**Sample Oral Language Curriculum Mapping**

**3rd Class Unit 11: Fantastic Characters**

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| Lesson 1 | Class discussion **LO1, 5, 6**  *Shrek* trailer **LO1, 5, 6, 8, 12**  Digital poster (Story mode) **LO1** | Lesson 3 | Digital poster (Explore mode) – Talk and discussion **LO5, 6**  Fabricate a fairy-tale **LO1, 2, 9, 10, 12**  Digital poster (Let’s Talk! mode): Stereotypes **LO1, 2, 3, 11)** |
| Lesson 2 | Digital poster (Story mode): Recap **LO1, 5**  Digital poster (Question mode) **LO7**  Create a character **LO2, 4, 12** | Lesson 4 | Digital poster (Poem mode): ‘Rapunzel!, Rapunzel!’ **LO5, 7, 11**  Group improvisation: What happened next? **LO6, 10, 12** |

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| **Element** | **Learning Outcome** | **The child should be able to…** |
| Communicating | 1. Engagement | Actively listen to and extract meaning from a poster story about fantastic fairy tale characters. |
| 2. Motivation and choice | Listen and respond to the poster story and flashcards.  Create a character.  Invent a fairy tale of their own. |
| 3. Social conventions and awareness of others | Use language flexibly to work collaboratively with partners and groups.  Adapt language style such as tone, pace, choice of vocabulary, gestures, facial expressions and body language when telling a story and when engaging in formal class discussion. |
| Understanding | 4. Sentence structure and grammar | Use sentences of varying length, structure and complexity when discussing the topic of fairy tales and fantastic characters.  Use sentence structure appropriate to an oral narrative.  Explore sentence structures and idioms commonly used in fairy tales. |
| 5. Vocabulary | Develop vocabulary on the topic of fairy tales and the story elements of fairy tales.  Use newly acquired fairy tale vocabulary while telling their own invented fairy tale. |
| 6. Demonstration of understanding | Demonstrate understanding of the topic by responding appropriately in discussion, particularly during partner and small group talking tasks. |
| Exploring and using | 7. Requests, questions and interactions | Ask and respond to a range of open and closed questions relating to fairy tales. |
| 8. Categorisation | Discuss and explore categorical vocabulary relating to character traits and the elements of a fairy tale. |
| 9. Retelling and elaboration | Elaborate on elements of the poster story when inventing a fairy tale of their own based around one of the poster characters. |
| 10. Playful and creative use of language | Use language playfully when describing a newly created character, fabricating a fairy tale, naming their newly invented fairy tale and when creating an improvisation. |
| 11. Information giving, explanation  and justification | Use language to express and justify their opinions on the oral poster text and flashcards.  Give and justify their opinions on gender stereotypes. |
|  | 12. Description, prediction  and reflection | Reflect upon the information given in the poster and podcast.  Use description when creating a character, inventing a fairy tale and in a group improvisation. |