

“Catch It” WB: 6.7.20

Years five and six 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.literacyshed.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 that 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> Also, using 'Google Earth'
<https://www.google.com/earth/> look at a map of Africa showing where the equator runs.
Try to locate the African plains and zoom in.
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 write a comic strip to show dialogue between characters.

Catch It has no narration, but we gain a good understanding of the characters' thoughts and feelings by their reactions to events and interactions with one another. Role play a part of the story with someone at home, imagining what the characters would be saying to one another. How can you show the solidarity and teamwork of the meerkats; the resentment between them and the vulture as they jostle for the fruit, and the things they would say if the prized fruit finally lay in their hands?

Write and illustrate a comic strip to show the dialogue between the characters, using speech bubbles. We would love to see your talents on Instagram!

Thursday - objective:

To write with narrative bias, exploring viewpoint.

Activity.

1. Watch the video clip again, all the way through. Choose to focus on either the meerkats or the vulture, regarding them as enemy sides. Who do you feel was entitled or had more right to the fruit?
2. Consider how the narrative of the clip might read if the narrator took the side of the meerkats or the vulture. It would influence their language choices e.g. '...the desperate, emaciated meerkats were left ravenous once again at the hands of the vicious vulture'; or 'having searched and scoured for days for a solitary piece of fruit, the vulture thought it might actually survive the starvation it felt in the pit of its stomach; that was until the conniving meerkat mob wrestled it from its weak and weary claws...'.
Key plot sequence:
3. Choose a side of the meerkats or the vulture and write the story of Catchit as a biased narrator. Try to incorporate some of the setting description you've already considered.

- Meerkats woke
- Spotted the fruit and attempted to claim it
- Vulture seized the fruit
- Meerkat teamwork and efforts to retrieve fruit
- Reclaiming fruit
- Vulture crashed into rocks
- Victorious rugby match
- Loss of the prized fruit

Remember to balance description, plot sequencing and dialogue between characters using direct speech.

Friday - objective:

To write a commentary for the rugby scene.

Watch the rugby scene a few times and write a list of words to describe the movements of the ball (fruit) and the interactions between the meerkats. You might want to give the characters names or numbers to help with the flow of the events.

Imagine that the passing of the fruit between the meerkats was part of a sports match with commentary. What would the commentary be like- fast paced with powerful language? Consider the words associated with movement, which could be used to describe the passing and handling of the ball, as well as the meerkats' movements across the savanna – thrust, launched, hurled, grabbed, seized, reached, lurched, darted, weaved, raced, dodged.

Watch these commentaries for ideas and see if you can use some of the language you hear:

<https://www.youtube.com/watch?v=slt0Va16LLk&feature=youtu.be>

If you're a tech wizard, why not record your movie scene with the voice over you have written and send it to us?