

Curriculum Links

Digital Competencies Framework | National Literacy and Numeracy Framework | Welsh | English

Activity	Most suitable for	Digital Competence Framework links	Numeracy Literacy Framework links	English/Welsh
Story (beginning) Page 6	Primary and secondary members – use the supporting resources and ideas to adapt creative writing activities for your group.	3.1 Producing - planning, sourcing and searching	Literacy: Writing: Organising ideas and information and writing accurately. Oracy: Developing and presenting information.	Oracy: Orally rehearse for writing, respond orally to a variety of dynamic texts, listen and view attentively, express their opinions. Writing: Writing to narrate, write for a range of authentic audiences.
Sound Page 7	Analysis: Sound on/vision off Primary and secondary Filmmaking: Sound on/vision on Primary and secondary Digital challenge: recording Foley sound Secondary members (and capable primary groups with extra support)	1.4 Citizenship - online behaviour and cyberbullying 2.1 Interacting and collaborating - communication 2.2 Interacting and collaborating - collaboration 3.3 Producing - evaluating and improving	Literacy: Writing: Organising ideas and information; writing accurately. Oracy: Developing and presenting information.	Reading: Consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation. Oracy: Listen and view attentively.
Character: first impressions Pages 8-10	Analysis: character profiling Primary and secondary Analysis: Role on the Wall Primary and secondary (using suggested extensions such as P.E.E. paragraphs) Filmmaking Primary and secondary Digital challenge: creating online identities Secondary but could be adapted for primary by linking with Staying Safe Online resource 7-11 https://www.intofilm.org/resources/35	1.1 Citizenship - identity, image and reputation 1.4 Citizenship - online behaviour and cyberbullying 2.2 Interacting and collaborating - collaboration 3.2 Producing - creating	Literacy: Writing: Organising ideas and information. Oracy: Developing and presenting information. Reading: Responding to what has been read.	Reading: Consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation; begin to select evidence to support their views. Writing: Choose and use a wide range of adventurous and imaginative vocabulary with increasing precision, writing for a range of purposes.
Colour Page 11	Analysis Primary and secondary (using the suggested extensions) Filmmaking Primary and secondary (the challenge increases as you work through the activities) Digital challenge: location scouting Secondary (and capable primary members – again the challenge increases as you work through the activities)	1.3 Citizenship – digital rights, licensing and ownership 3.1 Producing - planning, sourcing and searching 3.2 Producing - creating 3.3 Producing - evaluating and improving	Literacy: Oracy: Developing and presenting information. Writing: Organising ideas and information; writing accurately. Reading: Responding to what has been read; locating, selecting and using information.	Reading: Consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation. Oracy: Respond orally to a variety of dynamic texts, listen and view attentively, express their opinions.

Activity	Most suitable for	Digital Competence Framework links	Numeracy Literacy Framework links	English/Welsh
Setting Pages 12-13	Analysis Primary and secondary (using the suggested extensions) Filmmaking Primary and secondary (the challenge increases as you work through the activities) Digital challenge: location scouting Secondary (and capable primary members – again the challenge increases as you work through the activities)	1.3 Citizenship – digital rights, licensing and ownership 3.1 Producing - planning, sourcing and searching 3.2 Producing - creating 3.3 Producing - evaluating and improving	Literacy: Oracy: Developing and presenting information. Writing: Organising ideas and information; writing accurately. Reading: Responding to what has been read; locating, selecting and using information.	Writing: Write to describe and explain, choose and use a wide range of adventurous and imaginative vocabulary with increasing precision, writing for a range of purposes. Oracy: Express their opinions, use and demonstrate a grasp of a wide range of natural Welsh syntax structures and vocabulary (including terminology) correctly when speaking (Welsh only).
Story: middle Page 14	Primary and secondary		Literacy: Reading: Responding to what has been read. Oracy: Developing and presenting information.	Oracy: Express opinions clearly about topics and written texts, reasoning and supporting with relevant evidence, use and demonstrate a grasp of a wide range of natural Welsh syntax structures and vocabulary (including terminology) correctly when speaking (Welsh only).
Camera Pages 15-17	Analysis: Identifying camera shots and angles Primary and secondary Analysis: Analysing mise-en-scène Secondary Analysis: Extended writing Primary and secondary Filmmaking Primary and secondary Digital challenge: director's commentary Primary and secondary	1.3 Citizenship – digital rights, licensing and ownership 2.3 Interacting and collaborating - storing and sharing 2.2 Interacting and collaborating - collaboration 3.3 Producing - evaluating and improving	Literacy Oracy: Developing and presenting information. Writing: Organising ideas and information; writing accurately. Reading: Responding to what has been read; locating, selecting and using information.	Writing: Write to describe and explain, choose and use a wide range of adventurous and imaginative vocabulary; proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear and astute recommendations for improvement; edit/redraft to show progression, craft their writing confidently using the standard forms of English.
Character: development Page 18	Analysis: Axis of Emotion Primary. Increase the challenge for secondary members by following the activity with some extended writing from the perspective of the girl.		Reading: Responding to what has been read.	Oracy: Consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/ organisation; select evidence to support their views.
Story: end Page 19	Analysis Primary and secondary Digital challenge: making headlines Primary and secondary Filmmaking Primary and secondary Digital challenge: Combining the 3Cs and 3Ss Primary and secondary	2.2 Interacting and collaborating - collaboration 3.1 Producing - planning, sourcing and searching 3.2 Producing - creating	Oracy: Developing and presenting information. Writing: Organising ideas and information; writing accurately. Reading: Responding to what has been read; locating, selecting and using information.	Writing: Writing for different purposes, write for a range of audiences, use the characteristic features of a range of continuous and non-continuous texts creatively in their writing, adapting their style to engage the reader, using imagination where appropriate.