

Year 6 NLS Unit: Autobiographical and biographical writing which recount experiences and events

Resources	Story Shorts 2, TV and DVD player; writing equipment; individual whiteboards; interactive whiteboard
Context	Creating verbal wish list for child's own special parcel, justifying choices
Prior knowledge	None necessary

Learning strands

Speaking

- use a range of oral techniques such as dialogic talk to explore ideas, topics or issues

Understanding and interpreting texts

- understand underlying themes, causes and points of view
- watch/listen and discuss the use of music, voices, sound effects and silence in short sequences (Ref: Becoming Cineliterate Stage 2 *Look Again* page 47)

Success criteria

I/we will have:

- made structured, extended oral contributions using a range of descriptive and figurative language eg to explore the colour palette within the film
- interpreted aspects of symbolism in the film, for example military dog tags

Learning outcome

Children are able to recognise the purpose of sound and symbolism in text and the role it can play in creating a personal response.

Introduction: Whole class

- Watch film – discuss Manuk's view of the events and are they different from the audience's perception (focus on camera angles/lighting/shot types).
- List the objects that were in the parcel delivered to Manuk. What are the dog tags symbolic of? Does Manuk understand this? Why would these objects be special to him? In Talking Pairs decide which objects the children would want in their special parcel and justify their choice.

Development activities

- Individually ask children to draw and describe their choice of objects. Eg 'I would like a piece of jazz music as smooth as velvet that would remind me of my dad.'
- Extension: Write poetry in the role of Manuk, responding to receiving the parcel.

Plenary

- Show a variety of objects and ask children which ones they would select for a class special parcel.