

English and Literacy
Home Learning Read and Respond Units
Year 3 - Week 12



Week Twelve																					
Year 3	Day 1	Day 2	Day 3	Day 4	Day 5																
<p>Focus theme: Fun with Film!</p> <p>This week will focus on examining characters and settings through the use of film. There will be opportunities to look at character thoughts, feelings and reactions to different situations before completing some responses in writing. Spend a day being inspired by poetry through film with some exciting activities to complete, and, to finish the week, learn all about <i>The Story of Lego!</i></p> <p>When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.</p>	<p>Watch and enjoy the film <i>Adventures are the Pits!</i> https://www.youtube.com/watch?v=5zr9aiWQ8T w</p> <p>Return to the film again and pause it at the key moments identified in the chart below. This is to support tracking the character feelings across the story.</p> <p>As you pause the film at each key point, discuss the feeling word together, e.g.</p> <table border="1"> <thead> <tr> <th>Timing</th> <th>Feelings</th> </tr> </thead> <tbody> <tr> <td>0:15 mins</td> <td>anxious</td> </tr> <tr> <td>0:23 mins</td> <td>thrilled</td> </tr> <tr> <td>0:41 mins</td> <td>annoyed</td> </tr> <tr> <td>0:48 mins</td> <td>overwhelmed</td> </tr> <tr> <td>1:22 mins</td> <td>disgusted</td> </tr> <tr> <td>1:50 mins</td> <td>determined</td> </tr> <tr> <td>2:02 mins</td> <td>mischievous</td> </tr> </tbody> </table> <p>Use the same timings as in the chart above and prepare a narration/voice over for each key point</p>	Timing	Feelings	0:15 mins	anxious	0:23 mins	thrilled	0:41 mins	annoyed	0:48 mins	overwhelmed	1:22 mins	disgusted	1:50 mins	determined	2:02 mins	mischievous	<p>Watch and enjoy the film <i>CGI 3D Animated Short 'Embarked':</i> https://www.youtube.com/watch?v=y47-gmGvZhl</p> <p>Discuss the word 'embarked'. Why has the film maker used this word for the title? Look this up in a dictionary and discuss this together.</p> <p>Discuss the word 'bark' and how this links to the story and the title too.</p> <p>Watch the film again. This time, pause the film at key moments and generate questions which you would like to ask each character. Use the question hand to support this.</p>	<p>Watch and enjoy the film <i>Sky: Channel 999 Audio Description:</i> https://www.youtube.com/watch?v=lgSnrRjOG7Q</p> <p>View the extract to look at the start of this poem and how it is presented: <i>Once Upon a Raindrop</i> by James Carter: https://www.lovereading4kids.co.uk/book/15653/Once-Upon-a-Raindrop-by-James-Carter.html (You will need to become a member of LoveReading4Kids. Membership is free).</p> <p>Now, read and enjoy the poem <i>City Jungle</i> by Pie Corbett: https://issuu.com/schudio1/docs/141120103720-84c9a0d400004f8d982bb95afae3e26d</p>	<p>Watch and enjoy the film <i>The Lego Story:</i> https://www.youtube.com/watch?v=NdDU_BBJW9Y</p> <p>Pause the film at these points and write notes about Ole Kirk Kristiansen – the creator of Lego. Write a few sentences for each section to summarise what you have found out. Remember to discuss any new vocabulary which you hear together.</p> <p>1:14 mins 4:46 mins 5:37 mins 7:49 mins 9:58 mins</p> <p>Have a look at <i>The Lego website</i> to read some more information: https://www.lego.com/en-gb/aboutus/lego-group/the-lego-group-history/</p>	<p>Continue watching <i>The Lego Story</i> from yesterday: https://www.youtube.com/watch?v=NdDU_BBJW9Y</p> <p>Pause the film at these key points and write notes about Godtfred Kirk Christiansen and how Lego developed.</p> <p>11:32 mins 12:28 mins 15:00 mins</p> <p>Using your notes to help you, create either a poster or a page to go in an information book or on a website – all about <i>The Lego Story</i>. Imagine the poster or book will be for children who are the same age as you, or younger, so try to make it as interesting and easy to follow as possible!</p>
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	<p>using the feeling words provided, e.g.</p> <ol style="list-style-type: none"> 1. At the beginning of the film, the character feels anxious because ... 2. When he rides the slide, the character feels thrilled because ... <p>Continue this for each timing and feeling word. Write these in sentences remembering to check spelling and punctuation for each.</p> <p>You are now ready to play the film and provide your voice over for each key moment in the film. Enjoy!</p> <p>Share this with family members and your teacher!</p>	 <p>Example questions to ask the tree house character may be:</p> <ul style="list-style-type: none"> - Who is your best friend? - Where do you live? - Where do you want to live? Why? - Why did you follow the boy? <p>Now generate questions that you would ask the boy.</p> <p>You could then ask a member of your household to watch the film with you again. Challenge them to answer your questions by responding as if they are the character!</p>	<p>Discuss the vocabulary and ideas in the poem together.</p> <p>Have a look at these words, and find meanings and synonyms (similar words) using www.wordhippo.com <i>splinters, cruise, hunched, shuffle, gargles, snarls, flinch, lashes</i></p> <p>Now, create images/ draw pictures for each line of the poem. Then add the lines of the poem to each image just like the examples you watched and read earlier: the <i>Sky Audio Description</i> and <i>Once Upon a Raindrop</i>.</p> <p>Read the poem using your images and film your performance! Why not send it to family members and your teacher?</p>	<p>(When you click on this link, if presented with two options, click on the blue <i>lego.com</i> side of the screen).</p> <p>Explore the timeline on this web page together up to the 1950s. Together, discuss the information from the film and the website.</p>	<p>Remember to include:</p> <ul style="list-style-type: none"> - heading (e.g. All About Lego) - sub-headings (e.g. How did Lego get its name? Who was Ole Kirk Kristianson?) - labelled picture/ diagram of a Lego brick/other toys - amazing fact(s) to surprise your reader. <p>Alternatively, you may wish to organise your writing using a timeline structure like the example read yesterday: https://www.lego.com/en-gb/aboutus/lego-group/the-lego-group-history/</p> <p>Keep reading over your writing to check it makes sense. Remember to check for your spellings and punctuation.</p> <p>Colour your picture/diagram/ timeline and titles to</p>
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		<p>Select the favourite questions that you have generated and write responses as if you are that character.</p>			<p>make your page as bright and interesting as possible. If you can, post it to your teacher so they can share your poster/information page/timeline with the rest of your class!</p>
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Additional activities:

Here are some more films for you to watch and enjoy:

- *Runaway* – short film: <https://www.youtube.com/watch?v=QkAwwMPuBLo>
- *Dust Buddies* – short film: <https://www.youtube.com/watch?v=9OhUJyF1bYo>
- *The Tin Forest* by Helen Ward – short film: <https://www.youtube.com/watch?v=AP5PNOIU4ns>
- Select your favourite from all the films you have watched this week, including the ones above. Write a film review to share with other children in your class. Your film review may include:
 - Title and film maker
 - Overview of the plot/story and characters
 - Favourite part – favourite (or least favourite) scene
 - Star rating out of 10
 - Recommendation – would you recommend it or watch it again? Why?
- Watch *The Kid Reviews: The Lego Movie* to help before you write your own film review: <https://www.youtube.com/watch?v=i9R9L0iLPTM>