

CURRICULUM LINKS

DREAM BIG WITH SNOOPY AND FRIENDS

Key curriculum links for England, Scotland,
Wales and Northern Ireland [ages 7 to 11]



Blue Sky
STUDIOS
**SNOOPY AND
CHARLIE BROWN**
THE
PEANUTS **MOVIE** by Schulz
IN CINEMAS DECEMBER 21

Blue Sky
STUDIOS



INTO
FILM

 national
schools
partnership

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CURRICULUM SUBJECT	CURRICULUM LINKS
ENGLISH	<p>WRITING – COMPOSITION</p> <p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar identifying the audience for, and purpose of, the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary considering how authors have developed characters and settings in narratives they have read, listened to or seen performed. <p>draft and write by:</p> <ul style="list-style-type: none"> creating settings, characters and plot in their narratives describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in their narratives proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
ART AND DESIGN	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials (for example, pencil, charcoal, paint, clay).
PSHE (PSHE ASSOCIATION EDUCATION PROGRAMME)	<p>HEALTH AND WELLBEING</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. <p>RELATIONSHIPS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

CURRICULUM SUBJECT

EXPERIENCES AND OUTCOMES

LITERACY AND ENGLISH

LISTENING AND TALKING - ENJOYMENT AND CHOICE

Finding and using information – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary:

First

- As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a

Second

- As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a

WRITING - ENJOYMENT AND CHOICE

Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life:

First and second

- I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a/LIT 2-20a

WRITING - TOOLS FOR WRITING

Using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning:

First

- I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a

Second

- I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

WRITING - ORGANISING AND USING INFORMATION

Considering texts to help create short and extended texts for different purposes:

First

- 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

Second

- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a

CURRICULUM SUBJECT

EXPERIENCES AND OUTCOMES

EXPRESSIVE ARTS

ART AND DESIGN

First

- 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
- I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a

Second

- I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a
- Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a

First and second

- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a/EXA 1-05a/EXA 2-05a

HEALTH AND WELLBEING

MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL WELLBEING – MENTAL AND EMOTIONAL WELLBEING

First and second

- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 1-05a / HWB 2-05a

PLANNING FOR CHOICES AND CHANGES

First

- Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a

Second

- Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a

RELATIONSHIPS

First

- I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a

Second

- I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b

CURRICULUM SUBJECT	CURRICULUM LINKS
ENGLISH	<p>ORACY – DEVELOPING AND PRESENTING INFORMATION AND IDEAS</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • express basic opinions about topics and written texts, eg discuss topics that are within their scope of experience, discuss a character in a story • express opinions about topics and written texts, eg topics that affect their school, what they think about the ending of a story. <p>ORGANISING IDEAS AND INFORMATION:</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • write for different purposes and readers choosing words for variety and interest • present processes, events or reports in a clear sequence • use visual information if relevant • use an increasingly imaginative vocabulary • adapt what they write to the purpose and reader, choosing words appropriately • proofread their own work and that of others, assessing and identifying ways to improve before editing • use specific structures in writing • use visual information, eg illustrations, diagrams and graphs, which is clear and relevant to the written text • write with a clear purpose, showing consideration for the reader, eg by choosing appropriate vocabulary and presentational devices • use features which show the structure of the writing • write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion • use images, graphs and illustrations which are clear, relevant and appropriate • adapt writing style to suit the reader and purpose • use the characteristic features of a range of continuous and non-continuous texts creatively in their writing, adapting their style to engage the reader, using imagination where appropriate • explore different ways to present work and use them appropriately • adapt structures in writing for different contexts, eg reporting an event, investigation or experiment • use features and layout which are constructed to present data and ideas clearly.

CURRICULUM SUBJECT	CURRICULUM LINKS
PERSONAL AND SOCIAL EDUCATION (PSE)	<p>ACTIVE CITIZENSHIP</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • value families and friends as a source of mutual support. <p>HEALTH AND EMOTIONAL WELL-BEING</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • feel positive about themselves and be sensitive towards the feelings of others. <p>PREPARING FOR LIFELONG LEARNING</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • enjoy and value learning and achievements.
ART AND DESIGN	<p>UNDERSTANDING</p> <p>Learners should develop, where appropriate, their understanding through:</p> <ul style="list-style-type: none"> • books • videos • digital-based resources • the internet • galleries • practising artists, craftworkers and designers • other resources.

CURRICULUM SUBJECT	CURRICULUM LINKS
LANGUAGE AND LITERACY	<p>TALKING AND LISTENING</p> <p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities tell, re-tell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum describe and talk about real experiences and imaginary situations about people, places, events and artefacts. <p>WRITING</p> <p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> discuss various features of layout in texts and apply these, as appropriate, within their own writing write for a variety of purposes and audiences, selecting, planning and using appropriate style and form express thoughts, feelings and opinions in imaginative and factual writing.
THE ARTS	<p>ART AND DESIGN</p> <p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> collect, examine and select resource material to use in the development of ideas develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions.
PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING (PDMU)	<p>PERSONAL UNDERSTANDING AND HEALTH</p> <p>Self-awareness:</p> <ul style="list-style-type: none"> become aware of their strengths, abilities, qualities, achievements, personal preferences and goals identify current strengths and weaknesses. <p>MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY</p> <p>Relationships:</p> <ul style="list-style-type: none"> know how to be a good friend recognise the benefits of friends and families.