

Lesson	Target age range	Learning intention	Skills & concepts	Activity & timescale	Assessment criteria
<p>1 – Classic Fiction <u>Paddington</u> and <u>The Hobbit: The Battle of the Five Armies</u></p>	<p>9 – 11 years (upper Primary)</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the audience.</p>	<p>Identify features of author / genre style through trailer analysis. Discuss content and style of both trailers. Answer questions about texts. Explore differences in spoken and written language.</p>	<p>Explore classic fiction through the film trailers for <u>Paddington</u> and <u>The Hobbit: The Battle of the Five Armies</u>. 1 week.</p>	<p>All pupils will know that classic texts are made into films and that these films have trailers. Most pupils will understand that filmmakers use the tools of film language to tell the story in moving images. Some pupils will be able to annotate a film synopsis, identifying how the written word can be transposed into moving images.</p>
<p>2 – Persuasive Texts <u>Penguins of Madagascar</u>; <u>Nativity 3 – Dude, Where’s my Donkey?</u>; <u>Shaun the Sheep</u> and <u>Get Santa</u></p>	<p>9 – 11 years (upper Primary)</p>	<p>Discuss features of persuasive texts, analysing impact of devices used.</p>	<p>Watch range of trailers as persuasive texts. Discuss features of trailers, analysing impact of persuasive devices used to get people to go and see each film title (‘The Film High Five’). Create a list of criteria for persuasive visual texts. Prepare a pitch for a film</p>	<p>Watch film trailers(<u>Penguins of Madagascar</u>; <u>Nativity 3 – Dude, Where’s my Donkey?</u>; <u>Shaun the Sheep</u> and <u>Get Santa</u>). Discuss the main features of trailers as persuasive texts. Prepare and</p>	<p>All pupils will know that trailers use film language tools to persuade audiences. Most pupils will understand that trailers play with audience expectations by</p>

			<p>trailer. Present film trailer pitch – using persuasive writing criteria.</p>	<p>present an idea for a film trailer. 2 weeks.</p>	<p>mixing genres and playing with words. Some pupils will be able to create and present a film trailer pitch using the Film High Five model and persuasive writing criteria.</p>
<p>3 – Heroism <u>Annie and Big Hero 6</u></p>	<p>7 – 9 years (middle Primary)</p>	<p>Discuss characteristics of a 'hero' and write about a film hero descriptively.</p>	<p>Watch each trailer. Discuss characteristics of Annie and Big Hero 6 as 'heroes'. Write sentences using –ing words describing what 'real' heroes can do, and then what Annie and Big Hero 6 can do. Write a description of either Annie or Big Hero 6. Develop the description into a comic strip.</p>	<p>Watch film trailers (<u>Annie and Big Hero 6</u>). Discuss the characteristics of a 'hero'. Write descriptions and create a comic strip for either Annie or Big Hero 6.</p>	<p>All pupils will know that words that end in –ing can be used to describe what characters can and can't do. Most pupils will understand that films show us that there are many types of heroes. Some pupils will be able to create and present a comic strip showing how they imagine film heroes in action.</p>

<p>4 – Fantasy <u>Night at the Museum: Secret of the Tomb</u> and <u>The SpongeBob Movie: Sponge out of Water</u></p>	<p>5 – 7 years (lower Primary)</p>	<p>Sequence sentences to form short narratives. Write fictional narratives. Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p>	<p>Watch each trailer. Discuss the fantasy elements of each trailer – what is real? What is fantasy? Write or draw suggestions for a new scene from one of the films – keeping in theme with the fantasy style.</p>	<p>Watch film trailers (<u>Night at the Museum: Secret of the Tomb</u> and <u>The Spongebob Movie: Sponge out of Water</u>) and discuss the fantasy elements. Write or draw a new scene for the movie using the format and style of either one of the trailers.</p>	<p>All pupils will know that films are a construct and that ‘fantasy’ stories are a genre type. Most pupils will understand that fantasy films involve a degree of magic and escapism. Some pupils will be able to create and present a new scene for their chosen film using their imagination and elements of the fantasy narrative.</p>
<p>5 – Traditional Tales <u>Into the Woods</u> and <u>Tinkerbell and the Legend of the NeverBeast</u></p>	<p>5 – 7 years (lower Primary)</p>	<p>Explore dialogue through drama. Develop an understanding of the components of a traditional story.</p>	<p>Watch each trailer. Discuss other fairy tales, folk tales or traditional tales with which the children are familiar. Work together to come up with a ‘witch’s or wizard’s ingredients for a traditional tale’. Think about: setting, characters, magic, fantasy, conflict, dilemma and resolution. Focus on the settings for both films. Describe them using adjectives and extended noun phrases.</p>	<p>Watch film trailers (<u>Into the Woods</u> and <u>Tinkerbell and the Legend of the NeverBeast</u>) and create the ‘witch’s or wizard’s ingredients for a traditional tale’. Imagine and write a dialogue between the baddie and goodie then act it out.</p>	<p>All pupils will share their experiences of traditional tales. Most pupils will identify the components that make a traditional tale. Some pupils will be able to improvise a dialogue and then write it down using speech bubbles.</p>