



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



STAR Day Planning: Summer Term 2 - 2023
Class Film Text: *Into the Woods*

Class Teacher: Ms Mehta
Class Book/ Text: *The case of the lighthouse intruder*

WEEK 1 THEME/ Hook: Into the Woods

Monday 5th June - Wednesday 7th June

Learning Experiences/Context of the film:

Class Film Immersion Day

Knowledge Harvest – what do we know already?
Big questions for our display – what do we want to find out?
Context - what is the context of our film? What was happening in the world at the time?

We will watch the film and pick out the main themes and ideas that we notice. We will make creative items for our class display based on the film during the afternoon.

Immersion experience:
 Each week we will be watching a short clip of the film as our focus.

This week we will engage students in a discussion about the morals and themes presented in "Into the Woods." We will choose a particular theme, such as the consequences of wishes or the importance of personal responsibility, and have students reflect on its significance in their own lives.

English:
 We will be writing a reflective essay to express why they should be granted their wish. Each student will write this with careful deliberation to then deliver to the class, before the winner is then decided.

GPS:
 We will be focussing on argument/debate features to present in a knowledge organiser to support our essay writing.

Writing Experience:
 Following on from our immersion experience, we will be discussing our own 'wishes'. Who has wishes? Why do we wish for things? We will then have a

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

surprise delivery for Miss Mehta which when opened in a magical lamp that will grant 1 lucky student their wish!

Reading Tree:

Reading 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:

This week we will be helping the bakers with their produce. We will be sorting their baked goods based on shapes. If they are the correct shape they will be up for sale and those that aren't will not make any profit. We will be sorting different 2d shapes based on their properties into venn diagrams, students will include perpendicular and parallel lines when identifying the properties.

We will also touch on identifying 3d shapes from 2d representations. We will use nets to see if students can identify what shape their net will be prior to constructing.

STEAM:

This week, we will begin Y5 taking over the soil project. We will:

Review of where the garden is at. What is growing? What impact has the project had so far? Recap the principles of regen agriculture.

For our steam project this half term we will be making our very own carriages to take Cinderella to the ball. We will collect various resources over the next couple of weeks before our engineering week.

S- Forces

T- Design and prototype

E- Building the carriages

A- design

M- time graph of travel

Arithmetic: This half term, Y5 will review and deepen their knowledge of the most important arithmetic concepts. They will begin by answering a variety of addition and subtraction questions - both mental, written and decimal numbers.

Art Focus:

our art focus will be on creating colourful and exciting classroom installations! This year, we've covered the skills of charcoal, photography, and printing. We will be combining all of our skills to create one final mainpiece to be an installation within our classroom.

- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- 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
- produce creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design
- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.
- retrieving prior knowledge of soil and regenerative farming techniques
- recall previous art techniques

Class display:

Our class display will consist of a tree branching out across the whole back wall. Each table of students will then create an item to represent different parts of each fairy tale (red cloak, glass slipper etc).

Friday 9th June**Learning Experiences****Friday Big Write:**

Each week we will be writing a diary entry from a different character. We will watch a scene and then write our entry. This week our first diary entry will be from 'The Witch'. We will watch the scene where she bursts into the cottage and explains her story.

Messy Maths:

Each week in Messy Maths we will be consolidating our knowledge of the concepts we have covered in the week. We will also be unpicking these further with a focus on reasoning and problem solving. This week we will be focusing on problem solving with 2d and 3d shapes. We will look at nets to see what 3d shapes can be made.

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

Our focus this half term for PE will be on athletics. We will be practising a different area of athletics each week as preparation for sports day.

This week we will work on sprint starts. We will discuss the starting position and its benefits before then going into 100 metre sprints and relay running.

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
- Solve multi-step word problems: Develop the ability to read and interpret
- mathematical word problems, identify the relevant information, and apply appropriate mathematical operations to solve them.
- Apply mathematical operations and strategies: Use addition, subtraction, multiplication, and division to solve mathematical problems accurately. Apply mental strategies, estimation, and rounding to facilitate problem-solving.

WEEK 2 THEME/ Hook: The Power of a Wish**Monday 12th June - Wednesday 14th June****Learning Experiences/Context of the film:**

The musical examines the power of wishes and desires, illustrating both the allure and potential dangers associated with pursuing one's dreams. It explores how fulfilling one's wishes may have unintended consequences and the importance of considering the impact on others.

Immersion experience:

Each week we will be watching a short clip of the film as our focus. This week we will be exploring twisted fairytales. As students enter the class in the morning there will be a 'scene' created in the room with some sort of mystery. There will be things blown around the room and the remains of a red cape stuck to the door. What could have happened?

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
- 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

English:

Introduce the concept of a fairy tale mash-up by exploring different traditional fairy tales and their common elements. We will challenge students to create their own unique fairy tale characters, combining elements from different stories, and write our very own twisted tales.

GPS:

This week we will focus on questioning to support our interviewing of any eye witnesses to the classroom mystery.

Writing Experience:

Following on from the big mystery in class, we will discuss the clues we have found and interview any key witnesses of the event. Once we have gathered the evidence we will be able to piece together the jigsaw to find out what happened.

Reading Tree:

Reading 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?

Maths:

Our second session will begin with a starter on shapes with symmetry. Can we identify more than one line of symmetry in different shapes? We will then focus on identifying and representing positions of shape following reflection and translation and understanding that the shape has not changed. The baker's goods must be perfect from all angles no matter its translation/reflection. It can also only be perfect if it is symmetrical. Students will work on identifying this and problem solving with shapes to ensure they meet the criteria.

STEAM:

Soil project

This week, we will create a nature table, along with other soil project tasks, such as planting out, harvesting and repeat sowing, checking the garden, and composting.

This week we will be focussing on the Science behind our STEAM project. We will work on being able to recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. We will experiment with pulleys and how these have an impact on movement and distribution of weight.

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- use questioning to interview witnesses
- identify symmetry in shapes
- define symmetry
- create pulleys and levers
- understand how mechanisms are used to help move weight
- solve multiplication sums using formal method
- use iPads to edit photos taken
- recall iPhoneography skills
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.
- retrieving prior knowledge of soil and regenerative farming techniques
- recall previous art techniques

Arithmetic: This week's focus will include questions on multiplication. They will use known facts to solve questions mentally while also developing fluency in the formal written method of long multiplication.

Art Focus:
This week we will be focusing on photography.

Maths display:
Our Maths display will represent shapes being translated with lines of symmetry.

Friday 16th June

Learning Experiences

Friday Big Write:
Each week we will be writing a diary entry from a different character. We will watch a scene and then write our entry. This week we will focus on 'The Baker' and how he feels after he has been sent on a mission in order for his wish to come true.

Messy Maths:
Each week in Messy Maths we will be consolidating our knowledge of the concepts we have covered in the week which is symmetry in shapes this week. We will also be unpicking these further with a focus on reasoning and problem solving.

PE/ Sports: (Activities, key skills / techniques)
This week we will be focussing on javelin and shot put. We will be discussing the correct stance and the transferral of weight from back foot to front footer to engage the role of the whole body for an effective throw.

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
- Solve multi-step word problems: Develop the ability to read and interpret
- mathematical word problems, identify the relevant information, and apply appropriate mathematical operations to solve them.
- Apply mathematical operations and strategies: Use addition, subtraction, multiplication, and division to solve mathematical problems accurately. Apply mental strategies, estimation, and rounding to facilitate problem-solving.

WEEK 3 THEME/ Hook: Loss of Innocence NTS Tests Y1 Y3 Y4 Y5

Monday 19th June - Wednesday 21st June

Learning Experiences/Context of the film:
This week we will focus on innocence. "Into the Woods" explores the loss of innocence as characters encounter the harsh realities of life. It delves into the transition from childhood to adulthood and the challenges that come with growing up, highlighting the complexities and compromises that often accompany maturity.

Immersion experience:
An SMSC style activity on 'growing up', what are some challenges we have to face? Why can it be difficult? What does change? Have we experienced any of this change already from KS1 to KS2?

English:

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- proof-read work to pick out any misconceptions
- share ideas and opinions in classroom discussions
- use fronted adverbials in writing
- use commas consistently to punctuate fronted adverbials
- identify different angles

This week we will continue our twisted tale with a focus on the characters. Once we have finished the first and second section we will pause for an editing carousel. Miss Mehta's editing carousel will consist of:

1. Top tier vocabulary check
2. Cohesion between paragraphs
3. Correctly punctuated and meaningful speech
4. An effective twist

GPS:

This session we will focus on fronted adverbials. This is something that needs consolidating in Y5 and will support our story writing in including more detail and making sentences sound less repetitive.

Writing Experience:

Focus on character analysis by examining the complex characters in "Into the Woods." We will select a few key characters and have students analyse their motivations, conflicts, and transformations throughout the story. Encourage discussions and written reflections on the characters' choices and the consequences they face.

Reading Tree:

Reading 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...?

Maths:

This week we will be looking at angles and identifying the different types of angles. Cinderella's step-mother has demanded that their carriage must be decorated to the highest of standards. There must be a jewel at various angles of the coach. Once identifying and drawing these angles students must decide if it is an acute, obtuse or reflex angle.

STEAM:

Soil project

This week, we will FaceTime with farmer Tim to discuss the health of our soil and his, as well as any relevant updates on the wheat field. We will also learn about

- identify materials based on their properties
- use mechanisms to create turning wheels for a carriage
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
using straightforward scientific evidence to answer questions or to support their findings.
- retrieving prior knowledge of soil and regenerative farming techniques
- recall previous art techniques

specific plants in the garden, as well as continue our planting out, harvesting and repeat sowing, checking the garden, composting, and other soil project tasks.

This week we will be designing our carriages and deciding on the materials we will be using in order to collect them over the next few weeks. We will use pic collage to display our designs and resources needed.

Arithmetic: Students will develop their test ready skills as they take on their final DC arithmetic test.

Art Focus:

This week our art focus will be charcoal. We will be creating a class size into the woods scene using charcoal to create shadowy lines of trees and portray the darkness and eeriness of the woods.

Writing display:

Our twisted fairy tales will be displayed alongside an art piece of their main characters. They will be printed and displayed as booklets for a 3D effect.

Friday 23rd June CPD Day

WEEK 4 THEME/ Hook: Community

Monday 26th June - Wednesday 28th June

Learning Experiences/Context of the film:

The musical emphasises the significance of collaboration and the strength that comes from working together. The characters discover the importance of unity and support, recognizing that they can achieve more when they join forces and help one another.

Immersion experience:

We will introduce the concept of set and costume design by examining the visual elements of "Into the Woods." Students will be assigned the task of designing their own sets or costumes for a specific scene from the musical. They can create sketches, models, or even small-scale prototypes using recycled materials.

English:

This week we will finish our last part of our twisted fairy tales and these will be published using Book Creator.

GPS:

This week our focus will be on prepositions.

Writing Experience:

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
<ul style="list-style-type: none"> angles at a point and 1 whole turn (total 360°) angles at a point on a straight line and half a turn (total 180°) other multiples of 90° 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 setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 				

Students will look at the original fairy tales from the film and unpick key features. They will use what they have picked out to inspire the publishing of their own stories on Book Creator. They will look closely at animation and fonts etc to bring their own stories to life. This week a handful of students will also experience audio feedback for the first time. This is where I will record myself giving their writing feedback which they will then respond to while listening through headphones. This will be their last editing stage before they publish.

Reading Tree:

Reading 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:

As Jack finds his way through the woods to sell his cow, he must be able to identify angles on a map to identify his turns. Our focus this week will be identifying angles from around a point to a straight line to a half and whole to guide Jack through the woods depending on his point.

Students will need to be able to identify angles at a point and one whole turn (total 360 degrees). We will go back over how many degrees are in a full turn, half turn, quarter turn etc. Before then discussing how to find angles at different points. Students will create a key vocab list to support with this that includes language such as:

Clockwise, anti-clockwise, full, half, quarter, turn and degrees.

STEAM:

Soil project

This week, we will continue our specific plant learning by examining a range of plants and vegetables in the garden and comparing their features, as well as tracking the progress of their growth. We will also focus on the compost and how it is integral to reducing waste and to the agricultural process as a whole.

This week we will begin building our carriages. Students will focus on what materials they can use to ensure the carriage can hold weight equally and what pulleys/mechanisms are needed to ensure the wheels can turn. They will then be able to evaluate the success of their carriage if it can hold the weight of an apple and move effectively when pushed.

- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
using straightforward scientific evidence to answer questions or to support their findings.
- retrieving prior knowledge of soil and regenerative farming techniques
- recall previous art techniques
- use joining techniques when building with wood
- use glue guns effectively
- measure and cut wood accurately
-



Arithmetic: The next concept students will review is division. Again, they will use knowledge of known facts while also answering questions using the formal written method of short division.

Art Focus:

This week our art focus will stem from our immersive experience of costume design! We will each pick characters and design a costume based from recycled materials or any natural resources we can find.

Art display:

This week we will focus on printing. We will create footstep tiles to show the journey of each character into the woods. Students will display the emotions of the character during this journey through the colour of each tile.

Friday 30th June Sports Day

WEEK 5 THEME/ Hook: Self-discovery

Monday 3rd July - Wednesday 5th July

Learning Experiences/Context of the film:

"Into the Woods" explores the journey of self-discovery and personal growth. The characters face trials and challenges that force them to confront their fears, limitations, and shortcomings, ultimately leading to transformation and self-realisation.

Immersion experience:

Explore the music and lyrics in "Into the Woods" by having students compose their own musical numbers. Provide them with a specific scenario or character from the

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
<ul style="list-style-type: none"> • convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] • 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 				

story and guide them in creating lyrics and melodies that reflect the emotions and themes associated with that character or moment.

English:

This week we will be writing a newspaper report about our school break in! Students will collate all of their evidence and detective work to start writing their reports to be shared with other classes when finished.

GPS:

Speech punctuation.

Writing Experience:

This week Greenside will have a break in! As students enter the class they will see that the class has been broken into and our carriages have disappeared. We will become our own detectives to try and find the missing pieces to solve the puzzle. Students will be interviewing staff members and any key witnesses who may have seen or heard something to help us with our investigation.

Reading Tree:

Reading 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?

Maths:

This week we will be helping to measure different lengths within the wood. In order to do so, we must practise our measuring skills. Students partake in some practical measures around the school and around the local area. We will go over the best units of measurement for the item that we are measuring. For example, if we are measuring the length of the playground we would measure in CM, M or KM, compared to what units we would use if we were measuring the length of a table.

STEAM:

Soil project

This week, we will return to the magic of soil, the “magic machine” and recall how it can, rightly, be viewed as the rich, life-giver of earth. We will use the mediums of poetry anthology and the arts to profoundly reflect our understanding of this magic

- proof-read for spelling and punctuation errors
- interview key witnesses
- be able to ask questions fluently
- to plan for writing
- adapt writing dependent on the audience, purpose and form.
- build a sculpture using recycled materials
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.
- retrieving prior knowledge of soil and regenerative farming techniques

This week we will be finishing building and decorating our carriages ready for measuring the time it takes to travel a measured distance.

Arithmetic: This week's arithmetic quiz will include questions using fractions knowledge. They will add, subtract and multiply fractions.

Friday 7th July

Learning Experiences

Friday Big Write:

Each week we will be writing a diary entry from a different character. We will watch a scene and then write our entry. This week we will be writing from the perspective of The Wolf.

Messy Maths:

Each week in Messy Maths we will be consolidating our knowledge of the concepts we have covered in the week. This week this will be based all around measurement and converting between units of measure. We will also be unpicking these further with a focus on reasoning and problem solving.

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

This week we will be focusing on hurdles and long jump. One of the first steps in learning to hurdle that we will cover is to establish the lead leg and develop a 3 stride hurdle rhythm. In the second group of jumpers, we will help students develop their skills and understanding of jumping, whether for height or distance. They explore how different parts of their body can help them gain more power and distance, especially the role legs and arms play in effective jumping.

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
- Solve multi-step word problems: Develop the ability to read and interpret
- mathematical word problems, identify the relevant information, and apply appropriate mathematical operations to solve them.
- Apply mathematical operations and strategies: Use addition, subtraction, multiplication, and division to solve mathematical problems accurately. Apply mental strategies, estimation, and rounding to facilitate problem-solving.

WEEK 6 THEME/ Hook: Ambiguity of Morality DC6

Monday 10th July - Wednesday 12th July

Learning Experiences/Context of the film:

The musical delves into the ambiguity of morality and challenges the notion of absolute right and wrong. It highlights that people's actions are often driven by their individual perspectives, desires, and circumstances, blurring the line between heroes and villains.

Immersion experience:

This week we will have discussions based on the context of the theme for the week. We will go over some scenarios and discuss what we would do in that situation and whether that would be right or wrong.

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

English:

This week we will continue our newspaper reports with a focus on quotes. A key part of our newspaper reports is to interview some key witnesses. Students will focus on turning these interview answers into short quotes that include the most important details into their writing. Once we have finished the first and second section we will pause for an editing carousel. Miss Mehta's editing carousel will consist of:

1. Top tier vocabulary check
2. Cohesion between paragraphs
3. Correctly punctuated and meaningful speech
4. Formal language

GPS:

Modal Verbs

Writing Experience:

We will be using the green screen to record our very own news report on our break in! Students will record this and create an iMovie to edit and create their reports.

Reading Tree:

Reading Domain:

2h: make comparisons within the text

- How has the character changed?
- 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:

This week we will be focussing on statistics. Now that we know the length of the woods, how long does it take for Little Red to skip through them? We will be converting between units of time, before collecting data on the time it takes to walk, skip and run the length of the woods.

STEAM:

This week we will be making Crusty rolls. In our film, the main characters own a bakery and can be seen making rolls and loaves of bread to earn their living. We will discuss the ingredients for this and what we have available on our grounds to make this.

This week we will be putting our carriages to the test. We will see how long they take to reach the end of a marked length (2 metres) we will then have a push race to see whose travels the furthest. This will put their organisation to the test as they will all need to ensure they have finished products in time of the race. When testing

- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
using straightforward scientific evidence to answer questions or to support their findings.
- retrieving prior knowledge of soil and regenerative farming techniques
- proof-read work to pick out any misconceptions
- share ideas and opinions in classroom discussions
- use fronted adverbials in writing
- use commas consistently to punctuate fronted adverbials

our products students will need to be resilient, does their design work as effectively as hoped? If not, how could it be improved?

Arithmetic: This week, students become teachers. Y5 will be responsible for marking an arithmetic test completed by a previous Y5 student. They will demonstrate their own understanding by spotting errors and explaining how answers could be answered more efficiently.

Friday 14th July

Learning Experiences

Friday Big Write:

Each week we will be writing a diary entry from a different character. We will watch a scene and then write our entry. This week we will be writing from the perspective of Cinderella.

Messy Maths:

Each week in Messy Maths we will be consolidating our knowledge of the concepts we have covered in the week. This week we will be looking at time and units used when measuring time. We will also be unpicking these further with a focus on reasoning and problem solving.

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

This week we will be focusing on endurance running. We will explain what endurance running is in the context of athletics and other sports.

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
- Solve multi-step word problems: Develop the ability to read and interpret
- mathematical word problems, identify the relevant information, and apply appropriate mathematical operations to solve them.
- Apply mathematical operations and strategies: Use addition, subtraction, multiplication, and division to solve mathematical problems accurately. Apply mental strategies, estimation, and rounding to facilitate problem-solving.

WEEK 7 THEME/ Hook: Acceptance of Imperfection

Monday 17th July - Thursday 20th July

Learning Experiences/Context of the film:

"Into the Woods" acknowledges the imperfect nature of human beings and encourages acceptance of flaws and mistakes. It emphasises the importance of forgiveness and learning from past experiences, promoting empathy and understanding.

Immersion experience:

Conclude the unit with a performance showcase, where students can demonstrate their learning and creativity. They can present scenes, monologues, songs, or even original adaptations inspired by "Into the Woods." Encourage collaboration, teamwork, and self-expression throughout the process.

English:

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- recall facts
- 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
- setting up simple practical enquiries, comparative and fair tests

This week we will write the conclusion to our newspaper reports and do our final editing before publishing onto google docs. We will have a checklist to see if they have included all aspects of our GPS over our 3 week learning journey of writing our newspaper reports. We will also be looking specifically at the language and whether students have adopted a formal tone to ensure their readers are confident and comfortable reading their news story for its facts and information it provides. There will be a big push for techniques like relative clauses and parenthesis that we have been driving in Y5, so a consistent use of this from all students will push their writing to the next level.

GPS:

Semi-colons.

Writing Experience:

This week we will have a screening of all our news reports on the Greenside Break In! Who cracked the case?

Reading Tree:

Reading 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?

Maths:

To celebrate the end of year, our Maths will focus on different concepts we have covered throughout the year in a whole class game of 'Escape the woods'.

Students will take part in an escape room-esque solve game, where they must solve different Maths sums to escape the woods in their teams.

Arithmetic: In the final week of Y5, students will take on a fun arithmetic test to review the concepts completed this term. The same test will be used at the start of Y6 to check how much they have remembered!

STEAM:

Reflection: Soil project and Animals, including humans

In our final week of the half-term, we will illustrate an annotated reflection of each aspect of our soil project and animals, including humans science learning. Students will have to draw simple symbols to represent each aspect of this learning and annotate these aspects with a brief description, including:

- 1) All components of S.T.E.A.M.

- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

- 2) The outdoor learning we did
- 3) The role technology and Apple played
- 4) How the micro-bakery came into play
- 5) What further questions/inquiries we still have about the soil project/animals, including humans

Friday 21st July

Learning Experiences

Friday Big Write:

Each week we will be writing a diary entry from a different character. We will watch a scene and then write our entry. This week we will be writing from the perspective of Jack.

Messy Maths:

Each week in Messy Maths we will be consolidating our knowledge of the concepts we have covered in the week. We will also be unpicking these further with a focus on reasoning and problem solving.

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

Today, we are going to be developing our ability to run over longer distances and for longer periods of time. We will be taking part in games and activities that will teach us how to pace ourselves as well as try to sustain a certain pace.

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
- Solve multi-step word problems: Develop the ability to read and interpret
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