

The Wild Robot Unit – Film Timing Breakdown

Lesson

Focus

Making predictions *The Wild Robot*

Purpose: To write an ending

Audience: An audience

Form: Visual literacy/narrative

Spelling Objectives:

- use further prefixes and suffixes and understand how to add them
- spell words that are often misspelt
- use the first 2 or 3 letters of a word to check its spelling in a dictionary

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

Specific Grammar Objectives:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using fronted adverbials
- using commas after fronted adverbials

Writing Composition:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors

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Reading comprehension

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand words they meet
 - identifying themes and conventions in a wide range of books
 - discussing words and phrases that capture the reader's interest and imagination
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Exploratory Talk Presentational Talk Parallel Writing Process Writing Product Writing

Lesson	Focus and SC	Whole Class	Independent/Guided Work	Plenary
1	<p>Focus: To use visual and auditory clues to make narrative predictions.</p> <p>Success Criteria:</p> <p>I can describe what I see and hear. I can make logical predictions based on visual information. I can share my ideas with others.</p>	<p>Clip: 00:00–00:03:00 (Storm and crash landing)</p> <ul style="list-style-type: none"> • Introduce the film as a narrative text. • Discuss how we make predictions in books (cover, blurb, first lines). • Watch the first few minutes. 	<ul style="list-style-type: none"> • HAP: Use visual and sound cues to infer tone and themes. Write a paragraph predicting narrative direction. • MAP: Complete a “See / Hear / Think” organiser. Write 2–3 predictions. • LAP: Use scaffolded organiser with visuals and word banks. Draw and label prediction. 	<p>Share ideas in groups. Discuss genre and tone.</p>

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2	<p>Focus: To use an OSIE grid to explore a character's behaviour and traits.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can identify what Roz says, does, and how others react to her. ✓ I can record my ideas clearly using the OSIE grid. ✓ I can explain what kind of character Roz is. 	<p>Clip: 00:03:00–00:09:00</p> <ul style="list-style-type: none"> • Watch Roz's activation and early reactions. • Discuss how we learn about characters visually. 	<ul style="list-style-type: none"> • HAP: Complete OSIE grid with quotes and analysis. Add reflections. • MAP: Guided OSIE with support questions. • LAP: Paired work with scaffolded OSIE grid and emotion emojis. 	Compare Roz to typical protagonists.
3	<p>Focus: To summarise narrative events using the SWBST structure.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can identify the character's goals and challenges. ✓ I can organise ideas using SWBST. ✓ I can retell events in my own words. 	<p>Clip: 00:09:00–00:17:00</p> <ul style="list-style-type: none"> • Recap events. • Introduce SWBST structure. 	<ul style="list-style-type: none"> • HAP: Develop full paragraph summary using SWBST. • MAP: Complete SWBST grid and write a short paragraph. • LAP: Scaffolded grid with visuals. Write 3–4 linked sentences. 	Peer reading and feedback.
4/5	<p>Focus: To use sensory language to describe a setting.</p> <p>Success Criteria:</p>	<p>Clip: 00:17:00–00:21:00</p> <ul style="list-style-type: none"> • Watch island scenes. 	<ul style="list-style-type: none"> • HAP: Write paragraph with metaphors/personification. 	Share descriptive imagery.

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	<p>✓ I can describe what I see, hear, and feel from the scene.</p> <p>✓ I can use adjectives, similes or metaphors.</p> <p>✓ I can write vivid sentences that create imagery.</p>	<ul style="list-style-type: none"> • Build 5-senses word bank <p>The island was alive with sound and colour. Golden sunlight spilled through the trees, casting dappled shadows across the mossy forest floor. Birds chattered in the treetops like gossiping neighbours, while a squirrel darted along a branch, its tiny claws clicking on the bark.</p> <p>A gentle breeze danced through the leaves, carrying the earthy scent of pine needles and damp soil.</p> <p>Somewhere nearby, a brook babbled over smooth stones, its waters sparkling like silver threads in the sunlight. The air was fresh and buzzing</p>	<ul style="list-style-type: none"> • MAP: Use 5-senses writing frame with similes. • LAP: Complete sensory grid and use sentence starters. 	
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		<p>with insect wings and bird songs.</p> <p>In the heart of the woods, Roz stood still—tall, silent, curious. Around her, the animals watched from the bushes with wary eyes. Slowly, carefully, she bent down and placed a fallen egg back into its nest. The forest seemed to hold its breath.</p> <p>Then—a rustle. A deer stepped forward. A bluejay landed nearby. One by one, the animals crept closer, curious about the strange but gentle robot. The island was changing. And so was Roz.</p>		
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6	<p>Focus: To understand how a character develops over time.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can show how Roz is changing. ✓ I can use thought/speech bubbles to explore character feelings. ✓ I can match actions to personality. 	<p>Clip: 00:21:00–00:27:00</p> <ul style="list-style-type: none"> • Watch Roz learn to help animals. • Model thought-bubbles. 	<ul style="list-style-type: none"> • HAP: 4-frame cartoon with thought/speech and captions. • MAP: 3-frame strip with sentence prompts. • LAP: Match images to captions and draw one scene. 	<p>Discuss Roz's behavioural changes.</p>
7	<p>Focus: To write in role, exploring emotion and empathy.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can write as Roz using first person. ✓ I can include emotional language. ✓ I can show care for Brightbill through words or drawings 	<p>Clip: 00:27:00–00:36:00</p> <p>Watch Roz begin caring for Brightbill.</p> <ul style="list-style-type: none"> • Discuss motherhood and empathy. 	<ul style="list-style-type: none"> • HAP: Diary entry with figurative language. • MAP: Scaffolded diary with emotional prompts. • LAP: Sentence frames and word bank. Draw Brightbill. 	<p>peer share. Highlight emotional words.</p>
8	<p>Focus: To identify and explain examples of belonging.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can spot when Roz is accepted or rejected. 	<p>Watch 00:36:00–00:44:00.</p> <p>List examples of characters accepting or helping Roz. Discuss feelings of belonging.</p>	<ul style="list-style-type: none"> • HAP – Analytical paragraph linking events to the theme. 	<p>Talk about a time you felt like you belonged – how did it feel?</p>

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	<ul style="list-style-type: none"> ✓ I can explain how she tries to belong. ✓ I can link this to the wider theme. 		<ul style="list-style-type: none"> • MAP - Match events to theme and write short response. • LAP - Sequence story pictures and label feelings. 	
9	<p>Focus: To explore how music affects the mood of a scene.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can describe the mood in different parts. ✓ I can identify how the music changes that mood. ✓ I can explain how I felt as a viewer. 	<p>Watch 00:44:00-00:50:00 with and without music.</p> <p>Discuss how sound changes emotion. Link vocabulary: suspense, joy, worry.</p>	<p>HAP - Analyse scene using musical vocabulary.</p> <p>MAP - Fill in a "Mood + Music" chart and write a paragraph.</p> <p>LAP - Match emoji feelings to scenes. Sentence support.</p>	<p>Which scene had the most impact because of the music?</p>
9	<p>Focus: To track character growth during difficult moments.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can describe challenges Roz faces. ✓ I can explain how she responds and grows. 	<p>Watch 00:50:00-01:02:00 (winter and protection scenes).</p> <p>What obstacles does Roz face? How does she deal with them?</p> <p>Model "Challenge-Reaction-Growth" thinking.</p>	<p>HAP - Fill in CRG chart and write an internal monologue.</p> <p>MAP - Complete CRG and label a comic strip showing change.</p>	<p>What kind of character is Roz now? Is she still the same robot?</p>

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	<p>✓ I can show her feelings through words or pictures.</p>		<p>LAP - Sequence images with sentence support.</p>	
10	<p>Focus: To reflect on a key moment when the truth is revealed.</p> <p>Success Criteria:</p> <p>✓ I can describe what happens and why it matters.</p> <p>✓ I can explain how Roz and Brightbill feel.</p> <p>✓ I can use emotion to structure my response.</p>	<p>Watch 01:02:00–01:10:00 (Brightbill learns the truth). Pause for reactions - what would you do? Introduce “story mountain” to show where this moment fits.</p>	<p>HAP - Annotate story mountain and write a diary or letter from Roz.</p> <p>MAP - Complete emotional story mountain with guided prompts.</p> <p>LAP - Picture sequence and simple emotion writing frame.</p>	<p>How did this scene make you feel as a viewer? Why?</p>
11	<p>Focus: To write a suspenseful scene using film techniques.</p> <p>Success Criteria:</p> <p>✓ I can describe a tense moment.</p> <p>✓ I can use short sentences and vivid verbs.</p> <p>✓ I can build suspense like the film does.</p>	<p>Watch 01:10:00–01:23:00 (RECO units arrive). What makes it tense? How does the film show danger? Model short sentences, questions, and powerful verbs</p>	<p>AP - Write a full suspense scene using film as inspiration.</p> <p>MAP - Guided writing frame for a suspense paragraph.</p> <p>LAP - Fill-in-the-blanks writing with sound effect prompts</p>	<p>Share “tension tricks” - what words or sentences worked well?</p>

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12	<p>Focus: To understand the emotional resolution of the narrative.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can explain how the story ends. ✓ I can describe how the characters feel. ✓ I can give a personal response to the ending. 	<p>Watch 01:23:00–01:32:00 (Roz's goodbye).</p> <p>What happens? How does everyone react?</p> <p>Model an emotional monologue (e.g., from Brightbill's point of view).</p>	<p>HAP – Write a monologue using rhetorical questions.</p> <p>MAP – Write a diary entry or short letter from Brightbill.</p> <p>LAP – Use prompts to write a reflection with drawings.</p>	<p>Do you think the ending was happy or sad? Why?</p>
13	<p>Focus: To plan a new narrative using what we know of the characters.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can explain how my version of the ending would change. ✓ I can structure a beginning, middle and end. ✓ I can include emotions, conflict or suspense. 	<p>Rewatch part of the climax.</p> <p>What if Roz had stayed?</p> <p>Introduce different planning tools (story mountain, storyboard, etc.)</p>	<p>HAP – Draw a storyboard with mood notes and captions.</p> <p>MAP – Fill in a story mountain planner with key changes.</p> <p>LAP – Use a picture sequence with discussion or dictation.</p>	<p>Share alternative ideas in groups – which one would you want to read?</p>
14	<p>Focus: To write a structured alternative ending.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can write a clear beginning, middle, and end. ✓ I can include action, emotion, and dialogue. 	<p>Model writing a strong opening paragraph.</p> <p>Recap planning tools from previous lesson.</p>	<p>HAP – Write full narrative using descriptions and dialogue.</p>	<p>Read stories aloud in small groups.</p> <p>Give peer</p>

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<p>✓ I can revise my work for creativity and clarity.</p>	<p>As the RECO units stood around Roz, she looked at Brightbill and all the animals who had gathered. Her eyes glowed softly.</p> <p><i>“I won’t go,” Roz said calmly.</i></p> <p><i>“This is my home now.”</i></p> <p>The RECOs paused. Something in her voice made them stop.</p> <p>Just then, the animals stepped forward—squirrels, foxes, deer, even the shy bears. Brightbill flew up and chirped loudly, <i>“She’s not just a robot. She’s our family!”</i></p> <p>The RECOs scanned the animals, unsure.</p>	<p>MAP – Paragraph-by-paragraph guided writing with checklist.</p> <p>LAP – Partner story with visuals and sentence stems.</p>	<p>feedback: 2 stars and a wish.</p>
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		<p>Then one of them beeped. "Unit is... unique. Requesting override."</p> <p>Back at the factory, a human watched Roz on the screen. He smiled. "She's more than we expected," he said. "Let her stay."</p> <p>The RECOs turned around, whirred, and flew away. The animals cheered.</p> <p>Roz hugged Brightbill with her long, metal arms. "I'm not going anywhere," she said.</p> <p>That night, the sky filled with stars, and Roz sat by the fire with her friends, finally feeling like she truly belonged.</p>		
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15	<p>Focus: To improve and present my writing to an audience.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ✓ I can improve my story using feedback. ✓ I can present my work clearly and creatively. ✓ I can confidently share my writing with others. 	<p>Model editing: reading aloud, checking spelling, improving vocabulary.</p> <p>Discuss different ways to publish (typed, illustrated, recorded).</p>	<p>HAP – Self- and peer-edit, then publish digitally or with voice recording.</p> <p>MAP – Use peer checklist and write a neat final copy.</p> <p>LAP – Work with support to edit, then create an illustrated version</p>	<p>celebrate writing – <i>present at Author's Chair</i> or display in class gallery.</p>
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