learning experiences linked to the film.

Tuesday 6th September:

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:

After watching and immersing ourselves in our film, we will think about the meaning of the word, 'Encanto'. An encanto is a place of magic. What does this mean? How can you create a place of magic? Is magic just the supernatural or can there be moments of magic in the ordinary?

To launch our year together, we will turn our class into our very own Encanto 'classita', modelled on the casita in Encanto. In the film, the house exists to help to serve the characters, and we will think about the organisation and the things in our classroom that will do just that. We will think through the different magical powers of the characters in 'Encanto'. How can we represent these characters in our classroom? Hanging vines with flowers for Isabel? Animals for Antonio?

What else will make our classroom feel magical? What are the values we want to have in our Encanto?

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:**Writing Experience:**

This week, we will write about the idea of our Encanto and the things that are important to us to have in our classroom. How can we foster our own magic and ensure that everything works together? These can go on display. In doing this, we will put together our list of top tier vocabulary for our topic, using thesauruses to uplevel and improve on our original choices.

Reading Tree:

We will consider what our new class text is based on clues about characters and themes. Students will ask questions and look at pictures and other non-fiction clues as to what our text is about and when it was set. As the week progresses, Y5 will be introduced to the class text: Holes

Reading Domain: 2e: predict what might happen from details stated and implied

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

We will explore the notion of numbers and how they were very thought of and implemented in history. How have number systems changed things and enabled people to do over the course of years? We will introduce our mathematics learning for the half-term - all about place value and the four-operations. Students will explore numbers to 1 million and they will be introduced in the context of Encanto and magic. They will read, write, order and compare numbers up to 1 million. We will discuss the number system we use to ensure students have a secure understanding of a number's place value. We will look at different representations of numbers to explore the value of each digit and use manipulatives, like place value counters, to support this.

Arithmetic:

Students will develop their knowledge of place value to numbers up to 100,000, they should be confident in identifying thousands, hundreds, tens and units drawing upon their knowledge from Y4.

STEAM:

In science we will be looking at fabulous forces. Students will be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the earth and the falling object. We will look closer at gravity and explore how it was discovered and the effects it has on objects. Isabela spreads joy through her gift of flowers. How does she use gravity to help her travel on vines and spread the gift of flowers? Would the size/shape of the flower affect this?

We will head outside to find a variety of natural resources (leaves, flowers) to test the effects of gravity.

Class display: Our back wall will feature the doors of the family Madrigal. We will split the wall into sections and decorate each to represent a different character-Food for Huletta. These images will also act as clues for the coming weeks as we will be taking the different characters and exploring their gifts across the half term. We will also create magic inspired labels for our drawers at the back of the classroom so that the students can begin to feel that the space is theirs as they settle into a new academic year.

Friday 9th September

Learning Experiences

Friday Big Write:

This week we will be doing our baseline writing assessments

Messy Maths: This week will be all about number and place value. Students will solve problems to consolidate and deepen their understanding of place value.

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

This term we will focus on the game of hockey. We will begin by watching a few key moments in hockey history, recognising that the sport is to be played on an ice rink, using skates and other hockey equipment. However, we will note that our version of the sport will be played with modified equipment and some modified rules (no contact, for instance).

During our first session we will carry out a baseline assessment of a range of skills required to play the game. This assessment will allow us to pitch the skills appropriately and to track overall student progress more effectively.

Skills:

- 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
- 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 using a wide range of devices to build cohesion within and across paragraphs
- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance

WEEK 3 THEME/ Hook: Your Gift

Monday 12th September - Wednesday 15th September

Learning Experiences/Context of the film:

In the film, characters are given their powers as they get older. They step up to their magical door and their powers are bestowed upon them. What do students think their powers would be?

Immersion 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

This week, students will imagine being in the family Madrigal, considering what they think their gift might be were they to come of age and be given a gift. This will require students to be reflective and engage in different conversations with their classmates about what their very best traits are. The characters in Encanto don't get to select a gift, rather their gift is based upon their characteristics and highlights their very best qualities. If someone is a good listener, perhaps they would have a talent like Peppa, able to hear things from far away. If their observational skills are strong, maybe they would have super vision, or the ability to see the future, like Bruno.

English:

Writing Experience:

This week we will begin our fiction piece for this half term, in which they imagine their Madrigal character coming to life. In these third-person magical narratives, students will use ambitious vocabulary to set the scene. What would their casita be like? How would they use their magical powers for the greater good? This week, we will collect the ambitious language we need to add the most impact to our pieces of writing and will consider what the ark of the story might look like. What will the main problem in the fictional piece be? We will create a plan for the stories, and write our opening paragraphs in which we set our scene.

To extend able writers, the challenge will be using ambitious sentence structures, can they use conjunctions effectively to expand their sentences and add extra detail.

GPS: Look at relative clauses. How can we implement this to our narratives to add depth and detail.

Reading Tree:

2b: retrieve and record information / identify key details from fiction and non-fiction. The story is being told from whose perspective? How does this compare to Mirabel? Over what period of time is the story set? How is it different/similar to Encanto?

Maths in the Movies / STEAM:

This week in Science we will be looking at forces. Luisa has incredible strength, What forces does she use? How does the size of the objects impact how easy they are to carry? Thinking about air resistance and its effects. We will investigate this through the use of parachutes to slow something down. We will use different materials to create the parachute (Plastic bags/paper/tissue paper) and look at surface area and how this makes the resisting force stronger and improves the effectiveness of the parachute.

- 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
 - read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
 - solve number problems and practical problems that involve all of the above

Maths:

Now students have confidently explored numbers to 100,000 from last week, they will determine the value of each digit, and they will show their value by decomposing the number into partition sums. As part of Columbian culture many crowds gather to immerse themselves into celebrations as a community. We can look at partitioning the amounts of people in attendance to watch Antonio receive his gift. Students have identified the value of digits in numbers to 1,000,000 and partitioned the numbers to see and understand how the numbers are composed. Now, they will use this to compare and order numbers to 1,000,000.

We will also take a dive into Magical Misconceptions. What are the most common misconceptions when looking at place value? How can we overcome them?

Arithmetic:

This week students will develop their knowledge of number bonds. They will use known facts to calculate number bonds to 10,000 and 100,000. For example, I know that $5+5=10$ so $5,000 + 5,000 = 10,000$.

Maths display:

For our 'Madrigal Maths' display, students will think about key vocabulary for our place value project, displaying this in a colourful way that would be sure to be approved by the cast of Encanto.

A further challenge will be to create some Madrigal themed problems to be displayed. Can they explain their reasoning as they challenge each other to find the solutions?

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

This half term we will write a diary entry from the perspective of each of the different members of the Madrigals. This will help us to vary our tone and write in role, thinking about the behaviours and characteristics of the different characters. This week we will take the character of Maribel as she prepares for Antonio to receive his gift.

Skills:

- 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
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and

Messy Maths: This week will be all about number. again and focus on problem solving questions based around reading and ordering numbers up to 1 million.

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

Hockey: skills development and tactics.

To break down how to play the sport, we will introduce the proper technique for holding a hockey stick and how to dribble a ball with it. To practice this, we will have two skills stations and mini game:

1. Dribbling practice in stations: students will dribble within a personal predefined zone with the goal of retaining the ball within comfortable reach of their hockey stick.
2. Dribbling practice in lines: students will attempt to refine their dribbling skills by moving along a predefined line with the goal of maintaining dribbling accuracy.
3. Mini game

At the end of the session we will finish with a whole class discussion and reflection on the skills covered this week.

atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

- round any whole number to a required degree of accuracy
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance
- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

WEEK 4 THEME/ Hook: Traditional food

Monday 19th September - Wednesday 21st September

19.09.22 International Peace Day

Learning Experiences/Context of the film:

Mirabel's mother, Julieta, can heal with a meal. She cooks the food, and in doing so, can help people who are unwell or hurt.

Immersion experience:

Julieta's talent is cooking, not only making delicious food but also making food that heals people's ailments as they eat. Can anyone think of the kinds of foods that make them feel good when they eat? We will research traditional Columbian foods. We will look at recipes of 'Arepa Con Queso' which is one of the foods Julieta makes frequently for the school to try.

English:

Writing Experience:

This week our focus will be on how we can advance the story using speech. When students have selected the characters they will use, how can they In this section, students will create a scene that takes place over a meal, to fit with our weekly hook. We will watch the clip in which things begin to go wrong as 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
- 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

Madrigal family are eating at the table. Cracks begin to show in the ground and the characters are visibly shaken by their casita beginning to weaken. How will their character react to this? How will they consider using their own powers to save the day?

Across the course of our STAR days we will of course dive into the wonderful editing process. Students will roll dice as they look at the transcriptional elements of their piece. Are their words ambitious enough? Are there any of the pieces of punctuation taught at the end of KS2 that they would like to include? Using a purple pen to make changes, students can work with an editing partner to ensure they have spotted their mistakes before their work is marked.

GPS: Our GPS focus this week will be to recap and consolidate the rules of using direct speech within a narrative. To extend and challenge, students will be asked to consider the best speech synonyms.

Reading Tree:

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

How does the author create this mood/atmosphere? What words/phrases help to create this feeling? What is the effect of...? What technique has the writer used? Can you find some vivid imagery?

Maths in the Movies / STEAM:

STEAM:

This week, we will launch our combined year 5 and 6 STEAM project. Students will be creating their own Bruno inspired jigsaws to show the future. This will link to their magical narratives. What is going wrong in their story? How can this be depicted by the jigsaw? Students will exercise their woodworking skills, designing and creating the shape of the puzzle as well as painting and then cutting their jigsaw. DT skills will be important here as students consider their design and evaluate their choices of material etc. In the film, the material the visions are made from appears glassy in texture. How can we use wood and still create this aesthetic? Could they use foil or cellophane?

In science this week we will be looking at life cycles and reproduction of plants. Students should observe life-cycle changes in a variety of living things and work scientifically to compare these from our local environment to those found around the world. Linking to Julieta's gift, **Colombian culture** dictates that there is a cure for every ailment and visitors will often be offered a traditional ' if they suffer any woes. These timeless customs include *hierbabuena* or spearmint teas for aches and pains, and a chamomile concoction when you cannot sleep. Another favourite

- 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
- 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
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- 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
- add and subtract numbers mentally with increasingly large numbers
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

is the gel from aloe vera, a plant which grows across Colombia. Students can then compare plants from our local garden to an aloe vera plant/sugar cane from Columbia.

In art this week, we will be drafting and then creating our final charcoal pieces, an image of Bruno next to a stormy sky. We will first practise the skills needed to create the final piece and then give time to create the final piece of work.

Maths

Students will begin the week with a recap of counting in 10, 50s and 100s - how quickly and accurate can you count in these sequences? They will have been exposed to different sequences counting forwards and backwards - now they will become fluent in counting in the powers of 10. We will look at the magic of increasing and decreasing numbers by 10/100/1000/10000. They will begin by watching a short, awe-inspiring clip demonstrating what increasing or decreasing a number by a power of 10 actually means. Next, they will explore number lines to 1,000,000 after recapping number lines to 10,000. They will begin by moving onto number lines to 100,000 and then 1,000,000. We look at reading intervals and understanding the values that go at the start and end of the number line, as well as identifying the midpoint.

Arithmetic:

Building on last week's learning, students will continue to use known facts. Now they will use them to double and halve numbers. For example, *I know that double 4 is 8 so I know that double 4,000 is 8,000.*

Writing display:

Once we have finished our magical narratives, we will display them proudly alongside the doors we created in our art lessons.

Friday 23rd September

Learning Experiences

Friday Big Write:

This week we will of course be writing from the perspective of our character of the week, Julieta. How does Julieta feel when Antonio receives his power? Whilst she might be happy for her nephew, she may have conflicted feelings for her powerless daughter.

Messy Maths:

Skills:

- 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
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and

Students will face a range of problems involving number lines and counting in powers of 10 - these will increase in challenge as students deepen their understanding of this crucial concept.

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

Hockey: skills development and tactics.

To break down how to play the sport, we will introduce the proper technique for holding a hockey stick and how to dribble a ball with it. To practice this, we will have two skills stations and mini game:

Will we move forward with our dribbling practice by adding passing skills practice.

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

At the end of the session we will finish with a whole class discussion and reflection on the skills covered this week.

atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000

WEEK 5 THEME/ Hook: Under the surface

Monday 26th September - Wednesday 28th September

Learning Experiences/Context of the film:

This week will be all about the character of Luisa and her magical strength. We will use this character to explore what strength really means. We see moments in which Luisa feels overwhelmed because of the expectations she has on her to be the oldest and the strongest of the sisters. Are there any times you have felt overwhelmed by an expectation? What makes you feel better when you feel under pressure?

How does this relate to how boys feel sometimes? There is sometimes an expectation for men not to cry or to be phased by the pressures in their lives. Is this a healthy stereotype? How can you avoid someone feeling like this?

Immersion experience:

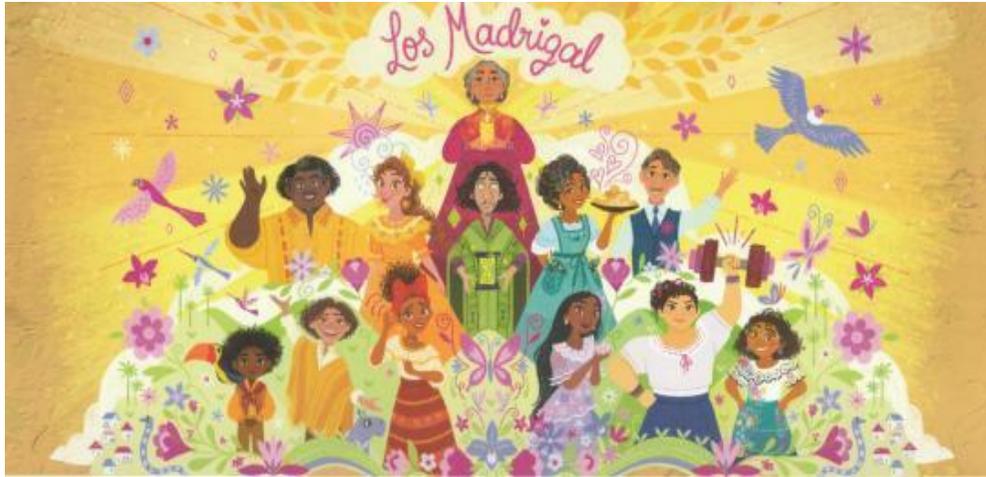
Skills:

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

As we talk about the different characters from Encanto and the expectation that are has of them, we will create our very own madrigal mural displayed like the one in Cassita. Students will think of the character's qualities that can be identified in their image. Could we create a Greenside Mural?



English:

Writing Experience:

After creating our Madrigal top mural, students will be tasked with creating a detailed and comprehensive guide to the Madrigals. This will be structured like a factfile, in which all of the family members are described.

To extend more able writers, the challenge will be to include themselves as a Madrigal character. How would they slot into the family?

GPS: Go over bullet points and lists.

Reading Tree:

2e: Predict what might happen from details stated and implied

What does this paragraph suggest will happen next?

What makes you think this?

Do you think the choice of setting will influence how the plot develops?

Why?

Do you think...will happen? Yes, no or maybe? Explain your answer using evidence.

Choose one character and predict what they will do next / how they will

- 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
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- add and subtract numbers mentally with increasingly large numbers

react to... Give reasons for your answers.

Maths in the Movies / STEAM:

In science we will be looking at marvellous mechanisms including levers and pulleys etc. Going back to Luisa, how could mechanisms be used to help her out when lifting objects? We will explore and design a simple mechanism to support Luisa and her gift

Maths:

This week our focus will be rounding. We will use the link to our film, through Mirabel's role of caring for and helping people within the village. We will start by recapping rounding to the nearest 10 and 100 was covered in Year 4. students will build on this, using the same language, when rounding to the nearest 1000, 10000 and 100000. We will be mindful to use the same strategy as they did in year 4 to then round larger numbers to the nearest 1,000/10,000.

After the first small step of rounding within 100,000, students will move onto rounding within 1,000,000.

- They will use the same strategy:

1. Identify the place value being rounded.
2. Look to the place value column to the right.
3. 1,2,3,4 it remains the same; 5,6,7,8,9 the digit goes up.

Arithmetic:

Students will explore the most magical mental strategies of addition & subtraction. When should a mental strategy be used? They will explore different questions and decide on the most efficient strategy.

Art display: charcoal work

Friday 30th September

Learning Experiences

Friday Big Write:

A diary entry from the perspective of Luisa. How is she dealing with all the pressure of being a gifted Madrigal?

Messy Maths:

Skills:

- 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

Students will continue deepening their understanding of rounding. They will be presented with a range of complex problems to solve. We will discuss the best way to approach these.

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

Hockey: game application and assessment

This week we will have a mini competition and play quick fire games to assess how our skills are developing. We will film sections of the mini game to support further discussion of the skills.

- 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 using a wide range of devices to build cohesion within and across paragraphs
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance
- use formal method to solve word problems
- decode word problems to identify steps to solution
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000

WEEK 6 THEME/ Hook: Fleur de Mayo

Monday 3rd October - Wednesday 5th October

This week is all about Isabela, and we will review clips of her, using her powers to create beautiful displays of flowers shooting from her hands.

This week will also explore the evolution of the character Isabela, how she feels that she has to be perfect all the time, when really she doesn't want to always create flowers which are pink and purple to play into the stereotype that she is girly and perfect. Does this expectation of women remind them of any other media portrayals that hold people to a certain standard of beauty? We will explore the detrimental effects of this.

Immersion experience:

Speaking of the media, the media is exactly what we are exploring this week! We will revisit our own gifts, which we spoke about in week 3. Can you use your digital skills to create special effects that show you using your powers? How do they create magical powers in films like Harry Potter which have human actors rather than cartoons?

English:

Writing Experience:

We will continue to create our eye-catching and interesting guides to the life of a Madrigal. Have we included details about all of the different characters? This week we will add interviews and quotes from them, writing in role and considering what they might say and how. What would their favourite hobbies and foods be? Can students use humour to make their writing stand out? We will think about how this is presented.

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
- interpret negative numbers in context, count forwards and backwards with positive

GPS: To use rhetorical questions within non-fiction writing. This week we will also recap on the four sentence types, questions, statements, demands and exclamations.

Reading Tree:

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

How, across this paragraph, does the writer suggest...?

Why is ... important?

What do you think might have happened before...? Why?

Find and copy a word which shows that...

How do these words make the reader feel?

Maths in the Movies / STEAM:

Maths:

This week our focus will be on counting through to 0. Encanto will be used to explore negative numbers in context. How does the temperature of Colombia compare to a colder country in the world? Does the temperature ever in Colombia ever reach below 0? What does that actually mean? Students will identify where numbers below zero sit on a number line as well as considering other examples of negative numbers in context. They will take on a range of challenging word problems, considering the best strategies to complete these.

Arithmetic:

Next students will move onto formal written methods of addition and subtraction. They will recognise when this is the most appropriate strategy to use.

and negative whole numbers, including through 0

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Friday 7th October

Learning Experiences

Friday Big Write:

Focus being Isabela's diary entry and her breaking the boundaries of her gift and the expectation to be normal.

Messy Maths:

This week we will be looking at reasoning and problem solving involving negative numbers. They will take on a range of challenging, open-ended problems.

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

Skills:

- 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
- 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 using a wide range of devices to build cohesion within and across paragraphs

Hockey: skills development and tactics.

We will move forward with our dribbling and passing skills practice, introducing shooting practice. To do so, we will have three main stations:

1. Passing/dribbling practice: in partners, students will dribble and pass the ball back and forth while running at a moderate pace from a starting line to a finish line.
2. Shooting & defence practice: students will practice shooting at an open net with three types of shooting: shovel, wrist, and slap shots. They will shoot these types of shots from different distances, recognising the purpose of each type of shot.
3. Mini game

At the end of the session we will finish with a whole class discussion and reflection on the skills covered this week.

- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance
- show perseverance and a resilient attitude towards problem solving
- decode wording and identify steps to problem solving
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0

WEEK 7 THEME/ Hook:

Monday 10th October - Wednesday 12th October

Learning Experiences/Context of the film:

The ending reveals Mirabel's true gift: **the miracle itself**. She keeps her family's gifts alive and helps them flourish despite not having tangible powers. When she helps Isabela accept herself, the cracks in Casita heal and her sister discovers new abilities. This shows that although you may not have a visible gift, that each one of us is gifted on the inside and are capable of great things.

We will talk through what it means to be World and Test Ready, and ways in which we can help support each other in reaching our own 'personal best' just like Mirabel. This is not about what anyone else is doing but about achieving your own best in all different elements of the curriculum and in life.

Immersion experience:

This week, to immerse ourselves in Mirabel's gift and flourishing despite tangible powers, we will go back over what we have learnt over the last few weeks and assess where there is room for improvement and identify targets to plug gaps.

English:

Writing 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

We will focus on Mirabel and her journey over the film. How has she changed/progressed from the start to the end? Has her outlook changed? What has she learnt?

Living within such an important and gifted family, it can be hard to adjust to everyone and 'fit in'. We will think about what it means to have such a special family and adjust to the 'magic and miracles'. Students will collect facts and information from the characters in the film to make 'Mirabel's guide to the Madrigals'.

GPS:

Complete a GPS paper to see where we are. What do we need to focus on? Look at targets together.

Reading Tree:

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

Can you find a word that you don't know the meaning of?

Can you infer what that word might mean?

Which word suggests or shows you that...?

What does this word suggest about that character/setting/mood?

Highlight a key word/phrase. Give reasons for your choice.

What is the effect of this word?

Maths in the Movies / STEAM:

Maths:

This week students will explore the magic of different number systems. They will be looking at Roman Numerals to 1,000 and recognise years written in Roman numerals. Students will discuss what they notice, can they identify any patterns? This goes back to our first week and looking at how numbers were implemented in history. How have number systems changed things and enabled people to do over the course of years?

Arithmetic:

Students will use their knowledge from year 4 as well as what they have learnt so far in year 5 to take on an arithmetic DC test.

- 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
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Friday 14th October

Learning Experiences

Friday Big Write:

Skills:

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

How does Bruno feel now that he is out in the open and allowed to live with his family once more?

Messy Maths:

Using the DC test results we will go over any areas that were a concern to consolidate our understanding as a class.

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

Hockey: skills development and tactics.

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

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

At the end of the session we will finish with a whole class discussion and reflection on the skills covered this week.

- 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 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance
- show perseverance and a resilient attitude towards test results and improving their knowledge/growing their skillset to reflect on previous learning
- decode wording and identify steps to problem solving

WEEK 8 THEME/ Hook:

Monday 17th October - Wednesday 19th October

Learning Experiences/Context of the film:

There is light where you least expect it! This week is all about reframing our thoughts about making mistakes. Mistakes and gaps in knowledge are the very best thing we can find now because they show us where we need to make improvements by lighting the way for us. What is it that we can celebrate? What do we need to make a note of going forward?

Immersion 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

Finally seeing the light, What was the real Encanto? What lessons were learned from the last few scenes? Listen to the closing song, how does it make you feel?. What instruments do you think were being used? What effect did they have?

Song and dance are big aspects of Columbian Culture. Barranquilla's world famous carnival is a joyous celebration of everything it means to be Colombian, with dancing, music and parades that turn its streets into a rainbow. Students can immerse themselves in the closing song and experience this famous folklore celebration.

English:

Writing Experience:

This week we will look back over both of our writing tasks from this half term, along with the exemplification guidance for our Y6 objectives. What do students think they are doing really well? Are there areas we still need to cover? In looking over our pieces of writing, and sharing some from writing groups we will consider targets moving forward. There is light

GPS:

Reading Tree:

2c: summarise main ideas from more than one paragraph

- Can you summarise, in a sentence, the opening/middle/end of the story?
- Which part of the text do you think is the most important? Why?
- Can you tell me what you have learnt from this text?

Maths in the Movies / STEAM:

Maths:

Students will apply the last two week's Maths learning - developing their understanding of addition and subtraction - to solve multi-step word problems. These will be part of a magical, **Encanto** inspired carousel. This will feature three challenging stations:

- 1) Addition & subtraction calculations - variety of mental and written calculations. Can you decide which is the most efficient to use?
- 2) **Encanto** inspired multi-step word problems. These challenging questions will require students to break them down to determine which operation is required.
- 3) Times Table Rock Stars - this station will develop students' speed and accuracy in multiplication.

Arithmetic:

- 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 whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
 - add and subtract numbers mentally with increasingly large numbers
 - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

This week we will look at our tests and use this as an opportunity to learn and grow any skills that the tests show we need to work on.

Friday 21st October

Learning Experiences

Friday Big Write:

Messy Maths:

Multi-step word problems will be explored in more depth as students apply the strategies learnt during the STAR Day sessions.

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

Hockey - final game!

This week we will undertake our final assessment of our hockey skills by taking part in a competition. Students will play a series of games to discover who is the winning hockey team. At the end of the session we will discuss how far we have come and students will reflect on the development of their skills.

Skills:

- 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
- 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 using a wide range of devices to build cohesion within and across paragraphs
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance
- show perseverance and a resilient attitude towards problem solving
- decode wording and identify steps to problem solving
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why