

INTO FILM

Storymaker Curriculum links

Our resources are designed to be used with selected film titles, which are available free for clubs at www.intofilm.org/clubs

This resource is designed to be used in conjunction with the Into Film Storymaker: *The Gruffalo* Edition, available on the App Store.

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THE
GRUFFALO®
Edition



National Curriculum for England

All links for England provided are for key stage 1, unless otherwise stated.

Curriculum subject	Programme of study	Content
English	Reading – comprehension – year 1	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> discussing the significance of the title and events; making inferences on the basis of what is being said and done; predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>
	Reading – comprehension – year 2 (see year 1 above also)	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; discussing the sequence of events in books and how items of information are related; recognising simple recurring literary language in stories and poetry.

National Curriculum for England

Curriculum subject	Programme of study	Content
	Reading – word reading	Apply phonic knowledge and skills as the route to decode words.
	Writing – composition – year 1	<p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives. <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
	Writing – composition – year 2	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional); writing for different purposes. <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence. <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
	Writing – vocabulary, grammar and punctuation – year 2	<p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify; subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

National Curriculum for England

Curriculum subject	Programme of study	Content
	Spoken language	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Select and use appropriate registers for effective communication.</p>
Art and design	Key stage 1	<p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
Science	Animals, including humans	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>

National Curriculum for England

Curriculum subject	Programme of study	Content
	Working scientifically	Asking simple questions and recognising that they can be answered in different ways.
Computing	Computing	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
Design and technology	Design	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.
Languages	Key stage 2: foreign language	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>

National Curriculum for England

Curriculum subject	Programme of study	Content
		<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied.</p>
Music	Key stage 1	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

Northern Ireland curriculum

All links for Northern Ireland provided are for key stage 1, unless otherwise stated.

Curriculum subject	Programme of study	Content
Language and Literacy	Talking and listening	<p>Participate in talking and listening in every area of learning.</p> <p>Listen to, respond to and explore stories, poems, songs, drama, and media texts through the use of traditional and digital resources and recreate parts of them in a range of expressive activities.</p> <p>Listen to, interpret and retell, with some supporting detail, a range of oral and written texts.</p> <p>Tell their own stories based on personal experiences and imagination.</p> <p>Take turns at talking and listening in group and paired activities.</p> <p>Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.</p> <p>Present ideas and information with some structure and sequence.</p> <p>Devise and ask questions to find information in social situations and across the curriculum.</p>
	Reading	<p>Participate in modelled, shared, paired and guided reading activities.</p> <p>Read with some independence for enjoyment and information.</p> <p>Read, explore, understand and make use of a range of traditional and digital texts.</p> <p>Re-tell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT.</p> <p>Begin to locate, select and use texts for specific purposes.</p> <p>Research and manage information relevant to specific purposes, using traditional and digital sources, and present their findings in a variety of ways.</p>

Northern Ireland curriculum

Curriculum subject	Programme of study	Content
		<p>Use a range of comprehension skills, both oral and written, to interpret and discuss texts.</p> <p>Explore and begin to understand how texts are structured in a range of genres.</p> <p>Explore and interpret a range of visual texts.</p> <p>Express opinions and give reasons based on what they have read.</p> <p>Begin to use evidence from text to support their views.</p> <p>Read and share their own books of stories and poems including the use of digital resources.</p> <p>Build up a sight vocabulary.</p> <p>Use a range of strategies to identify unfamiliar words.</p> <p>Talk with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other features of written language.</p> <p>Recognise and notice how words are constructed and spelt.</p>
	<p>Writing</p>	<p>Participate in modelled, shared, guided and independent writing, including composing on-screen.</p> <p>Understand and use a range of vocabulary by investigating and experimenting with language.</p> <p>Talk about and plan what they are going to write. Begin to check their work in relation to specific criteria. Write without prompting, making their own decisions about form and content.</p> <p>Write for a variety of purposes and audiences. Express thoughts, feelings and opinions in imaginative and factual writing.</p> <p>Organise, structure and present ideas and information using traditional and digital means.</p> <p>Understand some of the differences between spoken and written language.</p>

Northern Ireland curriculum

Curriculum subject	Programme of study	Content
		<p>Use a variety of skills to spell words in their writing. Spell correctly a range of familiar, important and regularly occurring words.</p> <p>Develop increasing competence in the use of grammar and punctuation.</p>
The Arts	Reading	<p>Investigate and respond to direct sensory experience; including visual, verbal, spatial and tactile dimensions, memory and imagination.</p> <p>Look at and talk about resource material to stimulate their own ideas.</p> <p>Enjoy and appreciate the work of artists and designers and craftworkers from their own and other cultures; use what has been viewed as a starting point for their own work.</p> <p>Explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas.</p> <p>Talk about their own and others' work and how it was made, use observations to identify difficulties and suggest modifications.</p> <p>Experiment with a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction.</p>
	Music	<p>Work creatively with sound by investigating, experimenting, selecting and combining sounds to express feelings, ideas, mood and atmosphere.</p> <p>Listen and respond to their own and others' music-making, thinking and talking about sounds, effects and musical features in music that they create, perform or listen to.</p>

Northern Ireland curriculum

Curriculum subject	Programme of study	Content
The World Around Us - Science and Technology	Managing Information	<p>Ask questions identifying what they know and what they need to know.</p> <p>Plan what to do or make.</p> <p>Use their own and other's ideas to access a wide variety of sources of relevant information, such as, pictures, photographs, films, artefacts, Internet, books and audio.</p> <p>Use a range of methods for collating, recording and representing information. Record and present observations, findings, ideas and solutions in a simple form and use appropriate methods, for example, using lists, simple tables, drawings, diagrams, ICT, photographs or video recordings.</p>
	Being Creative	<p>Ask questions about the world around them including how things work, for example, 'Why do aeroplanes fly?'</p> <p>Generate possibilities related to an open-ended question, for example, 'How can we stop ice-cream melting on a sunny day?' or 'How can we design and make a toy that moves?'</p> <p>Experiment with ideas and use different ways of joining materials, for example, explore moving parts and incorporate them appropriately in what they make. Use games, stories, action rhymes and songs to reinforce knowledge and understanding and as starting points for model making.</p> <p>Generate different ways to 'show what we know', for example, key words, pictures, diagrams or modelling.</p>

Curriculum for Excellence – Scotland

Curriculum subject	Organiser	Experiences and Outcomes
Literacy and English – Listening and Talking	Tools for listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. ENG 1-03a
	Understanding, analysing and evaluating	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a
Literacy and English – Reading	Tools for reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. ENG 1-12a I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a
	Understanding, analysing and evaluating	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. ENG 1-19a
Literacy and English – Writing	Tools for writing	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a
	Organising and using information	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a
	Creating texts	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. ENG 1-31a

Curriculum for Excellence – Scotland

Curriculum subject	Organiser	Experiences and Outcomes
Expressive Arts – Art and Design		<p>I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a</p> <p>I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a</p>
		<p>I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a</p> <p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a</p>
		<p>I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a</p> <p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a</p>
Technologies	ICT to enhance learning	<p>As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations. TCH 1-03a</p> <p>I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. TCH 1-04b</p> <p>I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others. TCH 1-08a</p>
	Craft, design, engineering and graphics contexts for developing technological skills and knowledge	<p>I am developing an interest, confidence and enjoyment in using drawing and colour techniques, manually or electronically, to represent ideas in different learning situations. TCH 1-15a</p>

Curriculum for Excellence – Scotland

Curriculum subject	Organiser	Experiences and Outcomes
Modern Languages	Listening for Information	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non- verbally. MLAN 1-01a</p> <p>I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. MLAN 1-05a</p> <p>I can participate in a range of collaborative activities. MLAN 1-05b</p>
Sciences	Planet Earth	<p>I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. SCN 1-01a</p>
	Biological systems	<p>By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. SCN 1-14a</p>

National Curriculum for Wales

All links for Wales provided are for Foundation Phase, unless otherwise stated.

Area of Learning	Programme of study	Skills
Personal & Social Development, Well-being and Cultural Diversity	Personal Development	<p>Experiment with new learning opportunities, including ICT.</p> <p>Become independent thinkers and learners.</p> <p>Develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work.</p> <p>Concentrate for lengthening periods.</p> <p>Value the learning, success and achievements of themselves and other people.</p>
	Social Development	<p>Form relationships and feel confident to play and work cooperatively.</p> <p>Begin to question stereotyping.</p>
	Moral & Spiritual Development	<p>Respond to ideas and questions enthusiastically, sensitively, creatively and intuitively.</p> <p>Communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses.</p> <p>Use story and situations to raise questions about why some things are significant.</p>
Language, Literacy and Communication Oracy	Year 1: Speaking	<p>Talk about things they have made or done, explaining the process.</p> <p>Include some detail and some relevant vocabulary to extend their ideas of accounts.</p> <p>Use an increasing range of appropriate vocabulary in play and structured activities.</p> <p>Speak audibly, conveying meaning to listeners beyond their friendship group.</p> <p>Adopt a role using appropriate language.</p> <p>Respond with increasing detail to drama and other creative stimuli.</p>

National Curriculum for Wales

Area of Learning	Programme of study	Skills
		<p>Use alliteration and rhyme.</p> <p>Use rhythm and rhyme to create simple chants, rhymes and poems.</p> <p>Welsh-medium: show awareness that some sounds change at the beginning of words.</p> <p>Listen to and carry out increasingly complex instructions.</p> <p>Orally segment and blend words.</p> <p>Follow more complex action commands.</p> <p>Retell narrative or information that they have heard using simple connectives.</p>
	<p>Year 2</p>	<p>Extend their ideas or accounts by sequencing what they say and including relevant details.</p> <p>Build on previous experiences speaking confidently and making themselves clear by organising what they say, choosing words deliberately and including relevant detail.</p> <p>Use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add intent.</p> <p>Speak clearly to a range of audiences.</p> <p>Adopt a specific role, using appropriate language in structured situations.</p> <p>Respond to and give opinion on drama as well as a wider range of stimuli.</p> <p>Use alliteration and rhyme in a range of context.</p> <p>Use rhythm and rhyme to create more detailed chants, rhymes and poems.</p> <p>Welsh-medium: use some mutations that have been practised orally.</p> <p>Orally blend and segment polysyllabic words.</p>

National Curriculum for Wales

Area of Learning	Programme of study	Skills
		<p>Join in with, repeat or memorise a range of stimuli including rhymes, songs and poems, including nonsense verse.</p> <p>Retell narrative or information that they have heard, sequencing events correctly.</p> <p>Contribute to discussion, keeping a focus on the topic and taking turns to speak.</p>
<p>Reading</p>	<p>Year 1</p>	<p>Talk about features of books such as contents page and titles.</p> <p>Track print with eyes, finger pointing only at points of difficulty.</p> <p>Read suitable text with accuracy and fluency.</p> <p>Read aloud with attention to full stops and question marks.</p> <p>Read aloud with expression, showing awareness of exclamation and speech marks.</p> <p>Look for clues in the text to understand information.</p> <p>Understand the meaning of visual features and link to written text.</p> <p>Identify words and pictures on-screen which are related to a topic.</p> <p>Retell events from a narrative in the right order.</p> <p>Use prediction in stories, adding more detail.</p> <p>Explore language, information in a text.</p>
	<p>Year 2</p>	<p>Use contents page and glossary within a range of text.</p> <p>Track a page of print with eyes without difficulty.</p> <p>Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace.</p> <p>Use the different features of texts to make meaning.</p>

National Curriculum for Wales

Area of Learning	Programme of study	Skills
		<p>Identify key words to search for information on-screen, and modify search words as necessary.</p> <p>Recall and retail narrative and information form texts with some details.</p> <p>Refine and revise predictions in fiction and non-fiction texts.</p> <p>Show understanding and express opinions about language, information and events in texts.</p>
Writing	Year 1	<p>Write in response to a variety of stimuli on subjects that are of interest and importance to them, including stories, poems, class activities and personal experiences.</p> <p>Communicate purposefully in writing.</p> <p>Use pictures, symbols, letters in sequence and familiar words to communicate meaning.</p> <p>Talk about what they are going to write.</p> <p>Write words, phrases and simple sentences and read back own attempts.</p> <p>Select letters, words and pictures to compose writing on-screen.</p> <p>Use written language for different purpose or functions within play and active learning.</p> <p>Sequence content correctly.</p> <p>Develop the use of a storyline within imaginative writing.</p> <p>Use a simple plan to support and organise writing.</p> <p>Use language associated with writing.</p> <p>Use specific words which relate to the topic of their writing.</p> <p>Begin to use connectives to expand point.</p> <p>Use spelling strategies such as sound-symbol correspondence and segmenting.</p> <p>Welsh-medium: show awareness that some sounds change at the beginning of words.</p>

National Curriculum for Wales

Area of Learning	Programme of study	Skills
	Year 2	<p>Extend their response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences.</p> <p>Write for different purposes.</p> <p>Write text which makes sense to another reader, which may include details and pictures.</p> <p>Use talk to plan writing.</p> <p>Experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily.</p> <p>Use written language for different purposes, audiences or functions within play and structured activities.</p> <p>Follow a structure in their writing with support.</p> <p>Refine the use of a storyline within imaginative writing.</p> <p>Organising writing with a beginning, middle and end.</p> <p>Use different types of writing appropriate to purpose and reader.</p> <p>Welsh-medium: use some mutations, that have been practiced orally.</p>
Creative Development	Music	<p>Explore a range of sound sources and experiment with different ways of making and organising sound.</p> <p>Create their own musical ideas and contribute to simple compositions.</p> <p>Recognise and describe sounds, and listen and respond to music.</p>
	Art, craft and design	<p>Mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively.</p> <p>Develop their understanding of planning, designing, modelling, modifying and reflecting.</p>

National Curriculum for Wales

Area of Learning	Programme of study	Skills
Knowledge and Understanding of the World	Myself and other living things	<p>Observe differences between animals and plants, different animals, and different plants in order to group them.</p> <p>Learn about the senses that humans and other animals have and use to enable them to be aware of the world around them.</p>