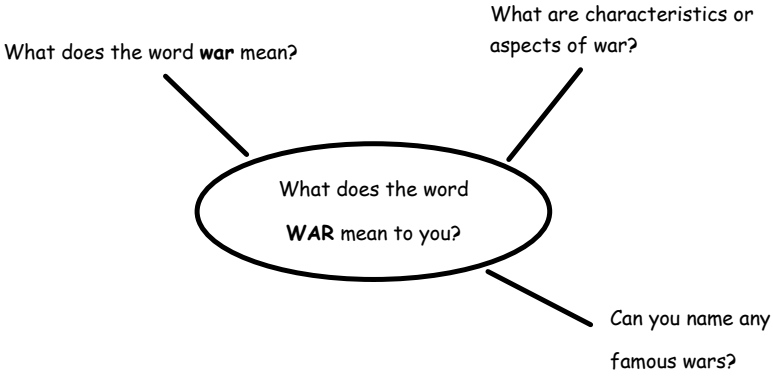
Monday 29th June 2020

L.I. I am learning to add detail to description.



This is a short film called 'Beyond the Lines'

https://vimeo.com/120501565

Let's play the short film from the beginning and **pause at 3:08.**

Does the title fit the film? What line is it referring to?

Thinking about the five senses, we are going to be describing the opening scene today.

https://vimeo.com/120501565

Lets watch again but **pause after 1.00 minute.**

As we watch, we record what you can see in the clip.

Consider:

> Expanded noun phrases

> Prepositions

> Quality vocabulary

Reminder about prepositions:

https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd

Questions to explore and consider:

What were the large metal cross-like objects?

Where is the scene set?

Who can be seen?

Where are the characters before they are on land?

What is in the sky?

Let's share our ideas.

Record any ideas that you have as you will need them for the task.

Word Bank:

Naval ship	Gloomy, angry sky	Patriotism	Prayers
Deserted beach	Obstacles	Fear	Blood stained
Salty sea water	Hell	Burning/ ashes	Determination and courage
Brave soldiers	Explosions	Cries of horror	Uniform
Crashing waves	Weapons	Deadly silence	confusion

TASK:

You may choose either TASK A or TASK B.

Challenge: write a setting description. Include aspects of as many of the five senses as possible, using a range of descriptive language and sentences.

TASK A

Record your notes in each of the five senses boxes based on the opening scene (first minute)

Sight	Sound	Smell	Taste	Feel

REMEMBER:

- Expanded noun phrases
- Prepositions
- Quality vocabulary

TASK B

Using the screenshot below, write notes about the image. Think of words and phrases using the five senses to describe the scene.

Tuesday 30th June 2020

L.I. I am learning to make predictions.

Look at the objects - are there any that you haven't seen before? Can you suggest a way in which any of the items could be connected to the film or does it seem random at this point?

We are going to watch the opening scene of the clip again, only this time you are to look carefully for these hidden objects, marking them off whenever you see one. There is one box left empty - can you spot any other objects that seem strange to be there?

Make sure you stop the clip at 3:08 minutes.

Answers to the grid of objects:

Gramophone, mirror, baby buggy, tailor's mannequin, a box, letters, rocking horse, tricycle, toy truck, television, playing cards, rocking chair, cat box, lamp, headboard, toy train and a suitcase.

These objects seem strange or misplaced - they would not be found on a beach in the middle of a war, so why are they there?

How did they get there?

Do the objects have anything in common?

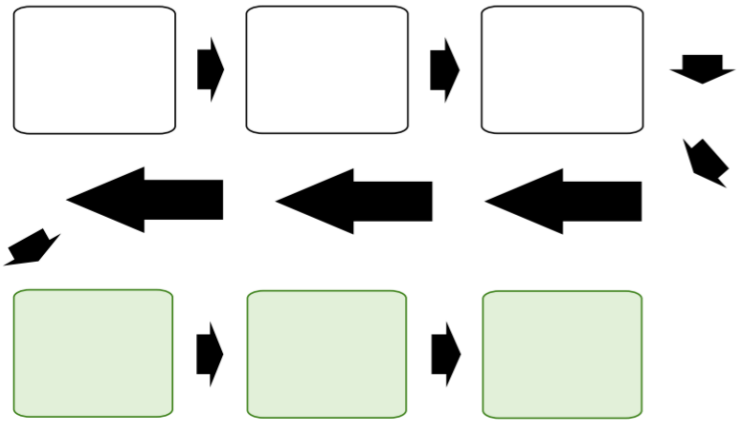
Do the children fit in with their surroundings?

Why might the other objects be old, but the children from modern times, and how did the children get there?

Are they actually there, amongst the soldiers as it happened? Is it real?

What clues are there about the ending of the story?

TASK:

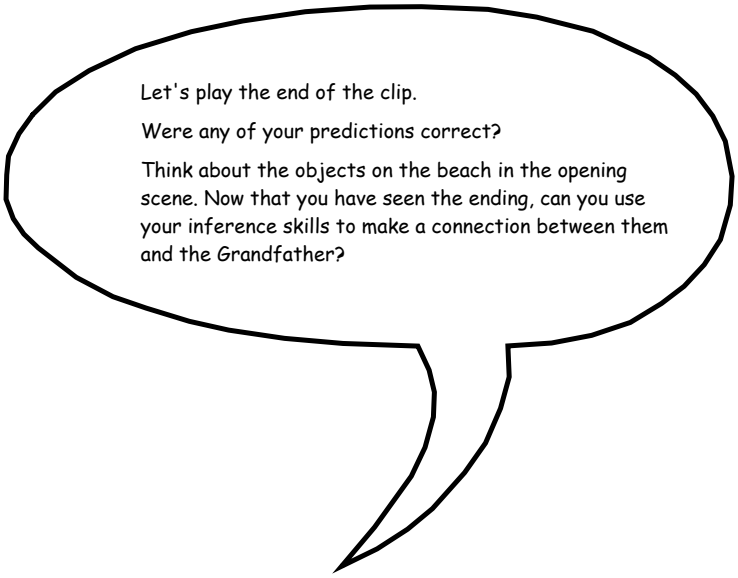


Complete the flow chart, making predictions as to what could happen next.

The black boxes are to write how the scene has already developed, and the green boxes for prediction.

Challenge: write an alternate ending to the film, predicting what could happen following on from what you have already seen. This may be written from a 1st or 3rd person perspective of your choice.

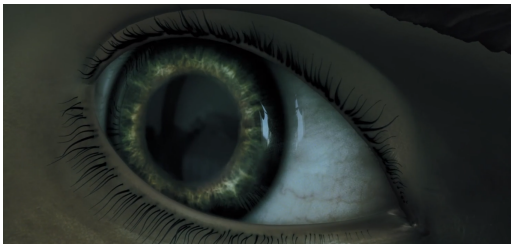
Reflection:


Let's play the end of the clip.
Were any of your predictions correct?
Think about the objects on the beach in the opening scene. Now that you have seen the ending, can you use your inference skills to make a connection between them and the Grandfather?

Wednesday 1st July 2020

L.I. I am learning to use language to describe how a character is feeling (show not tell).

https://vimeo.com/120501565



Let's play the first 20 seconds of the clip.

How is the boy feeling? How does he show you?

Let's press play again, pausing at 0:28.

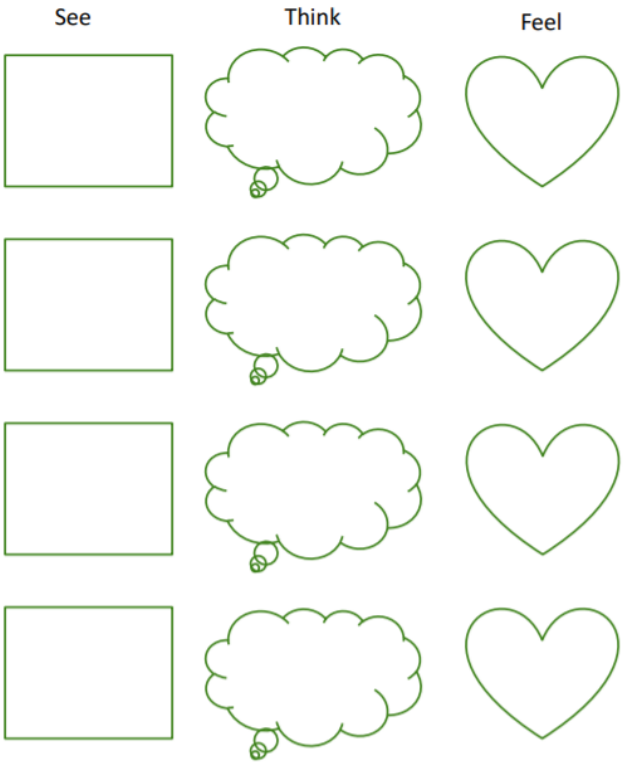
Although you cannot see the faces of the soldiers, how could they be feeling at this point?

Throughout the opening scene, we do not see the actual faces of the soldiers as they are made from paper, but can you infer the feelings of fear/courage/determination and loss that they would have experienced?

How does this compare with the facial expressions and body language of the two boys?

Writers use 'Show not tell' to suggest the emotions of characters in a story. Why do you think they do this?

During the opening scene, what/how do the boys...



Challenge question:

What/ how might the children think/ feel about their Grandfather upon realising what he had been through?

https://vimeo.com/120501565

Pause the clip at 0:53. This shows an image of the older boy, wide eyed and looking terrified.

If the camera panned around to be over his shoulder, what would the boy be seeing?

In utter shock, I watched as....

Finish the sentence. Use your knowledge of World War Two to help you.

TASK:

How would you fill in the thought bubbles, describing what the two boys might be looking at and what they would be thinking? What would they be feeling? Record your answers in your book.

Describe what happens to one's face/ body when we they feel certain emotions (fear/ nerves/ excitement etc).

Thursday 2nd and Friday 3rd July 2020

L.I. I am learning to write a letter, using a range of literary techniques.

Can we orally summarise the events in the film in chronological order?
Let's use a range of conjunctions (first/ next/ then/ so etc).

'Later in the clip, we learn that the children were not actually present on the beach.'

Where is the fronted adverbial in this sentence?

Where does the comma need to go?

Remember: adverbials tell us **where**, **when** or **how** something happened.

Let's remind ourselves what a fronted adverbial is BBC Bitesize:
https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3

TASK:

We are going to have a go at writing sentences,
using fronted adverbials, to describe an event during the film.

What different punctuation can you identify in the square?

Let's remind ourselves of how we use each of the punctuation marks.

If you are at home, make sure you understand each one.

Like sardines, we were packed on the decks of the boats; we sat, row upon row, silent and sombre in our metal cans. Each of us too lost in our own private thoughts and emotions to speak. I remember all too well the feeling of anxiety that cloaked us like a dark fog. We knew what was coming. We knew the horrors that awaited us on the beach. What we did not know was how long it would take. Who would survive? Who wouldn't?
War is an experience that never leaves you; it roots itself deep within and changes you, irreparably. Some might say the pride of patriotism made it worth while, yet others might argue that nothing is worth staring over the parapet of Hell. We had two options: face the job we went there to do, or run and find somewhere to hide – the latter just wasn't me. I'd come to do a job.
Just before we'd disembarked, there was a young soldier near the back who broke down. The poor boy crumbled and wept for his mother as the enormity of it all hit him like the anchor hit the seabed beneath the shallow water. It was a brutal, poignant blow.
"Now!" Piling off the decks onto the sand, we had no choice but to run forwards, towards the enemy lines, towards our target and very possibly towards our death...

Let's analyse the way in which a range of punctuation is used to create mood and atmosphere within the narrative.

Why is an ellipsis used at the end?

Who is narrating?

Can you identify the use of rhetorical questions and formality of language?

Let's work through the text, annotating and underlining each punctuation mark - how/when/why are they placed as such?

Can you identify fronted adverbials/ conjunctions within the example?

Write your own sentences using semi-colons.

Reminder about semi-colons:

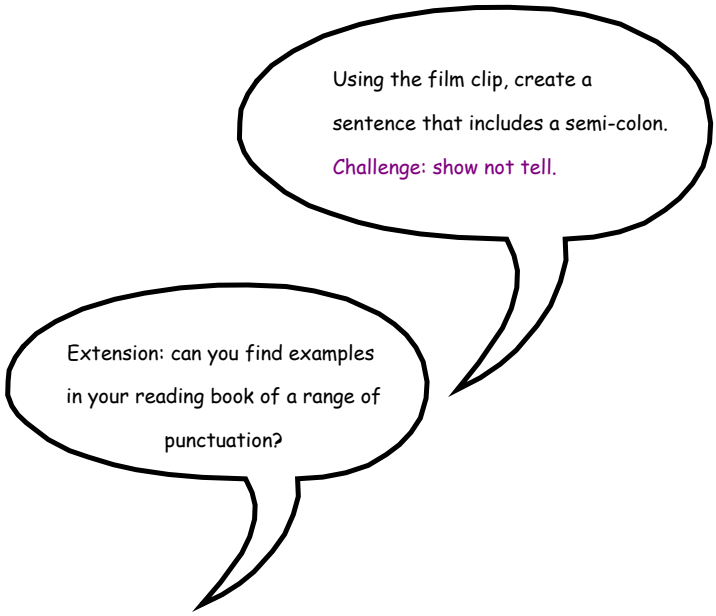
Use it to join two INDEPENDENT clauses which are linked in some way.

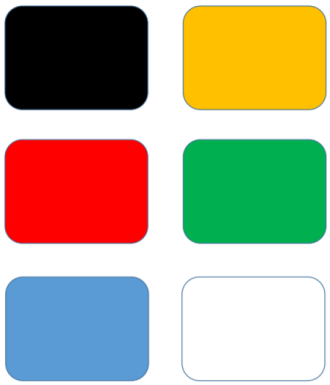
The night was stormy; the day was calm and sunny.

I took sandwiches and drinks; my brother brought some fruit and a huge trifle.

The cat wouldn't go out in the rain; he put one paw on the wet ground and shot back into the house.

We walked the short distance to Grandma's house; she lives just around the corner from where we live.





What emotion does each colour stir?

Can you explain your answers?

Do they agree with others' answers?

Or do you think that answers are personal and depend on the individual person?

How could the colours be suggestive of mood and emotion?

How do they make you feel?

If you were one of the colours above today, which would you be and why? What colour represents the soldiers?

In last week's learning, we discussed the use of symbolism.

What could each one signify?

Could they hold a **deeper meaning** than their concrete form? This is called symbolism - when things are used to stir emotion or to represent something else.

How is symbolism used in 'Beyond the Lines'?

https://vimeo.com/120501565

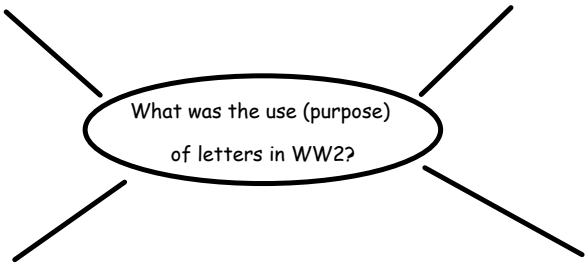
Let's play the clip from 0:55 to 1:19.

Let's enlarge the image at 1:04.

Can you recall the ending of the film - what have the boys found in their Grandad's trunk?

What are they reading?

Do you recognise the symbolic link between the letters and the way in which the boys are imagining the scene around them? How could those letters link to the soldiers in the clip?



My dearest love,

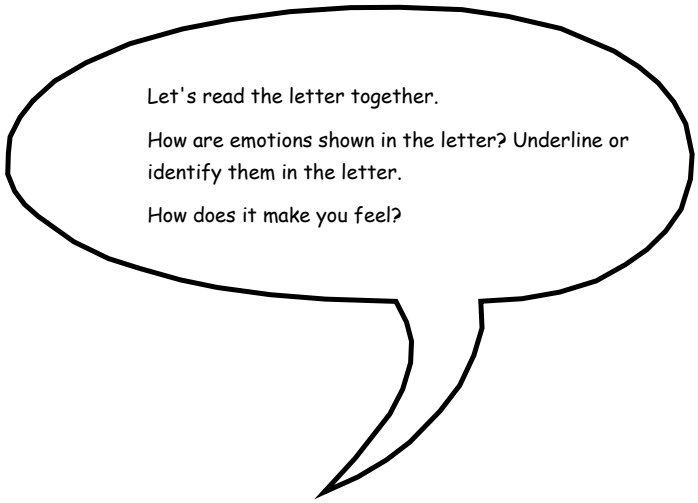
Thank you for your last letter, it warmed my heart to know that you are thinking of me and that you are well.

We leave tomorrow for a new location. I cannot share very much information with you other than to say that our aim is simple: to thwart the enemy. As each day passes, I yearn, more and more, to be back home. My thoughts are filled with simple memories like making paper chains at Christmas and camping in the woods during the summer. Oh how I miss the smell of the cut grass and hot chocolate by the fire!

Every day here feels like a month; every week feels like a year. I am surrounded by the bravest people I know and yet I feel incredibly cowardly. My heart pounds until it hurts with every round I fire and my nerves feel wrecked, as though I am a thinly stretched piece of elastic, ready to snap. This war has been so cruel. It takes good men daily and leaves others like an empty shell. I pray each night for a resolution and that I will make it safely through each day. The thought of returning to you soon empowers me not to give up.

I hope this letter finds you well- stay safe and know that I love you.

Yours,
Billy



TASK:

You are going to independently write a letter from a WW2 soldier to a loved one of your choice. Consider **emotions** over descriptions of actual events. Could you include **symbolism** in any way? **Range of punctuation** for effect? **Adverbials**? Remember to always use uour previous knowledge of WW2 to help you.

Let's create the Success Criteria together or independently.

Challenge:

Independently, write a letter from the Grandfather in the film to his wife at some point during the war. Write with appropriate formality and express emotions.

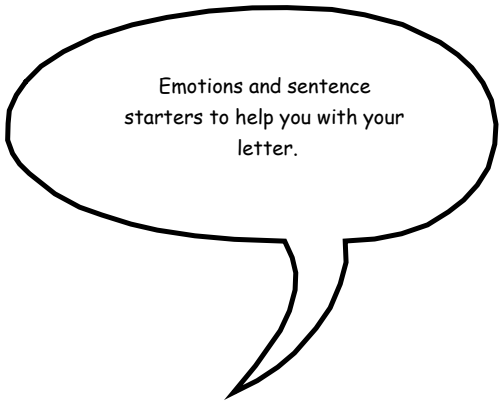
Mini plan:

Dearest_____

1. Thank them for the last letter.
2. Explain what you are missing about home. Give a little information about what you are doing.
3. Discuss how you are feeling about the war. What has it done to you emotionally? What are your hopes/do you pray for and fears? What do you notice about your friends/others around you?
4. Sign off with a positive sentence.

Emotions
Tense, uncertain, cautious, careful, dismayed, withdrawn, nervous, apprehensive, appreciative, grateful, hopeful, compassionate, fearful, jumpy, detached, panicky, overjoyed, crushed, lonely, isolated, desperate, devastated, shocked, furious, enraged, positive, fond, empty, despondent, determined, brave, fearless, bold, cowardly.

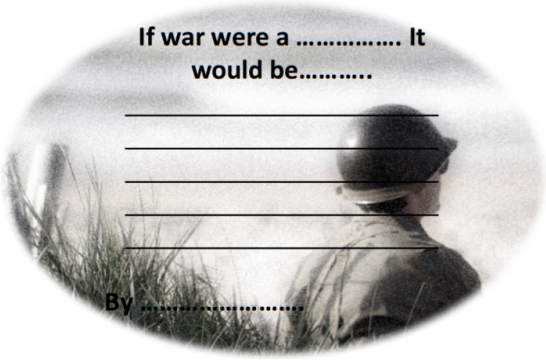
Sentence starters
Every day feels like...
I constantly think about....
My days are spent...
I long to...
I am surrounded by...
The war has been so...
It feels as though...
War has left me feeling...



Let's read our letters aloud.

What are the strengths? Next steps?

Have we used symbolism? Shown emotions?

Did we become the author?

Final Reflection: