



During this unit of work, you will be:

- Discussing what a lighthouse is and finding out more about them;
- Exploring the different characters in the film;
- Exploring the setting (where the film takes place);
- Looking at how the film maker has created an atmosphere (how it makes you feel);
- Writing a story of the film.

The driver words we will be developing are:

Communication

Interaction

Confidence

Curiosity

Resilience

Enthusiasm

Independence

Creativity

Concentration

Adaptability

Risk-taker

Self-esteem

Parents/ carers.

Driver words are the words, skills and qualities which underpin our curriculum. The children refer to them all the time. They will be able to explain to you how they will use them in the topic.

Lesson 1

12.10.20

Monday 12th October

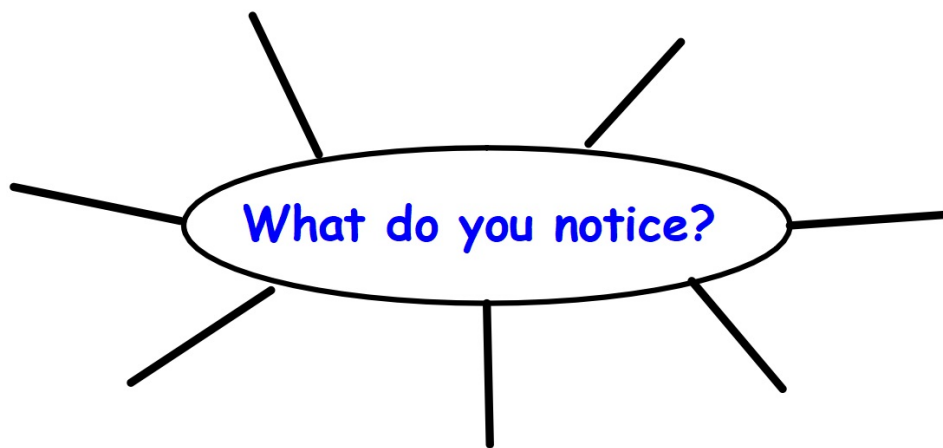
Focus: Exploring the setting of a story.

By the end of today's session, you will have explored what a lighthouse is and what it does. You will also have watched part of a short film based on an event at a lighthouse and generated words to describe that section of the film.

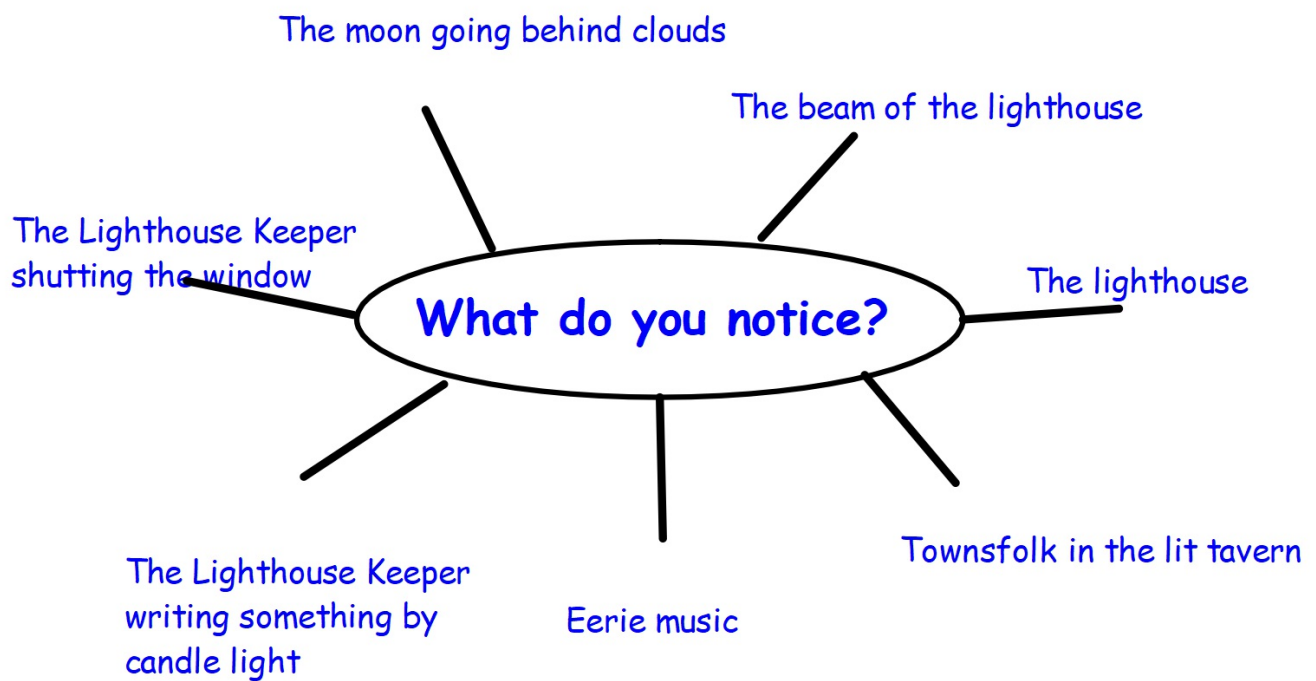
Click on the link and watch 0.50 sec

It is essential that you only watch up to that part!

<http://www.literacyshed.com/the-lighthouse.html>



Write down your ideas. See over once you've done that.



What are nouns (names- people, place, thing), verbs (action words), adjectives (descriptive words) and adverbs (tell you how the verb is being done)?

In your exercise book, jot down nouns for everything you saw in the film.

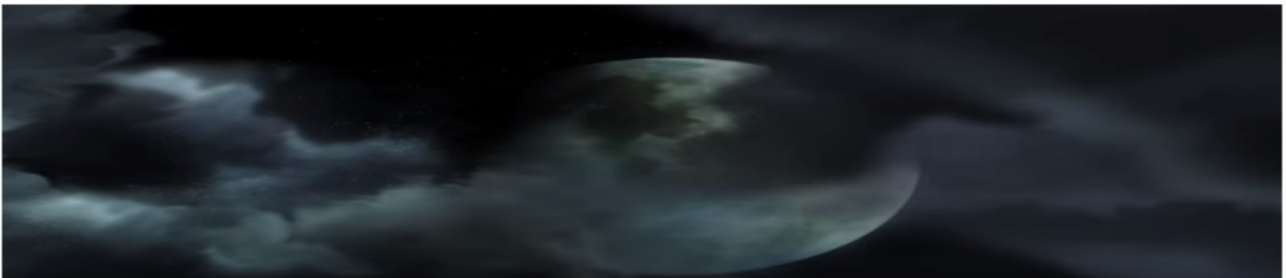
You are now going to write a descriptive sentence about the lighthouse.

Overleaf is an example of one I've done for the sky.

Sky.

Date:

Focus: I can generate some adjectives, verbs and adverbs to describe a noun.



Adjectives.

Clouds- grey, wispy, dull, thick, menacing.

Moon- white, huge, circular.

Verbs.

Clouds- scudded, floated, danced.

Moon- hung, beamed.

Adverbs.

Clouds- slowly, quickly, menacingly

Moon- lonely

Sentence

A huge, white moon hung silently in the dark
night sky, as menacing, grey clouds danced
across it, obliterating its light.

Now you have a go

Lighthouse/ beam of light.

Date:

Focus: I can generate some adjectives, verbs and adverbs to describe a noun.



Adjectives.

Lighthouse-

Beam of light-

Cliff-

Verbs.

Lighthouse-

Beam of light-

Cliff-

Adverbs.

Lighthouse-

Beam of light-

Cliff-

Sentence

An example sentence

Sentence

A tall, towering lighthouse stood proudly on the
edge of the jagged cliff, spreading its bright, shiny
light across the dark, night sky, in the hope of
protecting those in peril.

Lesson 2

13.10.20

By the end of today's lesson,
you will have explored the lighthouse
keeper's personality and have given
some reasons for his behaviour.

Tuesday 13th October

Focus: Exploring a character's
thoughts.



What do we know about the LHK?

Example: He shuts the window. Why?

Add more!

Knowing what we know about him, can we use inference (reading between the lines. The answer isn't there in front of us. We have to make educated guesses) to answer these questions?

- What do you think the LHK eats for breakfast?
- What does he carry in his bag to work with him?
- What was he writing on the paper?
- Does he have a family?
- What pet does he have if any? What are his hobbies?

Parents/ Carers!

On the next page there is a sentence starter. The children need to write the date, focus and sentence starter in their books and complete the sentence (or sentences) explaining what they think the LHK would have for breakfast, have in his bag for work etc (answer the questions in writing from the previous page). They will then need to say why they think that.

Tuesday 13th October

Focus: Inference

Sentence starter:

Given what we know about the
Lighthouse Keeper, we think....

I think this because.....

Lesson 3

14.10.20

Wednesday 14th October

Focus: Exploring characters' thoughts.

By the end of the session, you will have looked closely at the behaviour of the villagers/townsfolk.

<http://www.literacyshed.com/the-lighthouse.html>

Watch the film up to where the candle goes out.
What does this section tell us about the townsfolk?

- Why are they in the pub/ inn?
- What jobs do the people do?
- Are there any females there? Why/ why not?
Would this happen nowadays?
- Think of one particular person who's in the inn.
What is that person's opinion of the Lighthouse keeper?

Put your ideas down for before and after the light goes out in your exercise book or on paper.

Date: _____ Focus: _____
*I can make suggestions as to what
a character might be thinking.*



Write what you think the people might be thinking in
the thought bubbles.

Lesson four.
15.10.20

By the end of the session, you will have used what you know already (your prior knowledge) to decide what the LHK (lighthouse keeper) might do to solve the problem.

Watch the film to 1.50

The light has smashed! What's going to happen next????

What will the LHK do????

Write your ideas down here.

Thought Tunnel

If you were the
lighthouse keeper
would you ask the
villagers for help?



So, the LHK could try to fix the light himself, but a ship is fast approaching and there is very little time.

He could ask the townsfolk for their help.

Is he too proud to do that? Does he have a high or low opinion of the townsfolk?

You have to decide and write an answer on the framework overleaf.

Thursday 15th October

Focus: The Lighthouse Keeper's dilemma.

If you were the Lighthouse keeper would you ask the villagers for help?

What are the reasons for your decision?

An example answer.

If you were the Lighthouse keeper would you ask the villagers for help?

No

What are the reasons for your decision?

I wouldn't ask them for help because they have never worked in a lighthouse. They wouldn't know what to do or they might even make the problem worse. The villagers have also been celebrating and wouldn't hear my cries for help and they are too far away.

Watch the whole of the film. What does happen?

Lesson five.
16.10.20

Spelling Punctuation and Grammar (SPAG)

By the end of today's session, you will have :

- Looked at different word families (words which have the same word root- the main part of the word- but can have prefixes and suffixes added - a small group of letters at the beginning of the word and end of the word- to change the meaning of the word) and try to find as many words in the family as possible.

For example:

Solve- Other words belonging to that word family are

unsolvable;

solvable;

solution;

insoluble;

dissolve;

solution;

What do they all mean?

How many words can you find in the word family and can you spell them correctly? Write them next to the word

Mercy-

Replace-

Hope-

Suppose-

Sorrow-

Limit-

Some examples

Mercy-merciful, merciless, unmerciful.

Hope-hopeful, hopeless
unhopeful, hoping, hoped

Sorrow-sorrowful, sorry

Suppose-
supposing
supposable

Replace-
replaceable,
replaced,
replacing
irreplacable

Limit- limitation
limited,
unlimited

Spelling Punctuation and Grammar (SPAG)

By the end of this session, you will have looked at some new prefixes (a small group of letters which goes at the beginning of a word to change it's meaning) and made some new words.

Discuss the meaning of the words and the prefix with your parent/ carer, or use a dictionary to find its meaning

<https://www.wordsmyth.net>
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