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Lights, Camera, Action!
Year 1
By the end of this unit children will know...
<ul style="list-style-type: none"> • understand the Filmmaking Process • about different stages of filmmaking, including scripting, filming, and editing • how to develop their narrative skills by creating their own stories for film • how to appreciate Film as an Art Form: Pupils will explore the history of film and significant filmmakers, fostering a love for cinema

Intent	Implementation	Impact	Celebrate
<p>To develop the significant understanding of the filmmaking process.</p> <p>Allow children to investigate the processes linked to filmmaking including, scripting, filming and editing.</p> <p>Children will create and design characters, and write a basic script for a short story.</p>	<p>Children will look specifically at scripting, and filming.</p> <p>The children will develop their narrative skills by creating their own stories.</p> <p>Appreciation for film as an art form, exploring the history of film.</p>	<p>Children will begin to understand the structure of a film and how it is made.</p> <p>The children will have opportunities to further build upon their story telling.</p> <p>Children will have produced a basic script for a short story/film.</p>	<p>The children will be able to talk about the processes involved with filmmaking.</p> <p>Children will get to showcase their stories with their characters at a film premiere.</p>

Core Subjects: Links to theme
English
Narrative: identify the parts of a story. Build simple sentences to help describe the setting, characters and plot. Use related punctuation, capital letters and full stops.
Mathematics
Place Value of numbers to 20. Identifying simple 2D shapes. Adding and subtracting 1 from numbers up to 20.
Science
Identify and recognise different materials. Classifying them according to properties and uses.
Computing
Technology around us. Children will identify the different technology along with naming the main parts.

Title of Topic: Lights, Camera, Action! Year: 1 Knowledge Content	
Personal Development	Foundation Subjects
Spiritual	History & Geography
Christianity	<ul style="list-style-type: none"> To generate questions to find out about events in the past, when did filmmaking begin? Who were the first filmmakers? To sequence events on a timeline To understand the importance filmmaking had on history To understand the cause and effect this event had on the world and how we look at films today
Moral	Art & Design and Design Technology
Making the right choice	<ul style="list-style-type: none"> To create a character for a film. Use various media to create first a 2D version and then a 3D one.
Social	Music and Languages
Celebrating differences	<p>Music</p> <ul style="list-style-type: none"> To keep a steady beat on the African drums Perform a simple song in a group <p>German</p> <ul style="list-style-type: none"> Body parts
Cultural	Physical Education
Keeping up to date with life around the world – current events	Learn a dance and explore the enjoyment of free movement Children will explore creating patterns to add to their dance

Core Subjects:
English
Identify the parts of a narrative, create a character to use in their film script/story.
Mathematics
Number and Place Value – numbers up to 20 Geometry – properties of shape
Science
Children to demonstrate an understanding of materials. Children to be able to describe the properties of a material. To describe what material would be suitable and why.
Computing
Learners will learn to recognise that different technologies exist and be able to talk about the identifying features.

Title of Topic: Lights, Camera, Action! Year: 1 Links to National Curriculum Framework Skills
Foundation Subjects
History & Geography
<u>History:</u> <ul style="list-style-type: none"> • Look at the origins of filmmaking, when? Where? Who? Why? • Place events and artefacts in order on a timeline • Label timelines with words or phrases such as; past, present, older and newer • Use dates where appropriate
Art & Design and Design Technology
<u>Design Technology:</u> <ul style="list-style-type: none"> • Design purposeful, functional appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Cut materials safely using tools provided
Music and Languages
<u>Music:</u> <ul style="list-style-type: none"> • Create a sequence of long and short sounds • Create a mixture of different sounds (long and short, loud and quiet, high and low) • Choose sounds to create an effect • Sequence sounds to create an overall effect <u>German:</u> <ul style="list-style-type: none"> • Know words for the body and use in a simple sentence
Physical Education
<u>P.E:</u> To perform dances using simple movement patterns

Core Subjects:
English
Write a narrative linked to our topic or the model text – The Queen’s Hat
Mathematics
See following Mathematics page for assessment opportunities including addition and subtraction facts and methods to use to solve problems Geometry of shape – naming and knowing properties of shape
Science
Everyday Materials- Children will identify different materials and the uses for these
Computing
Be able to discuss what technology is and how we use it in our day to day lives.

Title of Topic: Lights, Camera, Action! Year: 1 Core Skills/Assessment Opportunities
Foundation Subjects
History & Geography
<p><u>History:</u></p> <ul style="list-style-type: none"> • Sequence ideas and events on a timeline, including reference to key dates around the space race • Conduct key historical research to find out about the different lives of key individuals linked to the main topic of filmmaking. • When was their favourite film made?
Art & Design and Design Technology
<p><u>Design Technology:</u></p> <ul style="list-style-type: none"> • Design and make a parachute using different materials, reviewing their design at various points during the design and making process • Children will create a plan for their design thinking carefully about the materials available.
Music and Languages
<p><u>Music:</u></p> <ul style="list-style-type: none"> • Children can play along to a song on the African drums • Learn and perform a song linked to the main topic around filmmaking. <p><u>German</u></p> <ul style="list-style-type: none"> • Sprachenut units: 1.1 – 1.4
Physical Education
Create a dance inspired by their favourite film. How we would move and act if we were in the film? To perform the dance ensuring that they meet all the criteria.

English

Text Type	Text Structure	Sentence	Useful Vocabulary	Word Classes	
Narrative	<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Simple sentences, starting with a pronoun and a verb e.g. He went home</p> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives used e.g. big, small</p> <p>Range of colour adjectives used e.g. red, blue</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p>Pronouns: I, she, he, they.</p> <p>Conjunctions: and, but, then, or, this</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>	<p>Noun What a noun is.</p> <p>Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Join words and sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>

Mathematics

Number		Calculation	Fractions	Shape & Measure	Data
Number and Place Value: Up to 20	Count at least 20 objects	Add 1 to numbers up to 20		Geometry: Properties of Shapes	
	Represent numbers from 10 to at least 20	Subtract 1 from numbers up to 20			
	Explore the structure of numbers up to at least 20	Write addition problems by combining two sets using + and =			
	Represent numbers to at least 20 on a number line	Write subtraction problems by taking away, using - and =			
	Estimate numbers on a number line	Extra Problem Solving			
Number and Place Value: Up to 20	Within the range 0 - 20 count forwards from a given number to another given number	Partition 5			
	Within the range 20 - 0 count backwards from a given number to another given number	Find and represent all addition number facts of 5			
	Read numbers 0 - 20 in words and write using numerals	Find and represent all subtraction number facts of 5			
	Read numbers 0 - 20 in numerals and write in words	Partition 6			
	Compare numbers identifying which one is more	Find and represent all addition number facts of 6			
Number and Place Value: Up to 20	Compare numbers identifying which one is less	Find and represent all subtraction number facts of 6			
	Order numbers				
	Find 1 more than a number up to at least 20				
	Find 1 less than a number up to at least 20				