

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec				Eng – Story Telling – Paul Simpson x 5 weeks		
Yr 1	Eng – Story Telling – Paul Simpson	<p><b>Music</b> Nativity play choir with expression/actions.</p> <p><b>Audience:</b> Whole school and parents <b>Purpose:</b> To entertain</p>	<p><b>Geography</b> Giving opinions – pros and cons, shared views to living in urban and rural areas</p> <p><b>Audience:</b> Class <b>Purpose:</b> To share</p> <p><b>Oracy Skills</b> <b>S and E</b> -Listen and respond appropriately to others Be willing to change their mind based on what they have heard <b>C</b> - Offer reasons for their opinions Disagree with someone else’s opinion politely <b>L</b>– Use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with... because...’ ‘linking to...’</p>	<p><b>Science</b> Discussion on how to sort materials - Trios and Talk Detectives</p> <p><b>Audience:</b> Class <b>Purpose:</b> To inform and share whole school</p> <p><b>Oracy Skills</b> <b>S and E</b> - Begin to organise group discussions independently of an adult <b>L</b>- Take opportunities to try out new language, even if it is not always correctly used <b>P</b> - Speak clearly and confidently in a range of contexts</p>	<p><b>History</b> Presentation of improvements to Sunnyhurst Woods</p> <p><b>Audience:</b> Small group Send recording to Sunnyhurst Woods <b>Purpose:</b> inform</p> <p><b>Oracy Skills</b> <b>P</b>- Continue to use gesture to support delivery e.g. pointing at parts of the poster they are talking about <b>L</b>- Using vocabulary appropriately specific to the topic in hand</p>	PSHE – Transition - generate questions to ask next class teachers
	<p><b>Art</b> Group discussion independent of an adult. Fishbowl - What do you see/hear/feel?</p> <p><b>Audience:</b> Class <b>Purpose:</b> To express</p> <p><b>Oracy Skills</b> <b>S and E</b> - Begin to organise group discussions independently of an adult <b>C</b> - Offer reasons for their opinions <b>L</b> - Take opportunities to try out new language, even if it is not always correctly used <b>P</b> - Continue to use gesture to support delivery</p>					
Yr 2	<p><b>DT</b> Discussion and combine ideas to create designs. Children are to plan which tools, resources and materials they will need.</p>	Eng – Nativity Production	Eng – Performance Poetry – Paul Simpson x 5 weeks	<p><b>Science</b> Keeping Healthy – generate q’s to inform kitchen staff team about fruit choices</p> <p><b>Audience:</b> Class</p>	Science – Visit to Brockholes. Chn to generate question to ask	<p><b>Geography</b> The big 5 presentation</p> <p><b>Audience:</b> Class <b>Purpose:</b> To inform</p>

	<p><b>Audience:</b> Talk partner <b>Purpose:</b> To share ideas</p> <p><b>Oracy Skills</b> P - Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions C - Build on others' ideas in discussions L - Use sentence stems to signal when they are building or challenging others' ideas in group'</p>			<p><b>Purpose:</b> To research and develop ideas Talk to inform and explain</p> <p><b>Oracy Skills</b> <b>S and E</b> - Start to develop an awareness of audience e.g. what might interest a certain group <b>Cognitive</b> – ask questions to find out more about a subject <b>Linguistic</b> - Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom</p>		<p><b>Oracy Skills</b> <b>S and E</b> - Recite/deliver short pre-prepared material to an audience <b>L</b>- Speaking in sentences using joining phrases to create longer sentences</p> <p><b>P</b> - Speak clearly and confidently with appropriate volume and pace in a range of contexts</p>
Yr 3	<p><b>Art</b> Appreciate other's artwork offering areas of improvement</p> <p><b>Audience:</b> Art partners <b>Purpose:</b> To inform and explain</p> <p><b>Oracy Skills</b> <b>L</b> – Be able to use specialist language to describe their own and others' talk <b>C</b> - Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives</p>	<p><b>Science</b> Perform poems/raps linked to food groups/nutrients</p> <p><b>Audience:</b> Class <b>Purpose:</b> To inform and explain</p> <p><b>Oracy Skills</b> <b>L</b> - Make precise language choices e.g. instead of describing a cake as 'ice' using 'delectable'</p> <p><b>Geography</b> Fairtrade persuasion</p> <p><b>Audience:</b> Video and share on class blog <b>Purpose:</b> To persuade</p> <p><b>Oracy Skills</b></p>	<p><b>DT</b> Podcast review Record an evaluation against the problem/design brief. Record and add to. Have they met it? Is it fit for purpose? Chn are to comment on the strengths and potential weaknesses of their products.</p> <p><b>Audience:</b> For website <b>Purpose:</b> To evaluate</p> <p><b>Oracy Skills</b> <b>C</b> - Offer opinions that aren't their own e.g. taking on the role of ... <b>S and E</b> - Adapt the content of their speech for a specific audience <b>L</b> - Use specialist vocabulary e.g. speak like an archaeologist</p>	<p>Eng/Geog- Formal Discussion Debate</p>	<p>Eng - Performance Poetry – Paul Simpson x 7 weeks</p> <p><b>History</b> Presentation about something the Romans invented</p> <p><b>Audience:</b> Class <b>Purpose:</b> To inform</p> <p><b>Oracy Skills</b></p>	<p>French – Role play an informal conversation in French</p>

		<p><b>P</b> - Deliberately varies tone of voice in order to convey meaning e.g. speaking to persuade/exaggerating information</p> <p><b>S and E</b> - Speak with confidence in front of an audience</p> <p><b>L</b> - Use specialist vocabulary e.g. speak like a Fairtrade specialist</p>			<p><b>P</b> - Consider position and posture when addressing an audience</p> <p><b>S and E</b> - Speak with confidence in front of an audience</p> <p><b>L</b> - Use specialist vocabulary e.g. speak like a Historian</p>	
Yr 4	<p>Science – Live science demo about the digestive system to KS1</p> <p><b>Audience:</b> Yr 2 class <b>Purpose:</b> To educate and inform</p> <p><u>Oracy Skills</u></p> <p><b>S and E</b> - Start to develop empathy with an audience</p> <p><b>C</b>- Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets</p> <p><b>P</b> -To use pauses for effect in presentational talk e.g. when telling an anecdote or joke</p>	<p>Eng – Performance Poetry – Paul Simpson x 7 weeks</p> <p><u>DT</u></p> <p>Voice Over’ – How to make a sandwich</p> <p><b>Audience:</b> Kitchen staff <b>Purpose:</b> To instruct explain</p> <p><u>Oracy Skills</u></p> <p><b>P</b> - To use pauses for effect in presentational talk</p> <p><b>P</b> - Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain</p> <p><b>L</b> - Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain</p>	<p><u>Art</u></p> <p>Chn to compare and contrast their art with their peers/ take inspiration and decide what is successful and where they can improve.</p> <p><b>Audience:</b> Art partners <b>Purpose:</b> To inform and explain</p> <p><u>Oracy Skills</u></p> <p><b>S and E</b> – consider the impact of their words on others when giving feedback</p> <p><b>S and E</b> - use more natural and subtle prompts for turn taking</p> <p><b>C</b> – Give supporting evidence</p>	<p>French – Role play and informal conversation in French</p>	<p>Eng – Interview a character (Newspaper Report)</p> <p><u>History</u></p> <p>Performance poetry – Henry VIII wives</p> <p><b>Audience:</b> Parents, assembly , class blog <b>Purpose:</b> To entertain</p> <p><u>Oracy Skills</u></p> <p><b>P</b> - Deliberately select movement and gesture when addressing an audience</p> <p><b>P</b> - Use the appropriate tone of voice in the right context</p> <p><b>L</b> - Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk</p>	<p>Eng/Geog – Formal Debate (deforestation)</p> <p><u>Geography</u></p> <p>Weather report</p> <p><b>Audience:</b> Class – use of green screen <b>Purpose:</b> To inform</p> <p><u>Oracy Skills</u></p> <p><b>S and E</b> - Consider the impact of their words on others when giving feedback</p> <p><b>P</b> - Deliberately select movement and gesture when addressing an audience</p> <p><b>L</b> - Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain</p>
Yr 5	<p>Eng –Poetry Workshop-PS x7 weeks</p>	<p><u>DT</u></p> <p>Children to create a 1 minute sales pitch about their decoration – remembering to include the design brief</p>	<p><u>History</u></p> <p>Formal Debate Greek democracy</p>	<p><u>Art</u></p> <p>Talk like an ‘Art Exhibitor’ sharing artwork and explanation of changes to Banksy image.</p>	<p><u>Geography</u></p> <p>Debate pros and cons of dam</p> <p><b>Audience:</b> Class <b>Purpose:</b> To persuade</p>	<p><u>Science</u></p> <p>Hot seating properties game</p> <p><b>Audience:</b> Class <b>Purpose:</b> To build understanding</p>

		<p>Chn need to comment on how it has met the design brief.</p> <p><b>Audience:</b> Christmas Fair <b>Purpose:</b> To explain</p> <p><b>Oracy Skills</b></p> <p><b>P</b> - Project their voice to a large audience <b>P</b> - Consciously adapt tone, pace and volume of voice within a single context. <b>S and E</b> - Adapt the content of their speech for a specific audience</p>	<p><b>Audience:</b> Record for other year group class <b>Purpose:</b> To reach a consensus</p> <p><b>Oracy Skills</b></p> <p><b>C</b> - Draw upon knowledge of the world to support their own point of view and explore different perspectives</p> <p><b>L</b> - Consider the words and phrases used to express their ideas and how this supports the purpose of talk</p> <p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event</p>	<p><b>Audience:</b> Art co-ordinator <b>Purpose:</b> To explain</p> <p><b>Oracy Skills</b></p> <p><b>P</b> - Deliberately varies tone of voice in order to convey meaning <b>S and E</b> – Speak with flair and passion <b>C</b> – Draw upon Knowledge of the world to support their own viewpoint and explore different perspectives</p>	<p><b>Oracy Skills</b></p> <p><b>C</b> - Draw upon knowledge of the world to support their own point of view and explore different perspectives To be able to give supporting evidence e.g. citing a text, a previous example or a historical event <b>L</b> - Consider the words and phrases used to express their ideas and how this supports the purpose of talk</p>	<p><b>Oracy Skills</b></p> <p><b>L</b> - Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions</p>
Yr 6	<p><b>Science</b></p> <p>Create demo video explaining an optical instrument for school website</p> <p><b>Audience:</b> School website <b>Purpose:</b> To explain and build understanding</p> <p><b>L</b> - Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</p> <p><b>L</b> - Vary sentence structures and length for effect when speaking</p>	<p><b>DT</b></p> <p>Market research Chn are going to carry about a sensory evaluation of a variety of existing food products and ingredients relating to the project. Discuss how each ingredient could be locally sourced, seasonal, Fair Trade or organic. Present results orally.</p> <p><b>Audience:</b> Christmas Fair <b>Purpose:</b> To explain</p> <p><b>Oracy Skills</b></p> <p><b>C</b> – Construct a complex narrative <b>C</b> - Spontaneously respond to and offer increasingly complex questions citing evidence where appropriate</p>	<p><b>Geography</b></p> <p>Youtube channel presentation trip to Eastern Europe</p> <p><b>Audience:</b> Green screen for class blog <b>Purpose:</b> To share</p> <p><b>Oracy Skills</b></p> <p><b>P</b>- Speak fluently in front of an audience. Have a stage presence <b>L</b> - Be comfortable using idioms and expressions <b>C</b> - Reflect on their own and others' oracy skills and identify how to improve. <b>S and E</b> - Use humour effectively</p>	<p><b>History</b></p> <p>Children to create a mock interview – and perform for the school blog. Children share interviews with the class. Hot seating modelled from class teacher</p> <p><b>Audience:</b> Class <b>Purpose:</b> To inform</p> <p><b>Oracy Skills</b></p> <p><b>P</b> - Consciously adapt, tone, pace and volume of voice</p> <p><b>S and E</b> - Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions</p>	<p><b>Art</b></p> <p>'Art attack' explanation video of how to create own zentangle patterns.</p> <p><b>Audience:</b> Art co-ordinator <b>Purpose:</b> To explain</p> <p><b>Oracy Skills</b></p> <p><b>P</b> –speak fluently in front of an audience <b>P</b> – Consciously adapt tone, pace and volume of voice <b>L</b> – vary sentence structures and ;length for effect when speaking</p> <p>English - Xenotransplantation debate</p>	<p>Eng – Acting workshop PS x 5 weeks – End of Year 6 Play</p>