



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



STAR Day Planning: Spring Term 1 - 2023
Class Film Text: *Chasing Coral*

Class Teacher: Karishma Mehta
Class Book/ Text: Malamander

WEEK 1 THEME/ Hook: The magic of the ocean.

Tuesday 3rd January - Wednesday 4th January

Learning Experiences/Context of the film:

This week we will kick start our first half term back with a screening of our new film 'Chasing Coral'. Students will immerse themselves into the documentary and expand their knowledge on declining coral and the importance of preserving and protecting our oceans.

Tuesday 3rd January:

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

Wednesday 4th January:

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?

Immersion experience:

We will watch the film and pick out the main themes and ideas that we notice. We will then create 3D coral using card and tissue paper to display our big questions and add them to our wall.

English:

This week we will make coral out of clay and use these models to inspire our written narratives from the perspective of the creatures living within '*Chasing Coral*'. Our writing will display the beauty of the coral and its presence in the ocean. This piece will be broken down into four sections and will focus on using our senses to write a powerful description for the reader to immerse themselves into our writing and imagine the scene in depth. We will begin with an introduction to the character, a positive description and then follow this with a negative description of what has become of the reef now.

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

Writing

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

GPS: The focus this week will be on relative clauses.

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

Predictions using our class book. Show the front cover. What do you think the book is about? Who is the main character? Where is it set? Then read the blurb and ask the same three questions. Then read the first page and do the same.

Maths in the Movies / STEAM:

For our STEAM project this term the students will be creating their very own coral documentary in the style of David Attenborough.

Maths:

This week students will be helping Zack Rago to calculate the amount of damaged coral. We will do this by multiplying and dividing amounts by 10, 100 and 1000.

STEAM:

We will introduce the STEAM project to students to show what the focus will be for each letter and how we will include it within our project. We will stick in a copy of this in our steam books for students to refer back to. Our project will involve creating our own David Attenborough style documentary of the coral reefs.

S - Properties and changes of material

T - Voice over documentary

E - Coral structure using recycled materials

A - Design a coral structure, collect materials and record a sound track

M - Statistics of waste in the ocean. Calculating how long it would take our sculpture to decompose naturally. also , measurements for building the structure.

Arithmetic:

This week in arithmetic we will go over long multiplication to consolidate our knowledge of multiplying 3 digit by 2 digit numbers. So students are confident.

Class display:

We will recreate an ocean scene onto our back wall, onto this will then add a variety of different corals. One side will be full of beautiful living coral and the other will show the coral decline and will only include dying coral. This will show the impact climate change has had on ocean life.

- 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
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- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- noting and developing initial ideas, drawing on reading and research where necessary
- 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
- proof-read for spelling and punctuation errors

Maths - Measurement

- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

Science

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Friday 6th January

Learning Experiences

Friday Big Write:

Each week we will write a piece to contribute to our Scientists Guide to Chasing Coral. This week will be all about coral - what it is, how it is made and why it is important. We will use our knowledge from the film and our research from the week to support our writing.

Messy Maths:

This week we will look at solving multi-step word problems with adding and subtracting.

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

We will introduce our new sport to students - tennis! We will go over the rules of tennis and basic skills.
Complete initial PE assessment for serving and striking.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

- recall place value knowledge when putting digits into column method
- identify key vocabulary in word problems
- use formal method to show working out
- identify different steps for problem solving

WEEK 2 THEME/ Hook: Elkhorn Coral**Monday 9th January - Wednesday 11th January****Learning Experiences/Context of the film:**

This week we will be immersing ourselves into the mystery of the ocean. Elkhorn coral is found 2000 km away from the Great Barrier Reef off the coast of Australia. This was once the largest area of coloured coral but now it has suffered from bleaching and has lost all of its colour.

Immersion experience:

This week we will be immersing ourselves into Elkhorn coral. To kickstart our writing this week we will be recreating before and after scenes showing the transformation within the coral with watercolours. These pieces will be used to accompany our narratives based on Chasing Coral.

English:

This week we will review our writing from last week and take part in an editing carousel to improve our work.

Writing Experience:

The editing process will be split into four sections:

1. Facts and information
2. Relative Clauses and prepositions
3. Top tier vocabulary
4. Ms Mehta's guide to awesome writing

Once the editing process is complete we will work together to write the final section of our narrative piece. As the ocean creatures have described the coral so effectively, we will end with a final section where the creatures call for change.

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

- Give two examples of...
- Find the paragraph where...
- Over what period of time does the story take place?
- How does the author describe the setting/character etc?

GPS: Prepositions

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

Writing

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- 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
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- noting and developing initial ideas, drawing on reading and research where necessary

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

This week students will become ocean explorers and we will be using our fraction knowledge to find fractions of Coral in the ocean both living and destroyed. We will start by recapping fractions and key vocabulary (part, whole, numerator and denominator etc). We will recap how to find a fraction of an amount and apply this knowledge to solve problems regarding coral in the ocean. There are 369 pieces of coral, $\frac{2}{3}$ of which is elkhorn coral. How much is elkhorn coral?

Students will then move on to equivalent fractions. They have explored equivalent fractions in Year 4. They used fraction walls to find 'fraction families'. They will continue to use pictorial representations as well as their multiplication tables to find missing numerators and denominators.

Our flashback will be multiplying and dividing by 10, 100, 1000.

STEAM:

This half term we will be looking at properties and changes of materials. For our first session we will discuss scientific vocabulary for our new topic and look at a range of different materials and have time to explore and group these.

i) Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets.

ii) Know that some materials will dissolve in liquid to form a solution.

Photography:

To introduce this new topic we will be looking at the history of photography and iphoneography skills. We will explore how cameras work and how they have evolved over time. We will look at using the grid feature to frame pictures correctly and mirroring the front camera.

Arithmetic:

This week we will look at short division problems and consolidate our understanding and application of using a formal method when solving these.

Maths display:

- 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
- proof-read for spelling and punctuation errors

Maths

- compare and order fractions whose denominators are all multiples of the same number
- recall key fraction vocabulary
- define an equivalent fraction
- find equivalent fractions of amounts and explain why they are
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

Science

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Our Maths display will show different equivalent fractions using coral to show a physical representation of each fraction and allow the students to visualise each amount being equal.

Friday 13th January

Learning Experiences

Friday Big Write: The Scientists Guide to Chasing Coral.

This week is all about Elkhorn Coral.

Messy Maths:

This week we will be solving multiplication and division word problems.

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

This week we will be going over how to hold a tennis racket and the different skills a tennis player would need in a class discussion. We will practise our grip by hitting the ball continuously on the racket. We will then play a game with a similar concept where students take turns to hit the ball up and then keep the ball going, but can only bounce once before hitting it again.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- proof-read for spelling and punctuation errors

- recall multiplication and division facts
- identify key vocabulary in word problems
- use formal method to show working out

- hold the racket correctly.
- identify game rules
- work on coordination between hitting the ball continuously with the racket in the air.

WEEK 3 THEME/ Hook: The Great Barrier Reef

Monday 16th January - Wednesday 18th January

Learning Experiences/Context of the film:

This week we will be exploring The Great Barrier Reef. It is the world's largest reef system and is home to an incredible diversity of species. The reef has an important segment in the documentary as there is hope for the reef's return.

Immersion experience:

Students will research The Great Barrier Reef and collect as many facts and information as they can and will display this in a knowledge organiser. They will use their iPads to do this and we will draw back on our knowledge from our history Crews to go over what makes a reliable source and how to know if the information we are reading is true and accurate.

English:

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

Students will be using their knowledge organisers that they have created to support them in writing a persuasive letter to the world leaders in advance of COP27 urging them to take action on the decline of the coral reef and its importance to humanity.

Writing Experience:

To kick start our preparation for this writing piece, we will immerse ourselves into the world of debating. We will begin with our GPS carousel which will cover the different persuasive techniques. This will allow us to have a real life experience of arguing a point and persuading people to support your view. We will split the classroom into two halves (a for and against side), Students will choose a statement based around the issues surrounding coral to debate and a person from each side will volunteer to come up and stand their side of the argument. Once the debate is over, the class will then vote for which side they are on.

This will then lead us into our persuasive letter writing. We will begin by setting out our letters correctly and then move into our opening statement of intent. Students will use the range of persuasive techniques over four paragraphs to have the biggest impact on the reader. This week we will write the first three paragraphs: the introduction, why coral is important and what has happened to it.

Reading Tree: Domain -

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

- Can you find a word meaning...?
- Find the word closest in meaning to...?
- 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...?

GPS: Persuasive techniques

Maths in the Movies / STEAM:

Maths:

This week students will become deep sea divers and use their fraction knowledge to help calculate the fractions of coral left in the sea. They will use their multiplication and division knowledge to convert improper fractions to a mixed number. We will use actual sea life objects to explore this concept in a concrete and pictorial way. Students will look at sea sponges e.g. 2 and $\frac{2}{3}$ of sea sponges. They will then consider what this looks like as an improper fraction. They must recognise that a fraction with a numerator greater than or equal to the denominator is greater than one. Once students have converted from improper fractions to mixed

- 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

Writing

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
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- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- noting and developing initial ideas, drawing on reading and research where necessary
- 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
- proof-read for spelling and punctuation errors

Maths

- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

numbers, they will now convert in the opposite order. Students will have a secure understanding of equivalent fractions.

Next, they will compare fractions where the denominators are the same or where one denominator is a multiple of the other. Once students can fluently compare two fractions - including those with different denominators - they will order a set of three or more fractions.

STEAM:

This week we will look at separating solutions. We will discuss how we could separate different solutions (water and sand or water and salt).

ii) Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.

iii) Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

iv) Demonstrate that dissolving, mixing and changes of state are reversible changes. Students will then experiment how many teaspoons of substances they can add to water for it to dissolve completely.

Photography:

This week we will be looking at light and shadow and taking our learning outside. We will do this by capturing the same images but in different light. We will then experiment with the editing features on the iPad and how to adjust the brightness/exposure and how this impacts the image.

The other half of the session will be about changing perspectives with the art of photography. Students will have the opportunity to be mysterious about size and relative size in this fun photography session. In keeping with class film texts, students should experiment with using their iPads.

Arithmetic:

Application of fraction concepts taught this week.

Writing display:

Our writing display will consist of our Chasing Coral narratives and their accompanying watercolours.

- recognise mixed numbers and improper fractions and convert from one form to the

$$\text{other and write mathematical statements } > 1 \text{ as a mixed number [for example, } \frac{2}{5} + \frac{4}{5} \\ = \frac{6}{5} = 1 \frac{1}{5} \text{]}$$

science

- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Friday 20th January

<p><u>Learning Experiences</u></p> <p>Friday Big Write: The Scientists Guide to Chasing Coral. This week is all about The Great Barrier Reef.</p> <p>Messy Maths: This week, messy Maths will be converting improper to mixed fractions.</p> <p>PE/ Sports: (Activities, key skills / techniques) This week we will introduce the forehand and backhand shots. We will discuss what these are and the difference between both. Students will then take part in a ball familiarisation activity where in pairs, 1 person with racket, other person is feeder, feeder rolls ball to partner alternating between f/h and b/h side partner to stop ball and roll back to partner as confidence builds students with racket to roll ball back to partner without stopping ball 1st.</p>	<p>Skills:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning proof-read for spelling and punctuation errors
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WEEK 4 THEME/ Hook: Underwater Mystery						
Monday 23rd January - Wednesday 25th January						
<p><u>Learning Experiences/Context of the film:</u> The great ocean mystery! This week we will focus on the efforts of scientist Zak Rago to discover what can be done in order to restore the coral reefs. He is the narrator of the documentary and he has devoted his life to these research dives in order to inform the rest of the world about what is going on.</p> <p>Immersion experience: This week we will look at a range of photographic images taken by Zak of the reefs. We will combine our own photography skills to annotate these images with the key factual information that he discovers in the documentary.</p> <p>English: This week we will be going back over our letter to begin our editing process. We will peer assess to read each other's letters and discuss the impact it had on them and whether it succeeded in persuading them. Each piece would have received an EBI and WWW. The students will have a chance to then respond to their feedback and discuss any misconceptions.</p> <p>Writing Experience: Based on the peer feedback there will then be four editing stations for the students that focus on particular aspects with resources to support their editing. For example:</p>	<p>Skills:</p> <table border="1" data-bbox="1070 718 2177 785"> <tr> <th>Independence</th> <th>Organisation</th> <th>Resilience</th> <th>Reflection</th> <th>Team Work</th> </tr> </table> <p>Reading Tree Skills: (Ongoing selection through the half term)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	Independence	Organisation	Resilience	Reflection	Team Work
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1. Persuasive techniques
2. Scientific facts
3. Formal language
4. Ms Mehta's EBI special class

Once we have gone through the edit and improving process, students will use the information gained in our immersive experience to write the final section of their letters. This will be a final attempt to persuade world leaders to take action now to restore the precious coral reefs of our oceans.

GPS: persuasive techniques part 2

Reading Tree: Domain -

2c: summarise main ideas from more than one paragraph

- Can you summarise, in a sentence, the opening/middle/end of the story?
- Can you summarise these paragraphs in x number of words?
- Which part of the text do you think is the most important?

Maths:

This week students will become the scientists who are investigating the reasons behind the decline of coral. They will be comparing and ordering the fractions of cohabitable areas of the sea for the coral to thrive. After comparing and ordering fractions less than 1, students will apply their knowledge to compare and order fractions greater than 1.

During this step, students will only order and compare fractions where the numerators or denominators are equal, or where one denominator or numerator is a multiple of the other.

After comparing and ordering fractions less than 1, students will apply their knowledge to compare and order fractions greater than 1.

- During this step, students will only order and compare fractions where the numerators or denominators are equal, or where one denominator or numerator is a multiple of the other.

STEAM: include some more info here

This week we will begin planning for our voice-over documentary inspired by chasing coral. Our whole project will be made independently by the students, from the backing track, the voice-over and the filming. We will use the green screen for a

- 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

Writing

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- 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
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- noting and developing initial ideas, drawing on reading and research where necessary
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- 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
- proof-read for spelling and punctuation errors

Maths

- compare and order fractions whose denominators are all multiples of the same number
- recall key fraction vocabulary
- use vocabulary to explain their reasoning

coral reef background as we document our knowledge we have gained on the decline of the coral reefs in David Attenborough style.

Arithmetic:

This week we will be completing an arithmetic test involving the concepts taught from the autumn term.

Photography:

This week we will be applying all the skills we have learnt in our task. To start we will be looking at a new technique. Filling the frame is the technique of composing an image so that positive space takes up most or all of the frame. Filling the frame is the opposite of using negative space in a composition. Positive space, commonly a single subject, is framed close up so that it literally fills the frame.

This week, students should experiment with different ways to 'fill the frame'. These can include

- Using Zoom lens. Use the zoom feature in your digital camera to ensure that your subject fills the frame
- Get Closer to the Subject. The easiest way to fill the Frame is to get close to the subject
- Crop images in remove backgrounds

We will then use these techniques to take an image for our final piece.

Photography display:

Our photography display will consist of the students' pieces backed and put on display with a short description of their work and the effects they used and for what impact/purpose.

Friday 27th January

Learning Experiences

Friday Big Write:

The Scientists Guide to Chasing Coral.

This week is all about the causes of the damage to the reef systems.

Messy Maths:

This week we will be problem solving and reasoning with comparing fractions.

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

This week we will start by recapping the forehand and backhand technique. We will then practise these techniques in pairs using the following reminder points: hold

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- proof-read for spelling and punctuation errors

racket with 2 hands, bring racket across body, step dominant leg across body, swing racket away from body and step out.

WEEK 5 THEME/ Hook: Make waves DC3

Monday 30th January - Wednesday 1st February

Learning Experiences/Context of the film:

This week we will step into the shoes of Zack Rago and begin piecing together our own documentaries raising awareness of the plight of the coral reefs. Once complete, we will share our documentaries with other Greenside students.

Immersion experience:

It is time for us to go under the sea! To inspire our learning this week we will use the VR goggles to have our own trip under the sea and swim amongst the coral. We will also create a seaweed buffet to highlight the positive ways that humans can impact the health of our oceans.

They will use their ipads to create a backing track, record their scenes using the green screen and put this together in iMovie.

English:

Students will work towards creating their own documentary in the style of Zak Rago.

Writing Experience:

We will watch a range of clips from other nature documentaries to familiarise ourselves with different presentation styles and note the type of language they use to deliver hard facts whilst also 'entertaining' the viewer. Students will begin writing a script for the voice over for their documentary. They will need to choose 3 different areas to discuss and write a paragraph for each. These will need to cover:

- An introduction
- An explanation of what coral reefs are and why they are important
- A spotlight on the Great Barrier Reef

Reading Tree: Domain -

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

- Is the use of...effective? Give reasons for your answer
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What effect does...have on the audience?
- Which words and phrases did...effectively?

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
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 - 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

Writing

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

GPS: Parentheses with brackets

Maths in the Movies / STEAM:

Maths:

This week we will be helping the ocean explorers to calculate the fraction of coral that has disappeared over significant amounts of time by adding fractions. We will be exploring adding with the same and different denominators before moving on to adding a fraction to a mixed number. Taking the idea of adding types of coral will help students secure understanding when changing the denominator. They will see that two different types of coral cannot be added together to make a new coral; just like when adding fractions with different denominators - the denominators must be changed to the same unit before adding or subtracting.

STEAM:

This week we will be looking at the 'art' strand of our STEAM project by listening to the music composed by Dan Romer and Saul Simon Mac Williams. We will first listen to the music in our film for this term and discuss what instruments we can hear and the pitch/tempo etc. Do we think it is a good piece? Does it fit our documentary?

We will listen to parts of all the tracks and then choose our favourites. We will then discuss what we would want our own music in our projects to sound like before then recreating these on garageband.

Arithmetic:

Application of fraction concepts taught this week - these challenging questions will involve missing number problems and those presented in alternative ways e.g. with the answer preceding the question.

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- noting and developing initial ideas, drawing on reading and research where necessary
- 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
- proof-read for spelling and punctuation errors

Maths

- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- recall key fraction vocabulary
- use vocabulary to explain their reasoning

Friday 3rd February

Learning Experiences

Friday Big Write:

The Scientists Guide to Chasing Coral.
This week is all about restoring the reefs.

Messy Maths: Now students are developing confidence adding and subtracting fractions, they will solve a variety of challenging word problems, reasoning and problem solving questions.

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
- 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

This week we will be working on our serve. We will discuss what this is and demonstrate what a good one looks like. Students will have a go at practising their serves to one another. We will then expand on this by adding targets to the playground for the students to practise hitting/aiming for when serving.

WEEK 6 THEME/ Hook: The restoration

Monday 6th February - Wednesday 8th February

Learning Experiences/Context of the film:

This week we will become proactive in promoting the restoration of the coral reefs. We will research how the reefs can be saved and think about how responsible tourism can play a positive part of restoring the world's reefs.

Immersion experience:

Students will be given a broken object that they will need to work in groups to repair and restore. They will first have to discuss how they will do this and come up with a plan as a team. They will then put this into action and slowly repair the object close to its original form.

English:

This week we will complete our scripts and record our very own documentaries in the style of Chasing Coral.

Writing Experience:

Students will write the final section of their documentary script focusing on the restoration of the reefs and featuring a positive message of hope. We will review our scripts with a partner using Ms Mehta's WWW and EBI checklist. The main focus will be on ensuring that these are factually correct, entertain and enlighten the viewer and are accompanied by appropriate images and music choices. We will also be checking our punctuation as this is going to help us when we are reading our script aloud during our voice over. Students will need to ensure the punctuation is in the right place for reading. Once they are complete, students will then record their documentaries using the green screen as a backdrop and edit them using iMovie. Our documentaries will then be screened at the Y5 Documentary Festival - Greenside: Chasing Coral.

GPS: Commas for meaning and clarity. Students will use these commas to support them with an effective narration of their documentaries.

Reading Tree: Domain - 2h: make comparisons within the text

- How has the character changed?

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

Writing

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

- In what way have characters' feelings changed?
- How was the problem resolved?
- How does the opening compare with the ending?
- How is it similar to...? How is it different to...? Is it as good as...?

Maths in the Movies / STEAM:

Maths:

This week we will continue our ocean exploring - they will be taking different quantities of coral in a specific area of the sea and adding these. Students will use their knowledge of mixed numbers to add two mixed numbers together. They will learn two strategies:

- 1) Adding by separating the whole number with the fraction.
- 2) Converting to improper fractions before adding.

After their focus on addition, students will use the same knowledge to subtract pairs of fractions with different denominators. Again, one of the denominators will be a multiple of the other. Students will use their understanding of adding pairs of fractions to solve problems where they subtract a fraction from a mixed number. Once students are fluent in subtracting a fraction from a mixed number, they will learn how to subtract two mixed numbers. They will apply the same strategies learnt when adding two mixed numbers.

STEAM:

This week we will be continuing our work on our documentaries. This week we will be using garage band to create a backing track for our documentaries and we will also start putting together our clips and editing to create our final piece.

Arithmetic:

Application of fraction concepts taught this week. Just like last week, questions will be used to deepen students' understanding e.g. missing number problems and questions requiring an inverse calculation.

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- noting and developing initial ideas, drawing on reading and research where necessary
- 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
- proof-read for spelling and punctuation errors

Maths

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

Friday 10th February

Learning Experiences

Friday Big Write:

The Scientists Guide to Chasing Coral.
This week is all about responsible tourism.

Messy Maths: In the final Messy Maths session of the half term, students will solve a range of word problems to deepen their understanding of adding and subtracting mixed numbers.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- proof-read for spelling and punctuation errors

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

This week we will have a short recap on how to serve and where to aim. We will then begin to play a mini single game before then moving on to a doubles game to then start a mini tournament.