

Teaching Sequence Yrs 1 and 2



A Sunny Day

Filmmaker: Gil Alkabetz

This sequence has been designed for children in a KS1 class (5-7 yrs old) and focuses upon inferring about character from this behaviour and appearance.

Key Outcome

In groups, children create a book telling a day in the life of the sun through its feelings and emotions.

Familiarisation

- **Identify a snippet of music from the animation and play it to the children.** One good place might be 2:18 – 2:46. Ask the children to discuss what they can hear and what sort of film they think it might be. Does the music remind them of anything else? What might be happening in this film?
- **Show the children the whole animation and allow time for immediate responses to it.** Watch the animation again thinking about something that someone in the class mentioned that you didn't notice. Discuss with a partner what you noticed this time. (pages 24 and 25 of the Animate teacher's booklet give some ideas of aspects that children might notice in the film.)
- **Watch the animation again and look for parts that you like and dislike.** In talk partners, share what you like and dislike and why. Record these thoughts as sentences. Some children may need sentence starters I like/liked, I didn't like...
- **What makes you happy and sad?** In small groups ask children to create freeze frames showing what makes them happy and sad. Take photos of the freeze frames to show the children to see if they can identify how the child is feeling and how they know that. Children to write a caption/couple of sentences about how they feel under their own image. Collate into a class book. (identifying and empathising with feelings)
- **Make a list of the things that the sun does – watch the animation and check that you haven't missed anything out.** Again, have the animation playing whilst the children are completing their list in pairs. Share the lists to create one class list. (identifying key events)
- **Choose one of the scenes where other characters respond to the sun, e.g the sun and the birds flying past.** Model thinking aloud about what the birds might be saying and ask for suggestions from the children. Working in pairs, ask the children to have the discussion that the birds are having as they fly past. (empathising with characters)
- **Using images of the key events in the story, ask the children if they would like to know more about the Sun.** Give the rest of the class roles from which they must ask questions of the sun, e.g. the birds that flew past, people waiting for the bus. Model generating questions and then give children time to generate them. Identify 2 or 3 children who would be willing to be the sun and invite them to come and sit at the front to take it in turns to be the sun. The rest of the class ask their questions and to listen carefully to the answers. (building understanding of a character)
- **When hot-seating has finished, ask the class what they know now about the character and how he felt during his day.** Using one image and a thought bubble, ask children to record what the sun is thinking at that particular part of the story. (developing an understanding of character)

Capturing Ideas

- Using images from the animation, ask children to sequence the images in the correct order. Watch the animation to ensure that they are correct.
- Divide children into groups of 3 or 4 and ask them to choose one or more of the images from the film. This group will be the group that create the booklet
- Using thought bubbles and work completed in the immersion part of the teaching sequence create one or more sentences to describe how the sun and the characters are feeling in one of the images. Model creating the sentences and learning and remembering them by adding actions and drawing a map. Each child needs to take a different image from the set. (*composing and TFW learning and remembering own text*) Focus on starts of sentences and how detail can be added.
- Groups to tell their booklet by taking it in turn to share their sentences based on the images that they have learnt and remembered. Ask the class to respond to the sentences focusing on whether it makes sense and includes enough detail. (*Oral rehearsal of sentences before writing*)

Shared Writing

Model writing sentences for the images. Ensure that the following are modelled at some point

- One good place might be 2:18 – 2:46.
- Writing based on learnt and remembered sentences and making changes to ensure that sentences are interesting
- Rereading for sense
- Application of phonics and other spelling strategies
- Use of punctuation

We would really appreciate your feedback after you have used this sequence and would welcome to any variations or additional sequences so that we can share them with other teachers and educators. Please contact us using simon@filmworkshop.com

Note: this sequence is provided free of charge however it is restricted to individual teacher use and may not be distributed without prior permission. It was written by Joy Simpson from Babcock Learning. Copyright FVW 2012

