



Spring 1 overview 2024

Cycle A LKS2

Week	1	2	3	4	5	6	7
Week commencing	03.01.24	08.01.24	15.01.24	22.01.24	29.01.24	05.02.24	12.02.24
Geography: Geography: Our World Where on Earth are we?	<p>WALT: To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways.</p> <p>WILF: ●I know that the world is a sphere. ●I understand differences between globes and maps. ●I can locate the Equator, and know the names of continents and oceans.</p> <p>Resources: ●Teaching slides ●Pupil resource – Making my own world map instruction sheet ●Child-made globes (made before the lesson) ●Latitude and longitude song – link ●Globes – physical and political if possible ●Selection of world maps and atlases</p>	<p>WALT: To demonstrate the relationship between maps and globes, and explore the idea of addresses.</p> <p>WILF: ●I can turn my ‘globe’ into my own ‘map’ of the/a world. ●I know and understand my address, and appreciate that each line of it ‘zooms out’ to a new scale. ●I can explain this as ‘nesting’, using the Russian doll analogy.</p> <p>Resources: ●Teaching slides ●Latitude and longitude song – link ●Istvan Banyai’s ‘Zoom’ – link ●Pupil resource – What’s in an address? activity sheet ●Pupil resource – What’s in an address? guidance</p>	<p>WALT: To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn, and the Polar circles, Arctic and Antarctic, and the North and South Poles.</p> <p>WILF: ●I can locate and name the key circles or lines of latitude on both world map and globe. ●I can identify features of the zones marked by the main lines of latitude.</p> <p>Resources: ●Teaching slides ●Longitude and latitude song – link ●Longitude and latitude video – link ●Globes and atlases ●Pupil resource – Map of world climate zones ●Pupil resource – Map of world vegetation zones ●Individual or large world map</p>	<p>WALT: To learn more about longitude, and about the Earth’s daily rotation and its effects.</p> <p>WILF: ●I can understand how day and night are caused as the Earth rotates on its axis. ●I can locate lines of longitude. ●I can locate and name the Greenwich/Prime Meridian and the $\pm 180^\circ$ E–W lines of longitude.</p> <p>Resources: ●Teaching slides ●Longitude and latitude song – link ●Inflatable globe ●A torch (to represent the Sun) ●Rotating Earth – link ●Pupil resource – Time zones from around the world ●Latitude and longitude definitions video – link</p>	<p>WALT: To introduce the International Date Line and time around the world</p> <p>WILF: ●I can locate and name the $\pm 180^\circ$ E–W line of longitude and the International Date Line (IDL). ●I know why the IDL is located in the Pacific Ocean. ●I know why the IDL zigzags and does not exactly follow the 180° E–W line of longitude.</p> <p>Resources: ●Teaching slides ●Longitude and latitude song – link ●Pupil resource – Time zones from around the world (from Week 4) ●Webcams from around the world – link ●Clocks (optional)</p>	<p>WALT: To describe the significance of latitude and longitude, and how they are used to describe the location of points on the Earth’s surface.</p> <p>WILF: ●I can make a world map using my learning across the course of the unit. ●I am able to say how points on the Earth’s surface are described, using longitude and latitude.</p> <p>Resources: ●Teaching slides ●Longitude and latitude song – link ●Longitude and latitude video – link ●Pupil resource – Assessment sheet 3: Location co-ordinates ●Pupil resource – Assessment sheet 3: Location co-ordinates answers ●Pupil resource – Making my own world</p>	<p>WALT:</p> <p>WILF:</p> <p>Resources:</p>

	<p>●Pupil resource – What is the world like? worksheet and answers</p>	<p>●Pupil resource – Assessment 2: ‘Luggage labels’</p> <p>●Pupil resource – Making my own world map instruction sheet (from Week 1)</p>	<p>●Pupil resource – Outline world map</p> <p>●Materials to make their world map from the balloon map</p>			<p>map instruction sheet (from Week 1)</p> <p>●World map (Australian) – link</p> <p>●Unit quiz</p> <p>●Key assessment opportunity sheet</p>	
<p>Science:</p> <p>Forces and Magnets</p>	<p>WALT: Compare how things move on different surfaces.</p> <p>WILF: I can set up simple practical enquiries, comparative and fair tests.</p> <p>I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units,</p> <p>I can use a range of equipment including thermometers and data loggers.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Resources small P.E. equipment Toy cars Tape measures Individual whiteboards and pens Chalk for each group</p>	<p>WALT: Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>WILF: I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>I can use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Resources PowerPoint Slides 5 and 6 Different magnets to test strength Magnetic objects e.g. paper clips, and measuring equipment Activity Resource 5.1</p>	<p>WALT: Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>WILF: I can set up simple practical enquiries, comparative and fair tests.</p> <p>I can use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Resources PowerPoint Slide 7 Objects to push and pull, e.g. with wheels or without BBC video clip to demonstrate pushes and pulls Individual whiteboards Magnets Magnetic objects Activity Resource 5.3 Camera / tablet Plastic bottles</p>	<p>WALT: Describe magnets as having two poles.</p> <p>WILF: I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Resources PowerPoint Slide 8 Collection of magnets Activity Resources 5.2 and 5.3</p>	<p>WALT: Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>WILF: I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Resources PowerPoint Slide 9 Pupil video ‘Forces and magnets’ Magnets</p>	<p>WALT: Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>WILF: I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Resources Activity Resource 5.4 Online list of weblinks (see <i>My Rising Stars</i>) PowerPoint Slide Slides 10 and 11</p>	<p>WALT:</p> <p>WILF:</p> <p>Resources</p>
<p>Design & Technology:</p> <p>Digital world- electronic charm</p>	<p>WALT: To research and evaluate existing products.</p>	<p>WALT: To develop design criteria.</p>	<p>WALT: To use code to program and control a product.</p>	<p>WALT: To develop and communicate ideas.</p>	<p>WALT: To develop ideas through computer-aided design.</p>	<p>WALT: To improve a design based on feedback.</p>	<p>WALT:</p> <p>WILF:</p>

	<p>WILF:</p> <p>I can describe a significant moment in the history of digital products.</p> <p>I can give reasons why a product is useful.</p> <p>I can suggest some people who might find a product useful.</p> <p>Resources Presentation: The digital revolution. Presentation: Is this a good idea? Example of a mechanical toy – A pull-back toy car Examples of technology that have moved from non-digital to digital. These could be objects like typewriters, wind-up alarm clocks, digital alarm clocks, calculator watches, digital watches, analogue radios, rotary telephones and calculators Examples of wearable technology, such as fitness trackers, glasses, headphones and watches Activity: Sorting activity Activity: Wearable technology analysis</p>	<p>WILF:</p> <p>I can decide who will use my product.</p> <p>I can identify what my product will do.</p> <p>I can discuss how I want my product to function.</p> <p>Resources Presentation: Design criteria. Link: WAYV cyclist harness on Videolink Link: BBC Micro:bit - introduction on Videolink Activity: Design criteria Activity: Product analysis: WAYV word bank</p>	<p>WILF:</p> <p>I can write code to control a function on a device.</p> <p>I can check my code for errors by comparing it to the correct code.</p> <p>I can think about the user when choosing the code for my product.</p> <p>Resources Presentation: Programming. Access to a device (one each – see Main event). Link: Introduction to the BBC Micro:bit on Videolink. Link: MakeCode. Activity: Micro:bit pass Activity: Micro:bit pass answers</p>	<p>WILF:</p> <p>I can draw a diagram of how I would like my product to look.</p> <p>I can annotate my diagram to explain some of its features.</p> <p>I can make choices that help me meet the design criteria.</p> <p>Resources Presentation: Fastenings. Presentation: Design criteria. Presentation: Product concept. Activity: Product concept design (one each). Activity: Product concept design: support version (see Adaptive teaching).</p>	<p>WILF:</p> <p>I can define the term point of sale display.</p> <p>I can follow simple design requirements and use Sketchpad to complete a computer-aided design.</p> <p>I can answer simple questions to help evaluate my work.</p> <p>Resources Presentation: Point of sale displays. Presentation: POS display designs. File: CAD Extension POS Net.Sketchpad Access to a device Children’s project work from the unit Link: Sketchpad Activity: POS Badge self-assessment (one each)</p>	<p>WILF:</p> <p>I can form an opinion about a product.</p> <p>I can participate in a discussion about a product.</p> <p>I can use the opinions of others to suggest improvements to my design.</p> <p>Resources Presentation: Opinions. Presentation: Evaluation. Presentation: Focus group feedback. Each child’s design criteria: Design and technology, Year 3, Wearble technology, Lesson 2: Light-up wearables. Each child’s code, printed: Design and technology, Year 3, Wearble technology, Lesson 3: Programming wearable technology. Each child’s product concept drawings and annotations: Design and technology, Year 3, Wearble technology, Lesson 4: Product concept. Each child’s CAD, printed: Design and technology, Year 3, Wearble technology, Lesson 5: Point of sale displays. Activity sheet: Product evaluation (one each). Activity: Focus group questions (one between two).</p>	<p>Resources</p>
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<p>Music: Chinese New Year- create pentatonic melodies; compose a piece of music using layered melodies (5 lessons)</p>	<p>WALT:</p> <p>WILF:</p> <p>Resources</p>	<p>WALT: To learn about the music used to celebrate the Chinese New Year festival</p> <p>WILF: I know the story of Chinese New Year</p> <p>I can describe the features of Chinese New Year Music using musical terminology, including: Crescendo (gradually getting louder) Tempo (speed) Duration (length) Dynamics (volume) Timbre (sound)</p> <p>I can show the features of Chinese New Year music through dance</p> <p>Resources <u>Watch</u> Presentation: Chinese New Year (see Main event) Links on Videolink: 'Dragon Dance' 'The story of Nian by Learn How to Chinese' <u>Have ready</u> A large space suitable to dance in Pupils to change into PE shoes Elastic to secure the mask <u>Print</u> Activity: Dragon mask (one per pupil)</p>	<p>WALT: To play a pentatonic melody</p> <p>WILF: I can play a five-note or 'pentatonic' scale</p> <p>I can play melodies using the five notes of the pentatonic scale</p> <p>Resources <u>Watch</u> Teacher video: Pentatonic scale <u>Have ready</u> Tuned percussion instruments, such as glockenspiels, chime bars, a set of boomwhackers, a set of handbells, or a pBuzz with the letter names labelled on the notes (one between two). Pupils who have instrumental lessons can bring their own instruments. <u>Print</u> Activity: Pentatonic scale and melodies, printed one between two pupils (see Classroom resources)</p>	<p>WALT: To write and perform a pentatonic melody</p> <p>WILF: I can write a pentatonic melody using letter notation</p> <p>I can play my pentatonic melody from letter notation</p> <p>Resources <u>Have ready</u> Tuned percussion instruments (one between two pupils). Glockenspiel or other instruments with the notes CDEGA, children who have instrumental lessons could use their own instruments for this activity. Pencils <u>Print</u> Activity: Pentatonic melody grid (see Classroom resources) Activity: Pentatonic melody grid support (see Classroom resources)</p>	<p>WALT: To perform a group composition</p> <p>WILF: I can understand what layered melodies are.</p> <p>I can perform a group composition made up of three-layered pentatonic melodies.</p> <p>I can perform using untuned percussion.</p> <p>Resources Completed Activity: Pentatonic melody grids from Lesson 3 Dragon masks (complete with elastic and ready to wear!) Tuned percussion instruments (one between two pupils) Untuned percussion instruments Pupils' pentatonic grid scores/tunes from last lesson A large space for movement</p>	<p>WALT: To perform a piece of music as a group</p> <p>WILF: I can perform a piece of music, about Chinese New Year, as part of a group.</p> <p>I can evaluate my own work and the work of my peers.</p> <p>Resources Completed Activity: Pentatonic melody grids from Lesson 3 Tuned and untuned percussion instruments pupils have used to practise previous performances (including pupils own instruments where applicable). Set up video or audio recording equipment Dragon masks Scarves and material brought in from home</p>	<p>WALT:</p> <p>WILF:</p> <p>Resources</p>

<p>P.S.H.E. Keeping Safe (Yr3 Units)</p> <p>Mental and Emotional Heealth (Yr3 Units)</p>		<p>Smoke In Air</p> <p>WALT: To learn how second-hand smoke can make it more difficult for us to breathe.</p> <p>WILF: Recognise that the way we breathe can change.</p> <p>Explain how and why it can sometimes be more difficult to breathe.</p> <p>Recognise that second-hand smoke is harmful.</p> <p>Resources: Stopwatches Worksheet KS3.1 KS3.2 KS3.3 KS3.4 KS3.5</p>	<p>Recognise Risk</p> <p>WALT: To learn about managing risk in different situations and how to keep safe.</p> <p>WILF: Recognise the difference between positive and negative risky behaviour.</p> <p>Give examples of what is meant by high and low risk.</p> <p>Identify who to talk to when I am in a risky situation.</p> <p>Resources: Whiteboards/paper Print out slide 6 worksheet 1 KS3.6 Sorting cards of safe and unsafe activities. Print out slide 11-13 to cut out and sort KS3.7 slide 11 KS3.8 slide 12 KS3.9 slide 13</p>	<p>Responding to Emergencies</p> <p>WALT: To learn how to respond in an emergency and where I can find help.</p> <p>WILF: Identify different people who work in emergency services.</p> <p>Explain how to ask for help.</p> <p>Demonstrate how to dial 999 and what to say to get help in an emergency.</p> <p>Resources: Worksheet 1 slide 5 Worksheet 2 slide 12 Worksheet 3 slide 16 6 steps cards cut into strips Outline drawing of person worksheet 4 slide 20</p>	<p>Emotions and Behaviour</p> <p>WALT: To learn about how my emotions affect my behaviour and some strategies to manage feelings including stress, anger, sadness.</p> <p>WILF: Describe situations that make us experience conflicting feelings.</p> <p>Identify physical responses in the body when we feel a range of negative feelings.</p> <p>Demonstrate ways to manage emotions in a healthy and positive way and develop coping strategies that will support themselves and others.</p> <p>Resources: MEH 3.1: Negative situations scenarios MEH 3.2: Feelings pack Worksheet 1 MEH 3.3: Body boards</p>	<p>Communicating Online</p> <p>WALT: To learn about the safest ways of communicating online.</p> <p>WILF: Identify what is classed as personal information.</p> <p>Describe what personal information is appropriate to share and request and who to talk to if I feel uncomfortable or concerned.</p> <p>Explain the risks of sharing personal information and how to avoid and deal with such risks.</p> <p>Resources: Worksheet 1 MEH 3.4 All about me activity Worksheet 2 MEH 3.5 Safe or not safe sorting activity</p>	<p>Strengths and differences</p> <p>WALT: To learn about my own qualities and celebrate differences.</p> <p>WILF: Identify some of my own qualities and strengths.</p> <p>Recognise the differences between them and their peers and to celebrate different qualities.</p> <p>Reflect on aspirations for the next year and what can help them achieve them.</p> <p>Resources: Worksheet 1 MEH 3.6 Self-reflection mirror resource Post –it notes Worksheet 2 MEH 3.7 Flying high kite template</p>
<p>P.E. - Tennis</p>		<p>WALT: To develop racket and ball control.</p> <p>WILF: Hit the ball when the racket face is facing your partner.</p> <p>The racket starts low with one hand and finishes high over your opposite shoulder with two hands.</p> <p>Social: To work co-operatively with others.</p>	<p>WALT: To develop returning the ball using a forehand and understand when to use it.</p> <p>WILF: As the ball approaches, move your feet to get in line with it.</p> <p>Start in the ready position.</p>	<p>WALT: To develop the backhand and understand when to use it.</p> <p>WILF: Make contact with the ball when your racket face is facing your target.</p> <p>Turn sideways so that your dominant arm is closest to the net.</p>	<p>WALT: To keep a continuous rally going showing increased technique.</p> <p>WILF: Hit the ball away from your opponent to make it hard for them to return it.</p> <p>Move your feet to the ball and then return to the ready position.</p>	<p>WALT: To use and apply rules and simple tactics.</p> <p>WILF: Cover space on the court between you and your partner.</p> <p>Hit the ball away from your opponent to make it hard for them to return it.</p>	<p>WALT: To understand and use rules to manage a game.</p> <p>WILF: Agree the score after each point.</p> <p>Shake hands with your opponent at the end of each game.</p> <p>Social: To be supportive and encourage others.</p>

		<p>Emotional: To persevere when learning a new skill.</p> <p>Thinking: To reflect on key learning.</p> <p>Resources: Hoops x 30</p> <p>Tennis balls x 30</p> <p>Tennis Racquets x 30</p> <p>Stretches for Games Document</p>	<p>Social: To work co-operatively with others to self-manage games.</p> <p>Emotional: To persevere when learning a new skill.</p> <p>Thinking: To identify what I do well and what I need to do to improve.</p> <p>Resources: Hoops x 30</p> <p>Tennis balls x 30</p> <p>Tennis Racquets x 30</p> <p>Stretches for Games Document</p> <p>Ball, Racquet, Go! Document</p> <p>Forehand Video</p>	<p>Social: To support and encourage a partner to achieve a collective goal.</p> <p>Emotional: To persevere when learning a new skill.</p> <p>Thinking: To identify when to use a backhand and when to use a forehand.</p> <p>Resources: Cones x 90</p> <p>Tennis balls x 30</p> <p>Tennis Racquets x 30</p> <p>Stretches for Games Document</p> <p>Ball, Racquet, Go! Document</p> <p>Backhand Video</p> <p>Tennis Nets</p>	<p>Social: To work with others to self-manage games.</p> <p>Emotional: To play honestly and abide by the rules.</p> <p>Thinking: To understand where to hit the ball so that my partner can return it.</p> <p>Resources: Cones x 90</p> <p>Hoops x 15</p> <p>Tennis balls x 45</p> <p>Tennis Racquets x 30</p> <p>Stretches for Games Document</p> <p>Ball, Racquet, Go! Document</p> <p>Tennis Nets</p>	<p>Social: To be respectful and congratulate others.</p> <p>Emotional: To be honest and play by the rules.</p> <p>Thinking: To select and apply tactics to try to outwit my opponents.</p> <p>Resources: Cones x 60</p> <p>Tennis balls x 15</p> <p>Tennis Racquets x 30</p> <p>Stretches for Games Document</p> <p>Ball, Racquet, Go! Document</p> <p>Tennis Nets</p>	<p>Emotional: To show determination and perseverance in the games I play.</p> <p>Thinking: To reflect on my performance and areas to improve.</p> <p>Resources: Cones x 60</p> <p>Tennis balls x 15</p> <p>Tennis Racquets x 30</p> <p>Stretches for Games Document</p> <p>Ball, Racquet, Go! Document</p> <p>Tennis Nets</p>
P.E. – Fundamentals		<p>WALT: To develop balancing and understand the importance of this skill.</p> <p>WILF: Squeeze your muscles to help you to balance.</p> <p>Social: To show respect towards others when competing.</p> <p>Emotional: To challenge myself to work to the best of my ability.</p>	<p>WALT: To develop technique when running at different speeds.</p> <p>WILF: Observe others closely to see how their body changes.</p> <p>Think about how each body part moves for different speeds.</p> <p>Social: To listen to others and share ideas.</p>	<p>WALT: To develop agility using a change of speed and direction.</p> <p>WILF: Transfer your weight from one side to the other.</p> <p>Turn your head, shoulders and hips to face the new direction you want to travel in.</p> <p>Social: To play fairly with others.</p>	<p>WALT: To develop technique and control when jumping, hopping and landing.</p> <p>WILF: Use your arms to provide momentum.</p> <p>Bend your knees on take-off and landing to help you to balance.</p> <p>Social: To work with a small group, listening to</p>	<p>WALT: To develop skipping with a rope.</p> <p>WILF: Make sure the rope taps the floor each time.</p> <p>Use the rhythm to help you.</p> <p>Social: To show support and kindness towards others.</p> <p>Emotional: To be determined not to give</p>	<p>WALT: To apply fundamental skills to a variety of challenges.</p> <p>WILF: Move your arms faster to help you to move forward quickly.</p> <p>Run on the balls of your feet.</p> <p>Social: To encourage others in my group.</p>

		<p>Thinking: To understand how we use balance in everyday life.</p> <p>Resources: Bean bags x 4 Cones x 40 Footballs x 2 Hoops x 6 Hurdles x 2 Quoits x 2 Tennis balls x 10 Balance Challenges Document Stretches for fundamentals document</p>	<p>Emotional: To challenge myself to work hard.</p> <p>Thinking: To change my speed to be able to continue to run over a period of time.</p> <p>Resources: Cones x 30 Sprinting video Stretches for fundamentals document</p>	<p>Emotional: To show honesty when playing games.</p> <p>Thinking: To create a plan to help me outwit an opponent.</p> <p>Resources: Cones x 50 Hoops x 10 Tag Rugby Belts x30</p>	<p>others and sharing ideas.</p> <p>Emotional: To be honest when competing.</p> <p>Thinking: To create a plan based on my findings.</p> <p>Resources: Beanbags x 10 Chalk x 10 Cones x 30 Hop Video Jump Video</p>	<p>up if I find things challenging.</p> <p>Thinking: To read and understand task cards</p> <p>Resources: Base Stations x 30 Long Skipping Ropes x 10 Skipping Ropes x 30 Individual skipping video Pairs skipping video Skipping Cards Skipping challenges video</p>	<p>Emotional: To try my best.</p> <p>Thinking: To listen to the instructions and understand what to do.</p> <p>Resources: Beanbags x 2 Chalk x 2 Hoops x 2 Cones x 12 Long skipping ropes x 2 Mini hurdles x 8 Skipping ropes x 6 Skipping cards</p>
Computing Video Trailers		<p>WALT: To plan a book trailer.</p> <p>WILF: I can describe the purpose of a book trailer.</p> <p>I can identify the key events in a story.</p> <p>I can plan a book trailer.</p> <p>Resources: Have ready Presentation: Planning a book trailer. A selection of books that the children are familiar with. A video trailer for a children’s film of your choice. Link: The Dark- Book trailer. Link: It's a Book- Book trailer.</p> <p>Print in advance Activity: Storyboard templates A and B (two differentiated versions - one between two).</p>	<p>WALT: To take photos or videos that tell a story.</p> <p>WILF: I can frame shots differently to create the effect I want.</p> <p>I can use digital devices to record video or take photos.</p> <p>Resources: Have ready Presentation: Filming. Cameras or tablets. Children’s storyboards from Lesson 1. Link: Seven camera shots and angles to use in filmmaking. Link: WeVideo.</p>	<p>WALT: To edit a video.</p> <p>WILF: I can import videos and photos into film editing software.</p> <p>I can record sounds using digital devices.</p> <p>I can add sound effects and music to a video.</p> <p>Resources: Watch Teacher video: Editing the trailer</p> <p>Have ready Presentation: Editing a trailer. The children’s storyboards from Lesson 1: Planning a book trailer. The children’s footage from Lesson 2 Link: The Dark - trailer video on VideoLink. Link: WeVideo.</p>	<p>WALT: To add text and transitions to a video.</p> <p>WILF: I can add text to my video.</p> <p>I understand what transitions are in film.</p> <p>I can incorporate different transitions in my video.</p> <p>Resources: Watch Teacher video: Transitions and Text</p> <p>Have ready Presentation: Video transitions. Presentation: Transitions and text. Digital devices with access to WeVideo (one between two). Link: WeVideo</p> <p>Print in advance Activity: Evaluation sheet (one each).</p>	<p>WALT: To evaluate video editing.</p> <p>WILF: I can explain what makes a successful video.</p> <p>I can explain what makes a successful book trailer.</p> <p>I can think about how I share book recommendations.</p> <p>Resources: Have ready Presentation: Video reviews. Link: Journey - book trailer on VideoLink.</p>	<p>WALT:</p> <p>WILF:</p> <p>Resources:</p>

