



Sully School - PS2 PLANNING- YEAR 2/3 and 3– WC 04/07/22

Four Purposes - ACL - Communicate effectively in different forms. HCI - Form positive relationships built on trust and mutual respect.

Languages, Literacy and Communication - Mathematics and Numeracy - Science and Technology - Humanities - Health and Well-Being - Expressive Arts

9:15-9:30

Y2/3 - phonic groups. Main group with teacher and other group with LSA. Y3 - Guided reading and RWI group with LSA

WEEKLY READING AND PHONICS

DoL: LLC-PS2 I can use a range of strategies to read with increasing fluency.

CCS: PS2 I can blend phonemes together automatically and silently

Assembly Monday 2:45pm

Collective Worship Tuesday - Justice - [What is fair? - BBC Teach](#)

Collective Worship Wednesday - [Whole-school-assembly-on-equality-and-equity-powerpoint.pptx](#)

Collective Worship Thursday - [Justice-Jonah and the Whale.pdf](#)

MINDFULNESS VIDEO- [KIDS MEDITATION - FADING TONE.mp4](#)

[Mindfulness Meditation for Kids - 5 Minutes Guided Meditation for Children.mp4](#)

MONDAY VISIT FROM MRS JEMMETT

10-10:20

10:30- 10:50

Helpwr Heddiw

Monday - Revise body parts in Welsh by singing the song 'Pen, ysgwyddau, coesau, traed'.

Tuesday- Play Mae Simon yn Dweud. Dangoswch i fi eich ____.

Wednesday - Use question 'Beth sy'n bod?' and the answer 'Mae ... tost gyda fi.' Play bounce the question.

Thursday - Play 'Guess the word' on the board. Helpwr Heddiw chooses a body part and draws out the letter spaces. Chn ask 'Oes ... yn y gair?' Oes, mae ... yn y gair. Nac oes, does dim ... yn y gair.

Friday - Chn choose one of our Helpwr Heddiw games from the week to play again.

LITERACY 1 - Inquiry -

DoL: LLC WM2-I can find and use information from different materials that I read

ST-PS2-WM3- I can explore relationships between living things.

CCS: PS2 - I can make links between what I read and what I already know and believe about the topic.

LO: To use evidence to form an opinion

Tell the children we are going to be carrying out an inquiry - remind the children of the process of how we carry out our inquiries. First we have an initial thought and then we carry out research on the topic and then we make our decision whether we agree with the statement and why as our final thought.

Inquiry statement: **HUMAN SKELETONS ARE BETTER THAN ANIMAL SKELETONS**- Write the statement on the board - read out the statement/get children to read out the statement. Remind the chn that they need to think of an initial thought. Chn to choose a coloured piece of paper to write the initial thought on. Tell the children to keep their thoughts safe while they write the statement across a double page. (ALN chn have a statement printed for them). Ask the children what kind of research can we do to find out more about the topic. They may come up with using Chrome books to search on the internet/ books. Show the children the selection of resources - GC links, books and printouts where they can info for research.

[Similarities and Differences between Human and Animal Skeletons](#) [Human Skeleton info](#)

Chn can work in mixed ability pairs. Remind the chn of human skeleton facts first as we have looked at that in a previous lesson. Children Ask the children to put their human facts on one page and the animal skeleton facts on the other. Chn to use scrap paper to jot down their facts to make sure they have spelled words correctly.

Focus: Chn will write facts they have found out about the skeletons- chn can choose where they write on the page (below initial thought) . Remind the children that in our next session we will be decorating our inquiries so they will need to leave some space for the pictures.

When children have collected some facts- stop and complete a mini plenary session where they can popcorn some facts out, this will show if the children are on the right track. When children have finished, remind them to read over their facts.

Links on google classroom.

1 chilli-3 facts work with LSA

2 chilli - 4 facts on each

3 chilli - 5-6 facts on each

EP: Children use google slides to paste in pictures that we will want to decorate their inquiry.

CP: Lexia

Literacy 2 - Continue with inquiry

DoL: LLC WM2-I can find and use information from different materials that I read

ST-PS2-WM3- I can explore relationships between living things.

CCS: PS2 - I can make links between what I read and what I already know and believe about the topic

LO: To use evidence to form an opinion

Recap with children what we did in our previous lesson. Remind the children of the statement 'Human skeletons are better than animal skeletons'. Tell the children that today we are going to make our final thoughts about the statement. Children who have yet to finish their facts can continue. Children again will have a selection of resources to use for their research websites, books and information handouts. Children will have the opportunity to use printed pictures(children can choose their own photos - a picture for each fact) or draw their own illustrations for their inquiry. Remind the children to make sure they choose/ draw appropriate pictures for their facts. When children have all facts and final thoughts written they can cut out their chosen pictures from the previous lesson/ draw their pictures and add them to their piece of writing.

Plenary - share some examples of final thoughts, encouraging chn to give reasons.

Focus: Write final thoughts and illustrate their inquiry and decorate their piece of work.

1 chilli- work with LSA

2 chilli / 3 chilli - work in pairs

EP: Missions

CP: Lexia

NUMERACY 1 - Multiplying using the grid method

DoL: MD-PS2-WM1-I am beginning to estimate and check the accuracy of my answers, using *inverse* operations when appropriate. MD-PS2-WM2- I have explored *commutativity* with addition and multiplication and I can recognise when two different numerical expressions describe the same situation but are written in different ways.

CCS: LNF: I can identify relevant facts and techniques in order to apply an efficient method. I can recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems.

LO: To use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method

Success Criteria Tuesday

Warm up - Use [Function machine tool 3.23.4](#). The function machine is already set to multiply inputs by 20. Choose different numbers from 1–10 as the inputs, e.g. $4 \times 20 = 80$, $10 \times 20 = 200$. Challenge chn to write the output before the machine works out the answer. Remind them to use their 2 times-table and then multiply the answer by 10. Rpt, this time setting the function machine to $\times 50$.

Introduction- Display [Screen 3.23.4](#) and read out the problem: *A farmer sells 34 boxes of 6 free range eggs at the farm gate. How many eggs were sold?* Ask chn to discuss which calculation they think they will need to do. Take feedback. Write on the whiteboard 6×34 and 34×6 and point out that it makes no difference which way round we write this. Multiplication can be written either way round (it is commutative).

Choose two chn to hold place-value cards 30 and 4. Click to reveal the numbers in the top row and first column of the grid on [Screen 3.23.4](#). Half the class multiply 30 by 6 and the other half multiply 4 by 6. Click to reveal the two products in the grid outline and ask chn to find the total. Again, click to confirm. (204) *The farmer sold thirty lots of six eggs and four lots of six eggs making thirty-four lots of six eggs or two hundred and four eggs altogether.*

Show slide 2 of [Screen 3.23.4](#) and read out the problem: *She also sells six trays of forty-eight eggs to a local bakery. Roughly how many is that?* Discuss rounding 48 to 50 and finding $6 \times 50 = 300$. Point out that we still need to work out 6 lots of 40 and 6 lots of 8. Click the top row and first column of the grid to reveal the numbers to be multiplied. Ask half the class to work out 6×40 and the other half to work out 6×8 . Click to reveal the products. Ask chn to find the total and click to confirm. (288) *300 is close to 288 so it was a good estimate.* Show slide 3 of [Screen 3.23.4](#) and read out the problem: *The baker uses 24 eggs every day for 5 days. How many eggs does he use?*

Short task - Chn work in pairs to write the calculation that they need to do to solve the problem (5×24), then use the grid method to find the answer (120).

Teaching - Ask one pair to explain to the class how they worked out the answer. Do the rest of the class agree?

Short task - Chn work in pairs to make up their own number story which involves multiplying a 2-digit number by a 1-digit number. They must be able to work out the answer.

Teaching - Share some of chn's number stories with the rest of the class and ask them to find the answer. Does the answer match the pair's answer?

Key questions -How can we work out 34 lots of 6? (Find 6 lots of 34 using the grid method) She sells 6 trays of 48 eggs. What is a good estimate for this calculation? ($6 \times 50 = 300$)

Outdoor - with LSA support (start with LA learners) Chalk out a large grid on the yard - **chilli 1** - focus on multiplying by teen numbers only - $2 \times 15 = 3 \times 12 = 4 \times 15 = 5 \times 12 =$ Use concrete objects to represent each section of the grid. Chn to follow success criteria when solving each problem. Once chn have completed these problems practically, they can then come and record during the focus task. (HW to support DF for focus task) **2 chilli** - focus on $4 \times 16 = 6 \times 13 = 3 \times 24 = 17 \times 5 =$ **3 chilli** - focus on $34 \times 3 = 4 \times 43 = 3 \times 26 = 48 \times 4 =$

Focus Task: **Tuesday Maths** - Grid multiplication chilli challenges

CP- Missions

EP- Abacus Active Learn games allocated. Hit the button. Multiplication games.

Plenary - Write on the whiteboard: $1 \times 34 = 34$ $2 \times 34 =$ $3 \times 34 =$ $4 \times 34 =$ $5 \times 34 =$

How can we work out 4×34 ? Discuss using the grid method or doubling the answer to 2×34 . *How can we work out 5×34 ?* Discuss using the grid method or adding the answer to 2×34 and 3×34 . *How can we find 6×34 ?* Ask chn to work in pairs to finish the 34 times-table as far as they can in 5 minutes.

Numeracy 2 - Multiplying using the grid method

DoL: MD-PS2-WM1-I am beginning to estimate and check the accuracy of my answers, using *inverse operations when appropriate*. MD-PS2-WM2- I have explored *commutativity with addition and multiplication* and I can recognise when two different numerical expressions describe the same situation but are written in different ways.

CCS: LNF: I can identify relevant facts and techniques in order to apply an efficient method. I can recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems.

LO: To use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method

Warm up - Write on the whiteboard: $3 \times 40 = 120$. *What other multiplication can we write?* Record: $40 \times 3 = 120$. *So how many 3s are in 120?* Establish that we can also write $4 \times 30 = 120$ and $30 \times 4 = 120$. *How many 4s are in 120?* Write on the whiteboard: $\square \times 3 = 60$, $\square \times 3 = 90$ and ask chn how many 3s they think are in 60 and 90. They use commutativity and

multiplication to check. Show pairs of numbers, e.g. 8 and 80. *How many 4s are in 8? So how many 4s in 80? How many 2s in 6? So how many 2s in 60?* Show 15 and 150. *How many 5s in 15? How many 5s in 150? How many 3s in 15? How many 3s in 150?*

Introduction: Use [Screen 3.23.5a](#) and show 4×28 and 5×17 . Ask chn which they think will have the larger answer. Point to 4×28 and ask what multiple of 10 is nearest to 28. Show how we round 28 to 30 and quickly work out 4×30 . *So a rough estimate is 120.* Ask chn to round 17 to the nearest multiple of 10, which is 20, and then multiply by 5 to find a rough estimate for 5×17 . (100). Ask half the class to work out 4×28 and the other half to work out 5×17 . Work through each calculation using the grid method on [Screen 3.23.5a](#), clicking to reveal each answer. Compare each answer with the estimate. Explain that estimates in multiplication are not always as close as they might be for addition and subtraction. This is because we are multiplying, so the difference between the rounded number and the actual number is also multiplied and therefore can be much larger than the actual number.

Short task - Give a copy of the following calculations on separate cards, to each table: 5×21 , 3×26 , 32×5 , and 4×51 .  Grid method multiplication cards lesson 2.pdf Ask chn to use rounding to estimate each product and arrange the cards in order, according to the approximate answers, from smallest to largest.

Assign a multiplication to each group to work out, and then write their answers on the whiteboard. Show the second screen of [Screen 3.23.5a](#) to check each group's answers. Did they arrange the answers in the correct order?

Key questions - *What 10s number is closest to 28? To 17? What is the approximate answer to 5×17 ?*

Outdoor- Children go out in groups with LSA to solve a specific word problem practically. **1 chilli** - There are 3 rows of chairs on the sports field and in each row there are 12 parents. How many parents are there? How many parents would there be if there were 4 rows of 12? Or 5 rows of 12? **2 chilli** - There are 5 rows of chairs on the sports field and in each row there are 25 parents. How many parents are there? How many parents would there be if there were 6 rows of 25? Or 7 rows of 25? **3 chilli** - There are 6 rows of chairs on the sports field and in each row there are 48 parents. How many parents are there? How many parents would there be if there were 7 rows of 48? Or 8 rows of 48?

Focus Task:  **Wednesday Maths - Grid multiplication chilli challenges**

Plenary - Use [Screen 3.23.5b](#) to show a completed grid multiplication for 3×42 , with the 3 hidden. Ask chn to discuss, in pairs, what the hidden number might be. Take feedback on their reasoning. Click to reveal the 3. Rpt with 4×53 with the 4 hidden.

Topic: The human skeleton - visit from Mrs Jemmett

DoL: LLC-PS2-WM2-I can develop my vocabulary through listening and reading and use these new words in a variety of contexts. LLC-PS2-WM4 I can respond to what I hear, read, and view, asking questions and showing my understanding

CCS: LNF-PS2 - I can develop and adapt my vocabulary through listening, and use these new words in a variety of situations.

LO: To identify and name bones and understand their functions

Chn will have a visit from Mrs Jemmett, a physiotherapist, who will be focusing her talk on the bones in the human body. After the talk, consolidate what chn have heard/learnt.

Focus Task: Chn work in groups of 5 - each group has a set of bones that make up the skeleton. They need to work collaboratively to create an accurate skeleton together. They can also have an iPad to time how quickly they can make it. Can they beat their time? Each child will stick an individual skeleton in their books that they must label accurately. When they have completed their labelling activity the can

<https://thehumanbodygame.co.uk/>

1 chilli - chn have a word bank and adult support

2 chilli - chn have a word bank but work independently

3 chilli - work independently

Plenary - share completed skeletons and chn to assess their labelling.

Topic: Animal skeletons

DoL: ST-PS2-WM3- I can explore relationships between living things. MD-PS2-WM4-I can collect and organise data to ask and answer questions in relevant situations.

LLC-PS2-WM2-I can develop my vocabulary through listening and reading and use these new words in a variety of contexts.

CCS: LNF-PS2-I can develop and adapt my vocabulary through listening, and use these new words in a variety of situations.

LO: I can sort animals based on their skeletons.

 **Success criteria sorting skeletons lesson.docx**

Explain that today we will be learning about different types of animal skeletons. Ask the chn what they already know about animal skeletons. Have they read any facts from information books? Have they heard any facts? Did they discover any facts during their inquiry research? Walk through the slides on the following presentation to introduce the different types of animal skeletons:  **Animal Skeletons.ppt** Ensure that new vocabulary is focussed on - Exoskeleton, Endoskeleton and Hydrostatic skeleton and that chn understand what each skeleton means e.g an endoskeleton means the skeleton is on the inside of the body, and exoskeleton means the skeleton is on the outside of the body and a hydrostatic skeleton is a skeleton that has no bones.

Focus Task: Give chn pictures of different animals and a table of three boxes titled 'Endoskeleton' 'Exoskeleton' and 'Hydrostatic skeleton' Ask chn if they can sort the animals into the right boxes. See if chn recognise that a tortoise has both an endo and exo skeleton. Where will they stick this animal?

1 chilli - Chn work with adult support - this group to do it practically outdoors first using picture.

2 chilli - Chn to sort all animals independently

3 chilli - Chn to sort all animals independently. Can children write about the advantages of having each skeleton and the disadvantages of having each skeleton?

Outdoor - Children to sort pictures of animals into three boxes. Can they make a title for each box using mini whiteboards?

<https://thehumanbodygame.co.uk/>

EP: Watch video on the differences between invertebrates and vertebrates. Draw a picture of animals that are vertebrates and invertebrates. Or you can make a slideshow about them? Put out pictures of animal x-rays and play guess the animal. Children can sketch animals from different categories.

CP: Missions/Lexia

Topic - Investigation - Femurs

DoL: LLC-PS2-WM2-I can listen, understand and respond to a range of questions and multi-step instructions in a variety of familiar contexts. MD-PS2-WM3-I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure. MD-PS2-WM4-I can collect and organise data to ask and answer questions in relevant situations. MD-PS2-WM4-I am beginning to interpret and analyse simple graphs, charts and data.

CCS: LNF-I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts. LNF-I can progress to use standard units of measure: length: I can measure on a ruler to the nearest 0.5cm. LNF- I can extract and interpret information presented in charts, timetables, diagrams and graphs.

LO: To investigate an idea about how the human skeleton supports movement

 **Thursday Topic SC Science Investigation**

 **results table for topic investigation**

Gather children on the carpet - tell them that we are going to investigate if people with longer femur (thigh bones) jump further than people with shorter femurs. Go through the powerpoint with the children, explaining the task and the importance of making it a fair test.  **Femur Investigation** Split children into groups of 6. Inside children will take it in turns to measure each other's femurs. Model how to do this accurately. Ensure chn record the length of their femurs.

The groups will then carry out the investigation using measuring tapes, clipboards, chalk and PE mats. Remind chn of correct standing long jump technique. Bring chn back together to discuss their findings. What is the conclusion to our investigation?

Photos to go in the floorbook.

Topic - Charanga Music - In the Groove

DoL: EA -PS2-WM2 -I can consider, with guidance, how moods, emotions and ideas are communicated both in my own creative work and in the creative work of others.

EA-PS2-WM3-I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.

CCS: LNF-PS2-I can listen to, understand and recall what I have heard later.

LO: To explore musical elements

<https://charanga.com/scheme/1311933-ages-5-6/1312275-in-the-groove>

Overview:

Step 3: <https://charanga.com/c/1311889-original-scheme/1311933-ages-5-6/1312275-in-the-groove/lessons/143995-in-the-groove-step-3>

See lesson plan below:

[In The Groove Step 3 Lesson Plan.pdf](#)

[In The Groove Step 3 Listen and Appraise.pdf](#)

Complete all of the sections linked to the Latin Music. Listen to and appraise La Vida Loca by Ricky Martin - do you like it? Can you identify the style? Latin. Children get out their glockenspiels again and recap how they play the musical notes and sing. Demo how they could improvise too! There is a section where they could do thi within the music. What sorts of things could you do? Beat along to the pulse, clap, play the tune/rhythm along with the music, add a yeah yeah etc. Only in the one section! Practise ready to perform.

Record the class with a QR code for the floor book linked to playing this piece of music.

INDOOR PE - Jasmine - Unit 6 - Health and Fitness

DoL: HWB-PS2-WM1-I can use and improve basic movement skills in familiar and unfamiliar situations. HWB-PS2-WM1-I have the confidence and motivation to persevere when faced with physical challenges.

CCS: LNF- I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.

LO: I can explain why we need to warm up and cool down.

See Unit 6 'Health and Fitness', lesson 4 in the link below:

[PE Y3 U6 Lesson 4 | real PE](#)

Focus - Warm up - Rock, Paper, Scissors. Skill - Ball Chasing - Yellow - I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction - over a distance of up to 10 metres and turning both ways. **Green** - Starting in a seated, lying position, I can chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction - over a distance of up to 10 metres and turning both ways.(See videos) **Skill Application - Develop Ball Chasing Combinations** - Work by yourself or with a partner to come up with individual ball chasing combinations involving different start positions, movements, tunnels and finishing positions. **Tricky** - Use a standing start position. Run forward to collect the ball. Roll a large ball. Roll the ball slowly. Run around the ball rather than making tunnels. Face forwards when making tunnel with legs. **Trickier** - Roll a medium size ball. Roll the ball more quickly. Use a kneeling or seated start position. Move forward by hopping, galloping, sidestepping or skipping. Include turns when making tunnel with legs. **Trickiest** - Roll a small ball. Use a lying start position. Move in more complex ways - hop scotch, sidesteps with pivots, zigzags. Include a rotation/turn. Make different tunnels, for example on hands and feet. **Cool down - Review method - Always, Sometimes, Rarely** - The 9 coloured cones you can see all have a meaning. Red = rarely. Yellow = sometimes. Green = always. When you are asked a question, think about it and then go and take your place near the coloured cones that match your answer. Be honest! You can talk about it in your group first if you are unsure.

DG- Rubicon Dance Session Monday PM

Welsh- Anifeiliaid Anwes - See Cam 3 of SOW: [Blwyddyn 3 - Pets - Anifeiliaid Anwes.doc](#)

DoL: **LLC-PS2-WM2-I can develop my vocabulary through listening and reading and use these new words in a variety of contexts.**

LNF: **I can develop and adapt my vocabulary through listening, and use these new words in a variety of situations.**

LO: **To ask and answer questions using correct pronunciation in Welsh**

Revise vocabulary for Anifeiliaid using flashcards and PPT:  Anifeiliaid Anwes & deialog.ppt Practise asking and answering the question 'Oes ... gyda ti?':

 Anifeiliaid Anwes-randomiser game.ppt

Play charades and act out the animals for others to guess. Then play 'Ping Pong' to reinforce vocabulary - chn stand in a circle and throw a soft object e.g. a dragon to someone in the circle and the catcher has to say one of the animals from the flashcards. Chn continue to throw the dragon by taking turns. They must remember that the rule is they cannot repeat the word the last person said.

Then play the loop game to practise asking the question 'Oes ... gyda ti?' and answering 'Oes, mae ... gyda fi.' or 'Nac oes, does dim ... gyda fi.' They repeat the game and try to beat their time. They can also swap the cards to practise pronouncing different vocabulary.

Loop Game:  **Gem cylch Anifeiliaid Anwes.ppt**

Drill the phrases 'Oes anifail anwes gyda ti?' 'Beth ydy'r enw ...?' 'Pa liw ydy e/hi?' 'Beth mae e'n/hi'n fwyta?' 'Beth mae e'n/hi'n yfed?'

Give out the dialogue in pairs.  Deialog Pero a gwennie In pairs colour/underline any words they do know in green, words they are unsure of in yellow, and words they do not know or cannot read in red. Go over any red words with the class.

Practise reading the dialogue together as a class. Then boys read one character, girls read the other character and swap over. Drill the phrases until confident. Choose different children to be a character. Practise reading aloud in pairs. HH to listen and choose pairs to read to the class.

 Welsh SC 04.7.22

1 chilli - children read in pairs for confidence - adult to support

2 chilli - children work in pairs to be each individual character

3 chilli - children work in pairs to be each individual character. As an extension they can practise changing the food names or the colour of the pet.

OUTDOOR PE - SPORTS DAY

PSHE -JIGSAW - Changing Me

DoL: **HWB- PS2-WM1 - I can describe the way in which physical and emotional changes are connected in different contexts.**

CCS: LNF- **I can listen to group talk and interactions purposefully to contribute to group discussion.**

Year 3 - Puzzle Piece 4 'Boys' and Girls' Bodies'

LO: To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private. To tell you what I like/don't like about being a boy/girl.

See page 69 - 74 of SOW below:

[UK 6-7 6-CM Pieces 1-6.pdf](#)

Year 2 - Puzzle Piece 4 'Boys' and Girls' Bodies'

LO: To identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. To respect my body and understand which parts are private.

See page 63-73 of SOW below:

[UK 5-6 6-Changing Me Pieces 1-6.pdf](#)

SAFEGUARDING - ENSURE CHILDREN KNOW WHO TO TALK TO IF THEY ARE WORRIED OR WANT TO TALK ABOUT ANYTHING LINKED TO THIS LESSON.

ICT - Multimedia - Filmmaking - how to make something? [multimedia1.2017final.pdf](#)

DoL: LLC-PS2-WM3-I can use spoken language for different purposes. LLC-PS2-WM3-I can talk to plan writing and write for different purposes and audiences.

CCS: DCF: PS2-I can plan a digital task, identifying success criteria to support the process.

LO: To introduce the process of film-making

Focus:

Discuss with the children that they are going to create a short film that will show the audience how to make something, e.g. a paper aeroplane, a venetian mask. Remind children of step by step videos they have watched that have taught them how to make/draw something. Ask chn to contribute ideas for what the person in the film has/does, e.g. props, music in the background, sound etc...

Children can discuss in small groups what they would like to produce and how they will produce it. Ask them to think of success criteria which will feed into a set of success criteria for the whole class. These should include:

- Use of text for title pages
- Effective use of sound
- Include photos
- Include multiple videos
- Include transition between videos

Decide as a class the number of scenes to include in their films. Groups to generate ideas and a plan for their film through mind mapping/storyboards etc. Feedback and assess group ideas as a class to finalise film choice. How are they going to address success criteria?

[iMovie for Kids part 1](#)

1 chilli - Work with LSA/Teacher support. Create a storyboard of 4 clips

2 chilli - Create a storyboard of 6 clips

3 chilli - Create a storyboard of 8 clips