

Year 4 NLS Unit: Stories/short novels etc that raise issues eg bullying, bereavement, injustice

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| Resources | Story Shorts 2, TV and DVD player; writing equipment; individual whiteboards; interactive whiteboard |
| Context | <ul style="list-style-type: none"> identifying social, moral and cultural issues in texts writing the ending/a complete story about a dilemma and the issues it raises for the character |
| Prior knowledge | Children will have: <ul style="list-style-type: none"> read a range of stories and short novels that raise issues an awareness that characters are not always human (eg cars) watched and discussed media sequences in which characters are presented non verbally eg through camera position, lighting etc (Ref: Becoming Cineliterate Stage 2 <i>Look Again</i> page 47) |

Learning strands

Understanding and interpreting texts:

- deduce character's reasons for behaviour from their actions

Creating and shaping texts:

- choose and combine words, images and other features for particular effects

Sentence structure:

- clarify meaning by using phrases, clauses and adverbials

Word structure and spelling:

- use a variety of strategies eg phonemic and morphemic, to spell film technical words

Speaking:

- respond appropriately to the contributions of others in light of alternative viewpoints, using and reflecting on some ground rules for dialogue

Success criteria

Remember to:

- discuss with your Talk Partner how lighting, *mise-en-scène* and camera angles contribute to your perception of the character and how they are feeling
- explain the problem and suggest alternative courses of action

Learning outcome

In their discussion and writing children demonstrate a critical understanding of the complexity of the issues raised, using evidence from the film.

Introduction: Whole class

- Watch the film until the point where the boy shouts 'Stop Dad!'. Use freeze frames of both the boy and girl in the interiors of the car. What does the lighting, camera angle and *mise-en-scène* tell us about these two characters and how they feel about each other? What do the children predict might happen? Record responses.
- Model writing the story from this point in the film showing how the boy's character responds to the dilemma posed.

Development activities

- Children to complete their own ending to the story using their own predictions.
- Extension: How the story might end from the girl's point of view? Create a storyboard.

Plenary

- Watch the rest of the film. Were the children's predictions correct? How are their stories similar or different?