

“Catch it” WB: 6.7.20

Year three and four are once again teaming up to use the same resources and planning. Other year groups in the school will also be focusing on this short film, so if you have more than one child in the school, please feel free to pair up the children and just do one of the plans.

Here is the link for the film. If the link doesn't work directly, please copy and paste it in to your search engine and it will work.

<https://www.literacysshed.com/catchit.html>

Here's another link to the film just in case!

<https://www.youtube.com/watch?v=c88QE6yGhfM>

Monday-objectives:

To discuss your child's prior knowledge of Africa.

To locate Africa on a map, discussing how large the continent is.

To link with climate work.

To discuss the African savanna and create a fact file on savannas.

Activity.

1. Watch 'Catch it. '
2. Explain that today we are going to be discussing where the clip is set.
3. Locate Africa on a map, discussing the size of the continent,
<https://geology.com/world/world-map.shtml>
4. What can the children remember about the climate in Africa from their work on Weather and Climate in y3? Have a look at the climate map to find out what climate it has.
<https://www.mapsofworld.com/world-maps/world-climate-map.html>
5. Read 'Savanna facts for kids' on
<https://kids.kiddle.co/Savanna#:~:text=The%20most%20common%20definition%20of,keeps%20the%20trees%20from%20growing.>

Create a fact file on savannas, using the following questions as headings:

- Where does the word savanna come from?
- Where in the world are savannas?
- What's the climate like in a savanna?
- What grows in a savanna?
- Why is it difficult for trees to grow in a savanna?
- Which herbivores live in savannas?
- Which carnivores live in savannas?
- Which adjectives would you use to describe a savanna?

Make your fact file as appealing to the reader as possible! You may need to continue this tomorrow.

Tuesday – objective:

To complete the fact file from yesterday.

To write a description of the savanna in 'Catch it' based on your research from yesterday, and the film itself.

Activity.

1. Complete your fact file.
2. Watch the whole film again. Re watch and pause immediately at the 0.01 seconds. Discuss and make notes on the savanna.
 - Start by writing the names of the objects you can see- the sky, earth, trees, grasses and rocks.
 - Next to those names, write some adjectives to describe them. For example, sky- pinky purple, wispy clouds, burning hot golden yellow sun.
 - Next to those adjectives add some verbs and adverbs to say how the objects were moving e.g. clouds- floated, scudded; sun- rose slowly; trees- standing tall and proud; grasses- swayed gently in the breeze.
3. Write sentences to describe each aspect of the savanna. Here's a WAGOLL (What A Good One Looks Like) to help you. Can you change any of the words in the WAGOLL to write your own descriptive piece? You should be able to think of new ideas for the words in **bold italics**. Good luck!

As dawn broke, the **burning hot** African sun rose **slowly** in the sky, ready to warm the day. **Wispy purple** clouds **scudded** across the **wide-open** sky, like a blanket. **Tall, pointy** trees **stretched** in to the sky, dotted across the savanna. **Dry patches** of grass **clumped** together almost sheep like. The day was ready to begin.

Illustrate your description.

Wednesday - objective:

To focus on character and write a character description for the meerkats.

Activity.

1. Watch the video clip again, all the way through. Draw one of the meerkats. Re watch the video and gather adjectives to describe the meerkats' appearance, their behaviour/ movement, noises they make and their relationship with each other. Write the adjectives around your picture.

Examples of words to describe:

Appearance- tall, thin, furry, cute, dark circled eyes;

Behaviour- inquisitive, loving, eager, patient, angry, impulsive, brave;

Movement- fast, quick, speedy, nimble, bobbing, ducking, scurrying;

Noises- squeak, screech, high pitched;

Relationship- loving, protective, teamwork, comrades, supportive.

Here's an example of what a good description might look like. Can you change the WAGOLL to write your own description? Again, you should be able to think of different ideas for the words in **bold italics**.

Poking their **sleepy, furry heads** out of their **underground hideaway**, the meerkats were ready to start the day. **Scurrying** up the tree one by one, they wondered whether the rosy red fruit would ever be ready. They had been waiting patiently for days! **Gazing lovingly** at the **juicy plump** fruit, the meerkats **swayed in harmony with one another**, content with their world.

Thursday - objective:

To focus on character and write a character description for the vulture.

Activity.

1. Watch the video clip again, all the way through. Draw the vulture. Re watch the video and gather adjectives to describe the vulture's appearance, its behaviour/ movement and the noises it makes.

Examples of words to describe the vulture:

Appearance- huge, grey, predator; hooked beak, hammered beak; feathery ruff; sneering mouth; squinted, piercing eyes; ruffled feathers; huge, stretched, enveloping, towering wings; hooked, knife like, dagger like talons/ claws; hunched shoulders;
Behaviour- preyed; bided his time; took the fruit prisoner; dominating;
Movement-soared; grabbed; raced; floated effortlessly; clung on;
Noise- evil caw almost laugh like;

Here's an example of what a good description might look like. Can you change the WAGOLL to write your own description? Again, you should be able to think of different ideas for the words in bold italics.

Clutching the *jagged* branch, the *evil eyed* vulture *peered* at the meerkats, daring them to take him on. His *stooped* shoulders *towered* over the rigid meerkats. His *dagger like talons* clung to the branch and edged towards the plump red fruit. *Plucking* it from the branch, the vulture took one last *piercing* look at the meerkats and rose *majestically* in to the air, his *evil laugh echoing* as his *huge, towering wings ripped* through the *clear blue* sky.

Friday - objective:

To write a diary entry in role as one of the meerkats.

Activity.

Using all the fabulous description you've generated throughout the week for the setting, the meerkats and the vulture, write a diary entry for that day, in role as one of the meerkats.

Here's how to structure your diary entry:

1. Start by describing the dawn sunrise;
2. Talk about the rest of your friends waking up and coming to join you;
3. Talk about your love for the juicy red fruit and your journey along the branch to delicately touch it;
4. Talk about the arrival of the evil vulture and him stealing the fruit;
5. Talk about the friendship between you and your friends and the decision to fight for the fruit;
6. Talk about your journey to reclaim the fruit;
7. Talk about how you felt when the vulture flew in to the rock;
8. Talk about the rugby style end and your disappointment when the fruit smashed on to the floor.