

# BEHIND THE SCENES

## FROM SCREEN TO STAGE

1. What did the creative team feel was the biggest challenge facing them when adapting 'The Lion King' for stage?

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2. What is the name of the theatre where 'The Lion King' is performed?

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3. Where did the inspiration for the story, the music, the masks and the puppets come from?

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4. What is the most important technique which makes 'The Lion King' work for the theatre?

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5. The character of Simba is represented in many ways during the show. How many can you name?

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# BEHIND THE SCENES

## BEHIND THE STORY

**1.** What is the young prince Simba's main task in the story?

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**2.** Which character gives Simba some bad advice?

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**3.** What symbol do you see everywhere throughout the show?

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**4.** What does 'The Lion King' aim to make audiences realise they all share?

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**5.** 'The Lion King' has lots of themes running through it. How many can you name?

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# BEHIND THE SCENES

## MEET THE CHARACTERS

**1.** Name the characters you meet during this section.

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**2.** Who is described as a restless wanderer?

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**3.** Which character is greedy and ambitious?

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**4.** Who has a crazy wisdom?

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**5.** Which character takes on the task of childminder to Simba?

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# BEHIND THE SCENES

## AN ACTOR PREPARES

1. What time does the actor who plays Scar arrive at the theatre?

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2. How many shows does he do every week?

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3. What does he have to do as soon as he has put his things in his dressing room?

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4. How long does it take to put on the Scar costume? How many assistants does he have?

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5. How does he know he has done a good job at the end of the show?

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# BEHIND THE SCENES

## DISCOVER THE COSTUMES

**1.** What is it about the costumes that helps represent Africa?

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**2.** What are the corsets for the lionesses' costumes made from?

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**3.** What sort of look do they try to create for the costumes?

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**4.** What won't be found on any of the costumes?

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**5.** How does the costume department tailor the shoes for each member of the cast?

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# BEHIND THE SCENES

## MASKS AND PUPPETS

**1.** What do the masks and puppets used in 'The Lion King' need to be able to do?

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**2.** Which puppets are the most difficult to operate?

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**3.** How many puppets are used in 'The Lion King'?

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**4.** What are the most important things that have to be thought about when designing and making masks for 'The Lion King'?

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**5.** Name two materials which are used to make the masks.

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# BEHIND THE SCENES

## SETTING THE SCENE

- 1.** The staging in 'The Lion King' has to represent lots of different things. How many can you name?

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- 2.** The stage floor is 'raked'. What effect does this help to create?

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- 3.** What do they use to create the scenery for Pride Rock?

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- 4.** How many lighting desks do they have and how many light sources?

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- 5.** How important is lighting to a show? What does it achieve for an audience?

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# BEHIND THE SCENES

## BEING A LION KID

**1.** Who is on stage longer than any other character?

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**2.** How many different actors are there to play the Young Simba and Young Nala?

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**3.** The children who play Young Nala and Young Simba still have to go to school but when do they get a chance to do their homework?

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**4.** What is the costume change that Young Nala has?

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**5.** Which element of the show did Young Simba find the most challenging to learn?

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# BEHIND THE SCENES

## MAKING THE MUSIC

1. What was the name of the album released after the animated film of 'The Lion King'?

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2. What gives 'The Lion King' musical its unique sound?

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3. What type of music works best for the hyenas?

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4. What music is used for the lionesses' hunting scene?

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5. How does the staging incorporate traditional African instruments so that they can be seen by the audience?

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# BEHIND THE SCENES

## DANCE AND MOVEMENT

**1.** What helps to convince the audience that the actors are animals?

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**2.** There are many different dance styles which influence the choreography of 'The Lion King'. How many can you name?

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**3.** Thea Barnes is the resident choreographer who helps train all the dancers, but what was the name of the choreographer who created the original dance moves?

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**4.** Which characters have some of the most demanding dances in the show?

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**5.** What types of movements do the hyenas perform?

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# ANSWERS

## FROM SCREEN TO STAGE

1. Putting the African savannah on stage
2. Lyceum Theatre, London
3. Africa
4. The imagination of the audience
5. Shadow puppet, rod puppet, hand puppet and two human actors

## BEHIND THE STORY

1. He has to go on a journey into darkness so that he can find himself before returning to become king
2. Scar
3. Circle
4. Our planet and that they are sharing the experience of watching Lion King in a live theatre setting
5. Accepting responsibility, believing in who you are and what you can be, the 'Prodigal Son', coming together as a community, we are all joined by the 'circle of life'

## MEET THE CHARACTERS

1. Simba, Nala, Mufasa, Scar, Rafiki, Zazu, Timon and Pumbaa
2. Simba
3. Scar
4. Rafiki
5. Zazu

## AN ACTOR PREPARES

1. 6:30 pm
2. 8
3. Go straight to make up
4. 15 minutes and 2 assistants
5. If he gets booed by the audience

## DISCOVER THE COSTUMES

1. They're made from natural or natural looking materials
2. Beads
3. Sun baked like the African savannah
4. Sequins or sparkles
5. They mix a jar of paint to match their skin tones

## MASKS AND PUPPETS

1. Convey the character and animal and withstand eight shows a week
2. Timon and Zazu
3. More than 300
4. They have to be as light as possible for the actors to wear
5. Carbon fibre and balsa wood

## SETTING THE SCENE

1. Vast African landscape, time of day, heat and coolness, range of emotions, wildebeest stampede
2. Helps create the effect of infinite space
3. A circular staircase that rises from the bottom of the stage
4. 2 lighting desks and over 1,000 light sources
5. Very important, it helps create emotion, enhance setting such as the green jungle and helps tell time of day

## BEING A LION KID

1. Young Simba
2. 8 (4 Young Simba, 4 young Nala)
3. During the second act
4. From baby elephant to Nala
5. Being on stage with so many people, special awareness

## MAKING THE MUSIC

1. Rhythm of the Pridelands
2. Traditional African rhythms and instruments
3. Rock
4. African choral music
5. The percussionists are with their instruments in the boxes at the front of the stage

## DANCE AND MOVEMENT

1. They way they move
2. Indonesian, Balinese, Japanese, African, Contemporary, Modern, Ballet, Hip Hop, Street dance
3. Garth Fagin
4. Hyenas
5. Fast and aggressive movements

# BEHIND THE SCENES

## EPISODE 1 FROM STAGE TO SCREEN

### ENGLAND ENGLISH

#### Literacy Key Stage 1

##### Reading

Develop positive attitudes to reading, and an understanding of what they read

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information from non-fiction

##### Writing

Develop positive attitudes towards and stamina for writing

- writing for different purposes
- consider what they are going to write before beginning

##### Spoken language

Spoken language underpins the development of reading and writing

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

#### Literacy Key Stage 2

##### Reading

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguish between statements of

fact and opinion

- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read

##### Writing

- draft and write by describing settings, characters and atmosphere
- evaluate and edit

##### Spoken language

Ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

#### PSHE/CITIZENSHIP

Incorporate into lessons when developing speaking and listening skills.

### WALES

#### ENGLISH

##### Foundation Stage

##### Oracy

Developing and presenting information and ideas

- express opinions, giving reasons and provide appropriate answers to questions
- use growing range of appropriate vocabulary
- respond to and give opinion on drama
- retell narratives or information that they have heard, sequencing events correctly
- show understanding of what they have heard by asking relevant questions to find out specific information

##### Reading

Location, selecting and using information

- identify and use text features eg titles, headings and pictures to locate and understand specific information

- recall and retell narratives and information from texts with some details
- show understanding and express opinions about language, information and events in texts

##### Writing

Organising ideas and information

- write for different purposes

Writing accurately

- understand and use language appropriate to writing
- use single subject-related words appropriately

#### Key Stage 2

##### Oracy

Developing and presenting information and ideas

- explain information and ideas using relevant vocabulary (speaking)
- listen carefully and make connections between what they are learning and what they already know (listening)
- express basis opinions about topics and written texts (collaboration and discussion)

##### Reading

Location, selecting and using information

- read short information texts independently with concentration
- skim to gain overview of text
- accurately identify the topic and main ideas of a text (comprehension)
- deduce ideas and information by linking explicit statements eg cause and effect
- use information from texts in their discussion or writing (response and analysis)
- consider what they read/view, responding orally and in writing to the ideas, language and presentation

##### Writing

Organising ideas and information

- write for different purposes (meaning, purposes, readers)
- review and improve sections of their work

# BEHIND THE SCENES

## PSE

### Foundation Stage

Develop skills, knowledge and understanding through being involved in a range of experiences including:

- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative
- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

### Key Stage 2

Develop thinking

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions

## SCOTLAND

### LITERACY

Talking & listening

- engage in group and class discussions of appropriate complexity
- learn collaboratively
- explain thinking to others
- explore factors which influence them and persuade them in order to help them think about the reliability of information

Reading

- find, select, sort, summarise and link information from a variety of sources
- consider the purpose and main concerns in texts, and understand the differences between fact and opinion
- discuss similarities and differences between texts

Writing for learning

- make notes, develop ideas and acknowledge sources in written work
- develop and use effective vocabulary
- create texts which allow learners to persuade/argue/explore ideas

## HEALTH AND WELLBEING

- engage children and young people and take account of their views and experiences
- encourage children and young people to act as positive role models for others within the educational community

## NORTHERN IRELAND

### LANGUAGE AND LITERACY

Talking and listening

- participate in talking and listening in every area of learning
- 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
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts
- take part in a range of drama activities to support activity based learning across the curriculum
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities
- present ideas and information with some structure and sequence
- think about what they say and how they say it

Reading

- read, explore, understand and make use of a range of traditional and digital texts
- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT
- begin to locate, select and use texts for specific purposes
- use a range of comprehension skills, both oral and written, to interpret and discuss texts
- explore and begin to understand how texts are structured in a range of genres
- express opinions and give reasons based on what they have read

Writing

- talk about and plan what they are going to write
- write for a variety of purposes and audiences
- express thoughts, feelings and opinions in imaginative and factual writing
- organise, structure and present ideas and information using traditional and digital means

## PSHE

Through Language and Literacy

- Help children develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role play.
- relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world

## EPISODE 2 BEHIND THE STORY

## ENGLAND

### ENGLISH

#### Literacy Key Stage 1

Reading

Develop positive attitudes to reading, and an understanding of what they read

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information from non-fiction

Writing

Develop positive attitudes towards and stamina for writing

- writing for different purposes
- consider what they are going to write before beginning

# BEHIND THE SCENES

## Spoken language

Spoken language underpins the development of reading and writing

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

## Literacy Key Stage 2

### Reading

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read

### Writing

- draft and write by describing settings, characters and atmosphere
- evaluate and edit

## Spoken language

Ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

## PSHE/CITIZENSHIP

Incorporate into lessons when developing speaking and listening skills.

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## WALES

### ENGLISH

#### Foundation Stage

##### Oracy

Developing and presenting information and ideas

- express opinions, giving reasons and provide appropriate answers to questions
- use growing range of appropriate vocabulary
- respond to and give opinion on drama
- retell narratives or information that they have heard, sequencing events correctly
- show understanding of what they have heard by asking relevant questions to find out specific information

##### Reading

Location, selecting and using information

- identify and use text features eg titles, headings and pictures to locate and understand specific information
- recall and retell narratives and information from texts with some details
- show understanding and express opinions about language, information and events in texts

##### Writing

Organising ideas and information

- write for different purposes

Writing accurately

- understand and use language appropriate to writing
- use single subject-related words appropriately

#### Key Stage 2

##### Oracy

Developing and presenting information and ideas

- explain information and ideas using relevant vocabulary (speaking)
- listen carefully and make connections between what they are learning and what they already know (listening)
- express basis opinions about topics and written texts (collaboration and discussion)

## Reading

Location, selecting and using information

- read short information texts independently with concentration
- skim to gain overview of text
- accurately identify the topic and main ideas of a text (comprehension)
- deduce ideas and information by linking explicit statements eg cause and effect
- use information from texts in their discussion or writing (response and analysis)
- consider what they read/view, responding orally and in writing to the ideas, language and presentation

## Writing

Organising ideas and information

- write for different purposes (meaning, purposes, readers)
- review and improve sections of their work

## PSE

### Foundation Stage

Develop skills, knowledge and understanding through being involved in a range of experiences including:

- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative
- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

### Key Stage 2

Develop thinking

- identify links between cause and effect
  - distinguish between 'facts', beliefs and opinions
  - form personal opinions and make informed decisions
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## SCOTLAND

### LITERACY

Talking & listening

- engage in group and class discussions of appropriate complexity

# BEHIND THE SCENES

- learn collaboratively
- explain thinking to others
- explore factors which influence them and persuade them in order to help them think about the reliability of information

## Reading

- find, select, sort, summarise and link information from a variety of sources
- consider the purpose and main concerns in texts, and understand the differences between fact and opinion
- discuss similarities and differences between texts

## Writing for learning

- make notes, develop ideas and acknowledge sources in written work
- develop and use effective vocabulary
- create texts which allow learners to persuade/argue/explore ideas

## HEALTH AND WELLBEING

- engage children and young people and take account of their views and experiences
- encourage children and young people to act as positive role models for others within the educational community

## NORTHERN IRELAND

### LANGUAGE AND LITERACY

#### Talking and listening

- participate in talking and listening in every area of learning
- 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
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts
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- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities
- present ideas and information with some structure and sequence
- think about what they say and how they say it

## Reading

- read, explore, understand and make use of a range of traditional and digital texts
- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT
- begin to locate, select and use texts for specific purposes
- use a range of comprehension skills, both oral and written, to interpret and discuss texts
- explore and begin to understand how texts are structured in a range of genres
- express opinions and give reasons based on what they have read

## Writing

- talk about and plan what they are going to write
- write for a variety of purposes and audiences
- express thoughts, feelings and opinions in imaginative and factual writing
- organise, structure and present ideas and information using traditional and digital means

## PSHE

### Through Language and Literacy

- Help children develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role play.
- relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world

## EPISODE 3 MEET THE CHARACTERS

## ENGLAND

### ENGLISH

#### Literacy Key Stage 1

##### Reading

- Develop positive attitudes to reading, and an understanding of what they read
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information from non-fiction

##### Writing

Develop positive attitudes towards and stamina for writing

- writing for different purposes
- consider what they are going to write before beginning

##### Spoken language

Spoken language underpins the development of reading and writing

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

## Literacy Key Stage 2

##### Reading

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read

##### Writing

- draft and write by describing settings, characters and atmosphere
- evaluate and edit

# BEHIND THE SCENES

## Spoken language

Ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

## PSHE/CITIZENSHIP

Incorporate into lessons when developing speaking and listening skills.

## WALES

### ENGLISH

#### Foundation Stage

##### Oracy

Developing and presenting information and ideas

- express opinions, giving reasons and provide appropriate answers to questions
- use growing range of appropriate vocabulary
- respond to and give opinion on drama
- retell narratives or information that they have heard, sequencing events correctly
- show understanding of what they have heard by asking relevant questions to find out specific information

##### Reading

Location, selecting and using information

- identify and use text features eg titles, headings and pictures to locate and understand specific information
- recall and retell narratives and information from texts with some details
- show understanding and express opinions about language, information and events in texts

##### Writing

Organising ideas and information

- write for different purposes

## Writing accurately

- understand and use language appropriate to writing
- use single subject-related words appropriately

## Key Stage 2

### Oracy

Developing and presenting information and ideas

- explain information and ideas using relevant vocabulary (speaking)
- listen carefully and make connections between what they are learning and what they already know (listening)
- express basis opinions about topics and written texts (collaboration and discussion)

### Reading

Location, selecting and using information

- read short information texts independently with concentration
- skim to gain overview of text
- accurately identify the topic and main ideas of a text (comprehension)
- deduce ideas and information by linking explicit statements eg cause and effect
- use information from texts in their discussion or writing (response and analysis)
- consider what they read/view, responding orally and in writing to the ideas, language and presentation

### Writing

Organising ideas and information

- write for different purposes (meaning, purposes, readers)
- review and improve sections of their work

## PSE

### Foundation Stage

Develop skills, knowledge and understanding through being involved in a range of experiences including:

- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative

- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

## Key Stage 2

Develop thinking

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions

## SCOTLAND

### LITERACY

Talking & listening

- engage in group and class discussions of appropriate complexity
- learn collaboratively
- explain thinking to others
- explore factors which influence them and persuade them in order to help them think about the reliability of information

Reading

- find, select, sort, summarise and link information from a variety of sources
- consider the purpose and main concerns in texts, and understand the differences between fact and opinion
- discuss similarities and differences between texts

Writing for learning

- make notes, develop ideas and acknowledge sources in written work
- develop and use effective vocabulary
- create texts which allow learners to persuade/argue/explore ideas

## HEALTH AND WELLBEING

- engage children and young people and take account of their views and experiences
- encourage children and young people to act as positive role models for others within the educational community

# BEHIND THE SCENES

## NORTHERN IRELAND

### LANGUAGE AND LITERACY

#### Talking and listening

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- take part in a range of drama activities to support activity based learning across the curriculum
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities
- present ideas and information with some structure and sequence
- think about what they say and how they say it

#### Reading

- read, explore, understand and make use of a range of traditional and digital texts
- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT
- begin to locate, select and use texts for specific purposes
- use a range of comprehension skills, both oral and written, to interpret and discuss texts
- explore and begin to understand how texts are structured in a range of genres
- express opinions and give reasons based on what they have read

#### Writing

- talk about and plan what they are going to write
- write for a variety of purposes and audiences
- express thoughts, feelings and opinions in imaginative and factual writing
- organise, structure and present ideas and information using traditional and digital means

## PSHE

### Through Language and Literacy

- Help children develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role play.
- relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world

## EPISODE 4 AN ACTOR PREPARES

## ENGLAND

### ENGLISH

#### Literacy Key Stage 1

##### Reading

Develop positive attitudes to reading, and an understanding of what they read

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information from non-fiction

##### Writing

Develop positive attitudes towards and stamina for writing

- writing for different purposes
- consider what they are going to write before beginning

##### Spoken language

Spoken language underpins the development of reading and writing

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

## Literacy Key Stage 2

### Reading

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read

### Writing

- draft and write by describing settings, characters and atmosphere
- evaluate and edit

### Spoken language

Ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

## PSHE/CITIZENSHIP

Incorporate into lessons when developing speaking and listening skills.

## WALES

### ENGLISH

#### Foundation Stage

##### Oracy

Developing and presenting information and ideas

- express opinions, giving reasons and provide appropriate answers to questions
- use growing range of appropriate vocabulary
- respond to and give opinion on drama
- retell narratives or information that they have heard, sequencing events correctly

# BEHIND THE SCENES

- show understanding of what they have heard by asking relevant questions to find out specific information

## Reading

Location, selecting and using information

- identify and use text features eg titles, headings and pictures to locate and understand specific information
- recall and retell narratives and information from texts with some details
- show understanding and express opinions about language, information and events in texts

## Writing

Organising ideas and information

- write for different purposes

Writing accurately

- understand and use language appropriate to writing
- use single subject-related words appropriately

## Key Stage 2

Oracy

Developing and presenting information and ideas

- explain information and ideas using relevant vocabulary (speaking)
- listen carefully and make connections between what they are learning and what they already know (listening)
- express basis opinions about topics and written texts (collaboration and discussion)

Reading

Location, selecting and using information

- read short information texts independently with concentration
- skim to gain overview of text
- accurately identify the topic and main ideas of a text (comprehension)
- deduce ideas and information by linking explicit statements eg cause and effect
- use information from texts in their discussion or writing (response and analysis)
- consider what they read/view,

responding orally and in writing to the ideas, language and presentation

Writing

Organising ideas and information

- write for different purposes (meaning, purposes, readers)
- review and improve sections of their work

## PSE

### Foundation Stage

Develop skills, knowledge and understanding through being involved in a range of experiences including:

- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative
- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

### Key Stage 2

Develop thinking

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions

## SCOTLAND

### LITERACY

Talking & listening

- engage in group and class discussions of appropriate complexity
- learn collaboratively
- explain thinking to others
- explore factors which influence them and persuade them in order to help them think about the reliability of information

Reading

- find, select, sort, summarise and link information from a variety of sources
- consider the purpose and main concerns in texts, and understand

the differences between fact and opinion

- discuss similarities and differences between texts

Writing for learning

- make notes, develop ideas and acknowledge sources in written work
- develop and use effective vocabulary
- create texts which allow learners to persuade/argue/explore ideas

## HEALTH AND WELLBEING

- engage children and young people and take account of their views and experiences
- encourage children and young people to act as positive role models for others within the educational community

## NORTHERN IRELAND

### LANGUAGE AND LITERACY

Talking and listening

- participate in talking and listening in every area of learning
- 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
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts
- take part in a range of drama activities to support activity based learning across the curriculum
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities
- present ideas and information with some structure and sequence
- think about what they say and how they say it

Reading

- read, explore, understand and make use of a range of traditional and digital texts
- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT

# BEHIND THE SCENES

- begin to locate, select and use texts for specific purposes
- use a range of comprehension skills, both oral and written, to interpret and discuss texts
- explore and begin to understand how texts are structured in a range of genres
- express opinions and give reasons based on what they have read

## Writing

- talk about and plan what they are going to write
- write for a variety of purposes and audiences
- express thoughts, feelings and opinions in imaginative and factual writing
- organise, structure and present ideas and information using traditional and digital means

## PSHE

### Through Language and Literacy

- Help children develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role play.
- relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world

## EPISODE 5 DISCOVER THE COSTUMES

## ENGLAND

### ENGLISH

#### Literacy Key Stage 1

##### Reading

Develop positive attitudes to reading, and an understanding of what they read

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- retrieve and record information from non-fiction

##### Writing

Develop positive attitudes towards and stamina for writing

- writing for different purposes
- consider what they are going to write before beginning

##### Spoken language

Spoken language underpins the development of reading and writing

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

#### Literacy Key Stage 2

##### Reading

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read

##### Writing

- draft and write by describing settings, characters and atmosphere
- evaluate and edit

##### Spoken language

Ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions

- speak audibly and fluently with an increasing command of Standard English

## PSHE/CITIZENSHIP

Incorporate into lessons when developing speaking and listening skills

## DESIGN AND TECHNOLOGY

### Evaluate

- explore and evaluate a range of existing products

## WALES

### ENGLISH

#### Foundation Stage

##### Oracy

Developing and presenting information and ideas

- express opinions, giving reasons and provide appropriate answers to questions
- use growing range of appropriate vocabulary
- respond to and give opinion on drama
- retell narratives or information that they have heard, sequencing events correctly
- show understanding of what they have heard by asking relevant questions to find out specific information

##### Reading

Location, selecting and using information

- identify and use text features eg titles, headings and pictures to locate and understand specific information
- recall and retell narratives and information from texts with some details
- show understanding and express opinions about language, information and events in texts

##### Writing

Organising ideas and information

- write for different purposes

##### Writing accurately

- understand and use language appropriate to writing
- use single subject-related words appropriately

# BEHIND THE SCENES

## Key Stage 2

### Oracy

Developing and presenting information and ideas

- explain information and ideas using relevant vocabulary (speaking)
- listen carefully and make connections between what they are learning and what they already know (listening)
- express basis opinions about topics and written texts (collaboration and discussion)

### Reading

Location, selecting and using information

- read short information texts independently with concentration
- skim to gain overview of text
- accurately identify the topic and main ideas of a text (comprehension)
- deduce ideas and information by linking explicit statements eg cause and effect
- use information from texts in their discussion or writing (response and analysis)
- consider what they read/view, responding orally and in writing to the ideas, language and presentation

### Writing

Organising ideas and information

- write for different purposes (meaning, purposes, readers)
- review and improve sections of their work

## PSE

### Foundation Stage

Develop skills, knowledge and understanding through being involved in a range of experiences including:

- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative
- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

## Key Stage 2

### Develop thinking

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions

## DESIGN AND TECHNOLOGY

### Evaluate

- Evaluate the work of designers

## SCOTLAND

### LITERACY

#### Talking & listening

- engage in group and class discussions of appropriate complexity
- learn collaboratively
- explain thinking to others
- explore factors which influence them and persuade them in order to help them think about the reliability of information

#### Reading

- find, select, sort, summarise and link information from a variety of sources
- consider the purpose and main concerns in texts, and understand the differences between fact and opinion
- discuss similarities and differences between texts

#### Writing for learning

- make notes, develop ideas and acknowledge sources in written work
- develop and use effective vocabulary
- create texts which allow learners to persuade/argue/explore ideas

## HEALTH AND WELLBEING

- engage children and young people and take account of their views and experiences
- encourage children and young people to act as positive role models for others within the educational community

## TECHNOLOGIES

Opportunities for active learning in creative and work-related contexts

- curiosity and problem-solving skills, a capacity to work with others and take initiative
- creativity and innovation
- skills using tools, equipment, software and materials

## NORTHERN IRELAND

### LANGUAGE AND LITERACY

#### Talking and listening

- participate in talking and listening in every area of learning
- 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
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts
- take part in a range of drama activities to support activity based learning across the curriculum
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities
- present ideas and information with some structure and sequence
- think about what they say and how they say it

#### Reading

- read, explore, understand and make use of a range of traditional and digital texts
- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT
- begin to locate, select and use texts for specific purposes
- use a range of comprehension skills, both oral and written, to interpret and discuss texts
- explore and begin to understand how texts are structured in a range of genres
- express opinions and give reasons based on what they have read

#### Writing

- talk about and plan what they are going to write
- write for a variety of purposes and audiences

# BEHIND THE SCENES

- express thoughts, feelings and opinions in imaginative and factual writing
- organise, structure and present ideas and information using traditional and digital means

## PSHE

Through Language and Literacy

- Help children develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role play.
- relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world

## THE ARTS

Explore shape and space, position and movement, patterns and relationships; by creating and interpreting musical ideas from symbolic representation

## EPISODE 6 MASKS AND PUPPETS

### ENGLAND

#### ENGLISH

##### Literacy Key Stage 1

Reading

Develop positive attitudes to reading, and an understanding of what they read

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information from non-fiction

Writing

Develop positive attitudes towards and stamina for writing

- writing for different purposes
- consider what they are going to write before beginning

Spoken language

Spoken language underpins the development of reading and writing

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

##### Literacy Key Stage 2

Reading

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read

Writing

- draft and write by describing settings, characters and atmosphere
- evaluate and edit

Spoken language

Ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

##### PSHE/CITIZENSHIP

Incorporate into lessons when developing speaking and listening skills

## DESIGN AND TECHNOLOGY

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### WALES

#### ENGLISH

##### Foundation Stage

Oracy

Developing and presenting information and ideas

- express opinions, giving reasons and provide appropriate answers to questions
- use growing range of appropriate vocabulary
- respond to and give opinion on drama
- retell narratives or information that they have heard, sequencing events correctly
- show understanding of what they have heard by asking relevant questions to find out specific information

Reading

Location, selecting and using information

- identify and use text features eg titles, headings and pictures to locate and understand specific information
- recall and retell narratives and information from texts with some details
- show understanding and express opinions about language, information and events in texts

Writing

Organising ideas and information

- write for different purposes

Writing accurately

- understand and use language appropriate to writing
- use single subject-related words appropriately

# BEHIND THE SCENES

## Key Stage 2

### Oracy

Developing and presenting information and ideas

- explain information and ideas using relevant vocabulary (speaking)
- listen carefully and make connections between what they are learning and what they already know (listening)
- express basis opinions about topics and written texts (collaboration and discussion)

### Reading

Location, selecting and using information

- read short information texts independently with concentration
- skim to gain overview of text
- accurately identify the topic and main ideas of a text (comprehension)
- deduce ideas and information by linking explicit statements eg cause and effect
- use information from texts in their discussion or writing (response and analysis)
- consider what they read/view, responding orally and in writing to the ideas, language and presentation

### Writing

Organising ideas and information

- write for different purposes (meaning, purposes, readers)
- review and improve sections of their work

## PSE

### Foundation Stage

Develop skills, knowledge and understanding through being involved in a range of experiences including:

- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative
- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

## Key Stage 2

Develop thinking

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions

## DESIGN AND TECHNOLOGY

Evaluate

- investigate how existing products look and function as a source of ideas for their own products
- work to their specification/recipe to make products
- choose appropriate materials,

## SCOTLAND

### LITERACY

Talking & listening

- engage in group and class discussions of appropriate complexity
- learn collaboratively
- explain thinking to others
- explore factors which influence them and persuade them in order to help them think about the reliability of information

Reading

- find, select, sort, summarise and link information from a variety of sources
- consider the purpose and main concerns in texts, and understand the differences between fact and opinion
- discuss similarities and differences between texts

Writing for learning

- make notes, develop ideas and acknowledge sources in written work
- develop and use effective vocabulary
- create texts which allow learners to persuade/argue/explore ideas

## HEALTH AND WELLBEING

- engage children and young people and take account of their views and experiences
- encourage children and young people to act as positive role models for others within the educational community

## TECHNOLOGIES

Opportunities for active learning in creative and work-related contexts

- creativity and innovation

## NORTHERN IRELAND

### LANGUAGE AND LITERACY

Talking and listening

- participate in talking and listening in every area of learning
- 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
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts
- take part in a range of drama activities to support activity based learning across the curriculum
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities
- present ideas and information with some structure and sequence
- think about what they say and how they say it

Reading

- read, explore, understand and make use of a range of traditional and digital texts
- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT
- begin to locate, select and use texts for specific purposes
- use a range of comprehension skills, both oral and written, to interpret and discuss texts
- explore and begin to understand how texts are structured in a range of genres
- express opinions and give reasons based on what they have read

Writing

- talk about and plan what they are going to write
- write for a variety of purposes and audiences
- express thoughts, feelings and opinions in imaginative and

# BEHIND THE SCENES

factual writing

- organise, structure and present ideas and information using traditional and digital means

## PSHE

Through Language and Literacy

- Help children develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role play.
- relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world

## THE ARTS

Explore shape and space, position and movement, patterns and relationships; by creating and interpreting musical ideas from symbolic representation

## EPISODE 7 SETTING THE SCENE

### ENGLAND

#### ENGLISH

##### Literacy Key Stage 1

Reading

Develop positive attitudes to reading, and an understanding of what they read

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information from non-fiction

Writing

Develop positive attitudes towards and stamina for writing

- writing for different purposes
- consider what they are going to write before beginning

Spoken language

Spoken language underpins the

development of reading and writing

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

##### Literacy Key Stage 2

Reading

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read

Writing

- draft and write by describing settings, characters and atmosphere
- evaluate and edit

Spoken language

Ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

##### PSHE/CITIZENSHIP

Incorporate into lessons when developing speaking and listening skills.

### WALES

#### ENGLISH

##### Foundation Stage

Oracy

Developing and presenting information and ideas

- express opinions, giving reasons and provide appropriate answers to questions
- use growing range of appropriate vocabulary
- respond to and give opinion on drama
- retell narratives or information that they have heard, sequencing events correctly
- show understanding of what they have heard by asking relevant questions to find out specific information

Reading

Location, selecting and using information

- identify and use text features eg titles, headings and pictures to locate and understand specific information
- recall and retell narratives and information from texts with some details
- show understanding and express opinions about language, information and events in texts

Writing

Organising ideas and information

- write for different purposes

Writing accurately

- understand and use language appropriate to writing
- use single subject-related words appropriately

##### Key Stage 2

Oracy

Developing and presenting information and ideas

- explain information and ideas using relevant vocabulary (speaking)
- listen carefully and make connections between what they are learning and what they already know (listening)
- express basis opinions about topics and written texts (collaboration and discussion)

# BEHIND THE SCENES

## Reading

### Location, selecting and using information

- read short information texts independently with concentration
- skim to gain overview of text
- accurately identify the topic and main ideas of a text (comprehension)
- deduce ideas and information by linking explicit statements eg cause and effect
- use information from texts in their discussion or writing (response and analysis)
- consider what they read/view, responding orally and in writing to the ideas, language and presentation

## Writing

### Organising ideas and information

- write for different purposes (meaning, purposes, readers)
- review and improve sections of their work

## PSE

### Foundation Stage

Develop skills, knowledge and understanding through being involved in a range of experiences including:

- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative
- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

### Key Stage 2

Develop thinking

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions

## SCOTLAND

### LITERACY

Talking & listening

- engage in group and class discussions of appropriate complexity

- learn collaboratively
- explain thinking to others
- explore factors which influence them and persuade them in order to help them think about the reliability of information

## Reading

- find, select, sort, summarise and link information from a variety of sources
- consider the purpose and main concerns in texts, and understand the differences between fact and opinion
- discuss similarities and differences between texts

## Writing for learning

- make notes, develop ideas and acknowledge sources in written work
- develop and use effective vocabulary
- create texts which allow learners to persuade/argue/explore ideas

## HEALTH AND WELLBEING

- engage children and young people and take account of their views and experiences
- encourage children and young people to act as positive role models for others within the educational community

## NORTHERN IRELAND

### LANGUAGE AND LITERACY

Talking and listening

- participate in talking and listening in every area of learning
- 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
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts
- take part in a range of drama activities to support activity based learning across the curriculum
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities

- present ideas and information with some structure and sequence
- think about what they say and how they say it

## Reading

- read, explore, understand and make use of a range of traditional and digital texts
- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT
- begin to locate, select and use texts for specific purposes
- use a range of comprehension skills, both oral and written, to interpret and discuss texts
- explore and begin to understand how texts are structured in a range of genres
- express opinions and give reasons based on what they have read

## Writing

- talk about and plan what they are going to write
- write for a variety of purposes and audiences
- express thoughts, feelings and opinions in imaginative and factual writing
- organise, structure and present ideas and information using traditional and digital means

## PSHE

Through Language and Literacy

- Help children develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role play.
- relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world

## EPISODE 8 BEING A LION KID

## ENGLAND

### ENGLISH

#### Literacy Key Stage 1

Reading

# BEHIND THE SCENES

Develop positive attitudes to reading, and an understanding of what they read

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information from non-fiction

Writing

Develop positive attitudes towards and stamina for writing

- writing for different purposes
- consider what they are going to write before beginning

Spoken language

Spoken language underpins the development of reading and writing

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

## Literacy Key Stage 2

Reading

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read

Writing

- draft and write by describing settings, characters and atmosphere
- evaluate and edit

Spoken language

Ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

## PSHE/CITIZENSHIP

Incorporate into lessons when developing speaking and listening skills.

## WALES

### ENGLISH

#### Foundation Stage

Oracy

Developing and presenting information and ideas

- express opinions, giving reasons and provide appropriate answers to questions
- use growing range of appropriate vocabulary
- respond to and give opinion on drama
- retell narratives or information that they have heard, sequencing events correctly
- show understanding of what they have heard by asking relevant questions to find out specific information

Reading

Location, selecting and using information

- identify and use text features eg titles, headings and pictures to locate and understand specific information
- recall and retell narratives and information from texts with some details
- show understanding and express opinions about language, information and events in texts

Writing

Organising ideas and information

- write for different purposes

Writing accurately

- understand and use language appropriate to writing
- use single subject-related words appropriately

## Key Stage 2

Oracy

Developing and presenting information and ideas

- explain information and ideas using relevant vocabulary (speaking)
- listen carefully and make connections between what they are learning and what they already know (listening)
- express basis opinions about topics and written texts (collaboration and discussion)

Reading

Location, selecting and using information

- read short information texts independently with concentration
- skim to gain overview of text
- accurately identify the topic and main ideas of a text (comprehension)
- deduce ideas and information by linking explicit statements eg cause and effect
- use information from texts in their discussion or writing (response and analysis)
- consider what they read/view, responding orally and in writing to the ideas, language and presentation

Writing

Organising ideas and information

- write for different purposes (meaning, purposes, readers)
- review and improve sections of their work

## PSE

### Foundation Stage

Develop skills, knowledge and understanding through being involved in a range of experiences including:

- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and

# BEHIND THE SCENES

imaginative

- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

## Key Stage 2

Develop thinking

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions

## SCOTLAND

### LITERACY

Talking & listening

- engage in group and class discussions of appropriate complexity
- learn collaboratively
- explain thinking to others
- explore factors which influence them and persuade them in order to help them think about the reliability of information

Reading

- find, select, sort, summarise and link information from a variety of sources
- consider the purpose and main concerns in texts, and understand the differences between fact and opinion
- discuss similarities and differences between texts

Writing for learning

- make notes, develop ideas and acknowledge sources in written work
- develop and use effective vocabulary
- create texts which allow learners to persuade/argue/explore ideas

### HEALTH AND WELLBEING

- engage children and young people and take account of their views and experiences
- encourage children and young people to act as positive role models for others within the educational community

## NORTHERN IRELAND

### LANGUAGE AND LITERACY

Talking and listening

- participate in talking and listening in every area of learning
- 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
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts
- take part in a range of drama activities to support activity based learning across the curriculum
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities
- present ideas and information with some structure and sequence
- think about what they say and how they say it

Reading

- read, explore, understand and make use of a range of traditional and digital texts
- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT
- begin to locate, select and use texts for specific purposes
- use a range of comprehension skills, both oral and written, to interpret and discuss texts
- explore and begin to understand how texts are structured in a range of genres
- express opinions and give reasons based on what they have read

Writing

- talk about and plan what they are going to write
- write for a variety of purposes and audiences
- express thoughts, feelings and opinions in imaginative and factual writing
- organise, structure and present ideas and information using traditional and digital means

## PSHE

Through Language and Literacy

- Help children develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role play.
- relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world

## EPISODE 9

### MAKING THE MUSIC

## ENGLAND

### ENGLISH

#### Literacy Key Stage 1

Reading

Develop positive attitudes to reading, and an understanding of what they read

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information from non-fiction

Writing

Develop positive attitudes towards and stamina for writing

- writing for different purposes
- consider what they are going to write before beginning

Spoken language

Spoken language underpins the development of reading and writing

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

# BEHIND THE SCENES

## Literacy Key Stage 2

### Reading

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read

### Writing

- draft and write by describing settings, characters and atmosphere
- evaluate and edit

### Spoken language

Ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

## PSHE/CITIZENSHIP

Incorporate into lessons when developing speaking and listening skills.

## MUSIC

### Key stage 1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key stage 2

- listen with attention to detail and recall sounds with increasing aural memory

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

## WALES

### ENGLISH

#### Foundation Stage

##### Oracy

Developing and presenting information and ideas

- express opinions, giving reasons and provide appropriate answers to questions
- use growing range of appropriate vocabulary
- respond to and give opinion on drama
- retell narratives or information that they have heard, sequencing events correctly
- show understanding of what they have heard by asking relevant questions to find out specific information

##### Reading

Location, selecting and using information

- identify and use text features eg titles, headings and pictures to locate and understand specific information
- recall and retell narratives and information from texts with some details
- show understanding and express opinions about language, information and events in texts

##### Writing

Organising ideas and information

- write for different purposes

Writing accurately

- understand and use language appropriate to writing
- use single subject-related words appropriately

#### Key Stage 2

##### Oracy

Developing and presenting information and ideas

- explain information and ideas using relevant vocabulary (speaking)
- listen carefully and make connections between what they are learning and what they already know (listening)
- express basis opinions about topics and written texts (collaboration and discussion)

##### Reading

Location, selecting and using information

- read short information texts independently with concentration
- skim to gain overview of text
- accurately identify the topic and main ideas of a text (comprehension)
- deduce ideas and information by linking explicit statements eg cause and effect
- use information from texts in their discussion or writing (response and analysis)
- consider what they read/view, responding orally and in writing to the ideas, language and presentation

##### Writing

Organising ideas and information

- write for different purposes (meaning, purposes, readers)
- review and improve sections of their work

## PSE

### Foundation Stage

Develop skills, knowledge and understanding through being involved in a range of experiences including:

- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative
- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

### Key Stage 2

Develop thinking

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions

# BEHIND THE SCENES

- form personal opinions and make informed decisions

## SCOTLAND

### LITERACY

#### Talking & listening

- engage in group and class discussions of appropriate complexity
- learn collaboratively
- explain thinking to others
- explore factors which influence them and persuade them in order to help them think about the reliability of information

#### Reading

- find, select, sort, summarise and link information from a variety of sources
- consider the purpose and main concerns in texts, and understand the differences between fact and opinion
- discuss similarities and differences between texts

#### Writing for learning

- make notes, develop ideas and acknowledge sources in written work
- develop and use effective vocabulary
- create texts which allow learners to persuade/argue/explore ideas

### HEALTH AND WELLBEING

- engage children and young people and take account of their views and experiences
- encourage children and young people to act as positive role models for others within the educational community

### EXPRESSIVE ARTS

Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to

enjoy music through listening to musical performances and commenting on them.

## NORTHERN IRELAND

### LANGUAGE AND LITERACY

#### Talking and listening

- participate in talking and listening in every area of learning
- 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
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts
- take part in a range of drama activities to support activity based learning across the curriculum
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities
- present ideas and information with some structure and sequence
- think about what they say and how they say it

#### Reading

- read, explore, understand and make use of a range of traditional and digital texts
- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT
- begin to locate, select and use texts for specific purposes
- use a range of comprehension skills, both oral and written, to interpret and discuss texts
- explore and begin to understand how texts are structured in a range of genres
- express opinions and give reasons based on what they have read

#### Writing

- talk about and plan what they are going to write
- write for a variety of purposes and audiences
- express thoughts, feelings and opinions in imaginative and factual writing

- organise, structure and present ideas and information using traditional and digital means

## PSHE

### Through Language and Literacy

- Help children develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role play.
- relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world

### MUSIC

Pupils should perform, compose and appraise music focusing their listening (in all musical activities) on the musical elements (pitch, duration, pace, timbre, texture, dynamics, structure and silence)

- make links between their performing, composing and appraising activities

## EPISODE 10 DANCE AND MOVEMENT

## ENGLAND

### ENGLISH

#### Literacy Key Stage 1

##### Reading

Develop positive attitudes to reading, and an understanding of what they read

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information from non-fiction

##### Writing

Develop positive attitudes towards and stamina for writing

- writing for different purposes
- consider what they are going to write before beginning

# BEHIND THE SCENES

## Spoken language

Spoken language underpins the development of reading and writing

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

## Literacy Key Stage 2

### Reading

Maintain positive attitudes to reading and an understanding of what they read

- understand what they read
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read

### Writing

- draft and write by describing settings, characters and atmosphere
- evaluate and edit

## Spoken language

Ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- speak audibly and fluently with an increasing command of Standard English

## PSHE/CITIZENSHIP

Incorporate into lessons when developing speaking and listening skills.

## PHYSICAL EDUCATION

### Key stage 1

- master basic movements including

running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

- perform dances using simple movement patterns

### Key stage 2

- develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- perform dances using a range of movement patterns

## WALES

### ENGLISH

#### Foundation Stage

##### Oracy

Developing and presenting information and ideas

- express opinions, giving reasons and provide appropriate answers to questions
- use growing range of appropriate vocabulary
- respond to and give opinion on drama
- retell narratives or information that they have heard, sequencing events correctly
- show understanding of what they have heard by asking relevant questions to find out specific information

##### Reading

Location, selecting and using information

- identify and use text features eg titles, headings and pictures to locate and understand specific information
- recall and retell narratives and information from texts with some details
- show understanding and express opinions about language, information and events in texts

##### Writing

Organising ideas and information

- write for different purposes

Writing accurately

- understand and use language

appropriate to writing

- use single subject-related words appropriately

### Key Stage 2

##### Oracy

Developing and presenting information and ideas

- explain information and ideas using relevant vocabulary (speaking)
- listen carefully and make connections between what they are learning and what they already know (listening)
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Location, selecting and using information

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##### Writing

Organising ideas and information

- write for different purposes (meaning, purposes, readers)
- review and improve sections of their work

## PSE

### Foundation Stage

Develop skills, knowledge and understanding through being involved in a range of experiences including:

- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative
- activities that allow them to communicate their ideas, values

# BEHIND THE SCENES

and beliefs about themselves, others and the world

## Key Stage 2

Develop thinking

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions

## PHYSICAL EDUCATION

Creative activities: activities that are composed or choreographed and are generally artistic and aesthetic in nature. Through their adoption of different roles such as leader, choreographer or performer, pupils could choose to develop these roles in their lessons and in planning for a performance.

Pupils should be given opportunities to:

- work collaboratively to refine, adapt and apply their techniques and skills and develop more complex movement patterns, eg developing different dance styles
- communicate ideas through more complex and elaborate work
- adopt different roles in their chosen activity
- communicate ideas and information coherently and consistently

## SCOTLAND

### LITERACY

Talking & listening

- engage in group and class discussions of appropriate complexity
- learn collaboratively
- explain thinking to others
- explore factors which influence them and persuade them in order to help them think about the reliability of information

Reading

- find, select, sort, summarise and link information from a variety of sources
- consider the purpose and main concerns in texts, and understand the differences between fact and opinion
- discuss similarities and differences between texts

Writing for learning

- make notes, develop ideas and acknowledge sources in written work
- develop and use effective vocabulary
- create texts which allow learners to persuade/argue/explore ideas

## HEALTH AND WELLBEING

- engage children and young people and take account of their views and experiences
- encourage children and young people to act as positive role models for others within the educational community

## EXPRESSIVE ARTS

- active involvement in creative activities and performances
- tasks or performance opportunities which require a creative response
- establishing links within the expressive arts subjects and with the wider curriculum
- opportunities to analyse, explore and reflect

## NORTHERN IRELAND

### LANGUAGE AND LITERACY

Talking and listening

- participate in talking and listening in every area of learning
- 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
- listen to, interpret and retell, with some supporting detail, a range of oral and written texts
- take part in a range of drama activities to support activity based learning across the curriculum
- express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities
- present ideas and information with some structure and sequence
- think about what they say and how they say it

Reading

- read, explore, understand and

make use of a range of traditional and digital texts

- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT
- begin to locate, select and use texts for specific purposes
- use a range of comprehension skills, both oral and written, to interpret and discuss texts
- explore and begin to understand how texts are structured in a range of genres
- express opinions and give reasons based on what they have read

Writing

- talk about and plan what they are going to write
- write for a variety of purposes and audiences
- express thoughts, feelings and opinions in imaginative and factual writing
- organise, structure and present ideas and information using traditional and digital means

## PSHE

Through Language and Literacy

- Help children develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role play.
- relating to personal and social relationships, interdependence and the need for mutual understanding and respect in the community and in the wider world

## DANCE

Learned movements as a means of communication and expression:

- move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings
- create, practise and perform movement sequences, using a variety of stimuli
- structure dances with clear beginnings, middles and ends