

Monday 29th June 2020

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

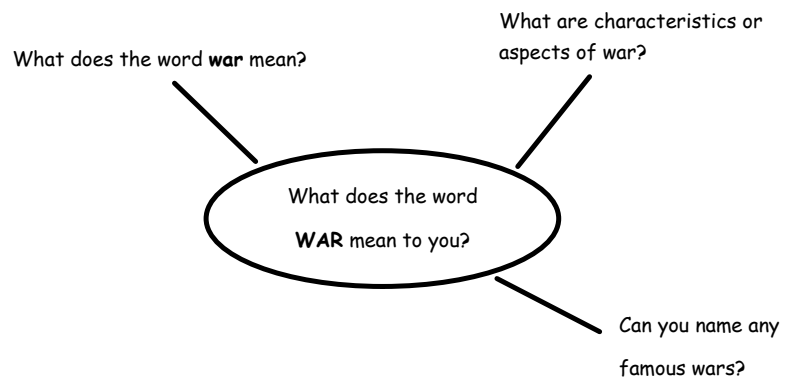
This is a short film called 'Beyond the Lines'

<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 (use of adjectives)
- Prepositions
- Quality vocabulary (use of good words)

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 war?

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.

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?

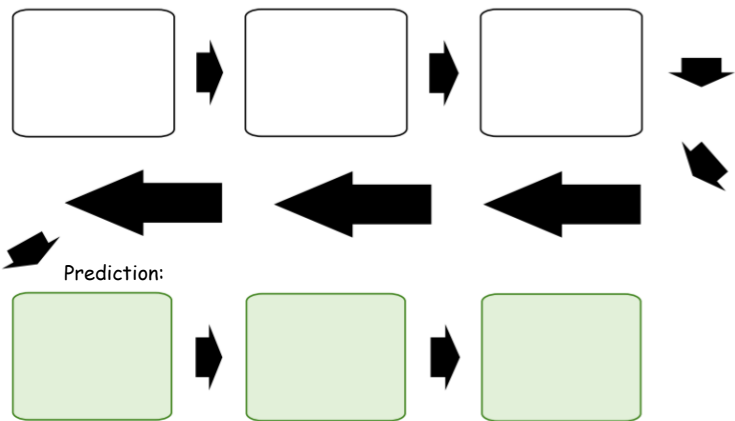
Do the children fit in with their surroundings?

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.

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 (reading between the lines) 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>









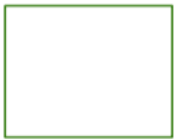


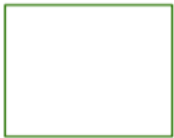


Let's play the first 20 seconds of the clip.

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?

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

See	Think	Feel
		
		
		
		

<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.

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

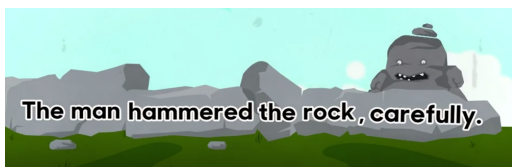
Where is the fronted adverbial in this sentence?

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>

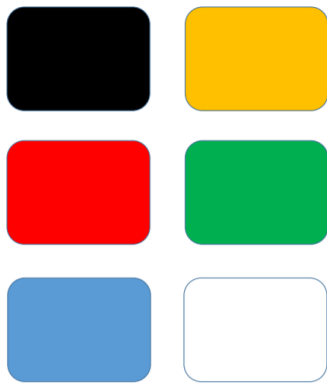


**TASK:**

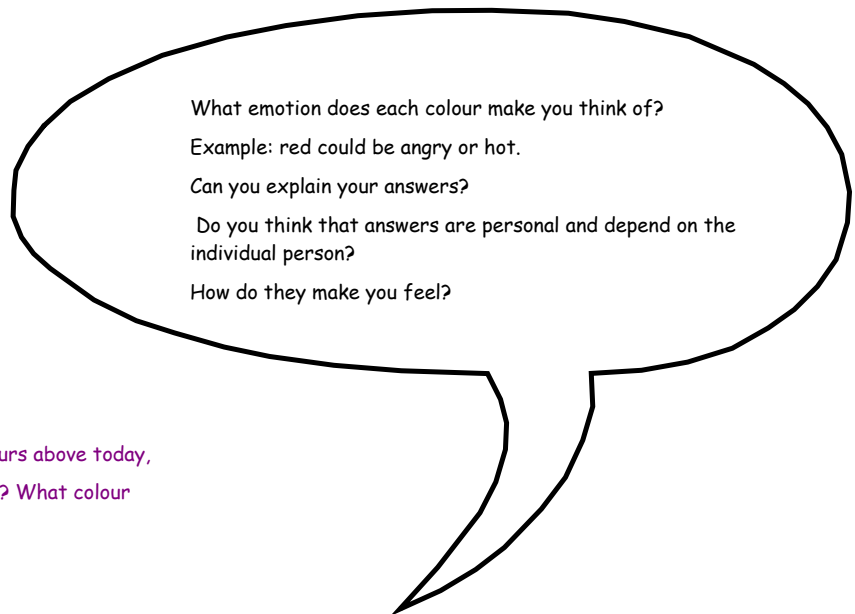
We are going to have a go at writing a sentence,  
using a fronted adverbials, to describe an event during the film.

Example:

In the dark distance, there were...



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 picture be showing you?

Could they have a **deeper meaning**? This is called symbolism - when things are used to create emotion or to represent something else.

How is symbolism used in the film clip?

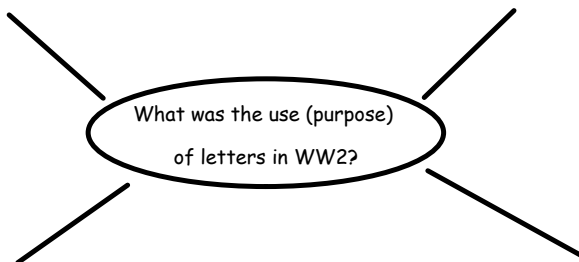
<https://vimeo.com/120501565>

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?



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

Let's read the letter together.

How are emotions shown in the letter? Underline or identify them in the letter.

How does it make you feel?

**TASK:**

You are going to write a letter from a WW2 soldier to a loved one of your choice. Consider **emotions** over descriptions of events. Remember to always use your previous knowledge of WW2 to help you.

**SUCCESS CRITERIA:**

- \*Capital letters and full stops
- \*Sign posts (Dearest.../Love from...)
- \*\*Adverbials
- \*\*\*Show the emotions of the soldier

**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.

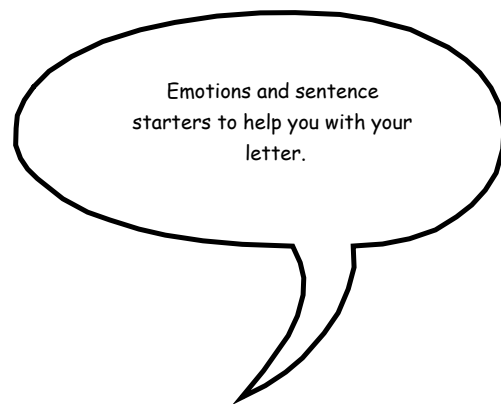


### Emotions

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?

Shown emotions?

Did we become the author?

Final Reflection:

If war were a ..... It would be.....

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

By .....