

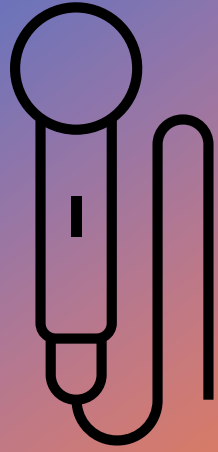


TILSTOCK CE PRIMARY SCHOOL STUDENT SPEECH DAY HOME LEARNING CHALLENGE

- **Choose a subject. Tell us about it. Get ready to share it aloud.**
 - **Here's the challenge:** find one piece of learning you have thoroughly enjoyed learning about this term. Talk about everything you know about that subject and share it via a 2-5 minute video clip and send it to us!
- You can take the challenge on your own or with friends.

- **1. Choose a subject from your class topic this term**
- **2. Select your content-** What have you learnt during the past term that you would like to share? Choose something that you are really interested in and enjoy. This could be anything from across the curriculum. Have a look at your class curriculum planners to remind you of all the different units of work you have covered. Maybe Electricity in Science, Explorers in History or Rivers in Geography? The choice is yours.
- **3. Share it aloud-** Once you know what you would like to tell us about- think about how you would like to present it. Are you going to read it out? Use props? Are you going to use IT? a PowerPoint presentation? Be creative... Think about your use of vocabulary. What new vocabulary have you learnt that you can use within your talk? Can you tell us what these new words mean?
 - **Send it to us!** Once you have created your presentation, record it and send it to us via your teacher's email address.

At the end of the Spring term, we will have our [Tilstock whole school speech day](#), whereby children across the school will be sharing their speeches and we will award winners with our student speech trophy and medals!



Class Topics

- Have a look at your class curriculum term planner overleaf
- What have you really enjoyed learning about?



KS1 Squirrels Years 1 & 2

Theme: WW1/2

History - 1900- 1950 Britain at war

In this unit children will know about significant historical events, people and places in our own locality. Children will learn how to sequence events within a period of time and give clear explanations of an important event, offering reasons why an event took place. Children will be able to ask and answer questions such as 'What was it like for a child evacuee during the war?' and 'What happened on VE Day?'. Through this process children will realise that we can find out about a person's life by using a range of sources, such as letters, as well as books. They will present information in a range of ways including being able to write simple sentences containing period-specific detail about a day as an evacuee.

Science - Animals including humans

During this unit, children will develop the scientific knowledge and skills required to enable them to group animals according to what they eat; name, describe and compare the structure of a variety of common animals and explain how animals obtain their food. Children will explore and compare the differences between things that are living, dead, and things that have never been alive. Through exploration of the environment, key texts and media, children will be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals.

Through a study of the human body, children will be able to identify, name, draw & label the basic parts of the human body and say which part of the body is associated with each sense. They will learn that all animals have offspring which grow into adults. Children will also understand the basic needs of animals, including humans, for survival and be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Geography: Oceans, rivers and lakes - Dover to Calais

Linked to their history unit, during this study children will be able to show understanding by describing the places and features of Britain and France using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. They will be able to investigate the journey of British soldiers during WW2, places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.

DT: To design and make Bridges. Linked to their geography unit, during this unit children will learn to generate and develop their ideas through discussion, observation, drawing and modelling to design a bridge fit for purpose. Children will identify a simple design criteria, making simple drawings and label parts. During construction they will begin to select tools and materials, using vocabulary to name and describe them. This will enable them the opportunity to measure and cut with some accuracy. Children will then evaluate their bridges as they are developed, identifying strengths and possible changes they might make.

Art: Drawing – Mood

Linked to History and geography units, children will explore the work of Paul Nash and the sea/ waves (Uehara Konen's Hatō zu). During this unit children will develop the skills to communicate and create moods in their drawings. They will draw, using pencils and crayons, lines of different shapes and thickness, using different grades.

Computing -Computer science

Linked to geography children will create a map and program a robot / beebot using a sequence of 6-7 instructions to reach a goal.

LKS2 Otters Years 3 & 4

Theme: Explorers

History – A study of Explorers in British history -During this unit children will study a range of famous explorers through history, such as Cooke, Columbus, Drake, James Bruce and George Bass and compare these to present day explorers, sequencing events in simple narratives. They will be able to use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while. Children will extract simple information from text/pictures/objects showing basic comprehension. During this process they will grasp that interpretations might differ depending on the aspect that people are looking at; for example views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.

Science forces and magnets and light

Linked to their D&T unit, children will compare how things move on different surfaces, noticing that some forces need contact between two objects, but magnetic forces can act at a distance. In scientific enquiry, children will 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. In simple tests they will predict whether two magnets will attract or repel each other, depending on which poles are facing.

During a project on puppets children will study light, learning they need light in order to see things, dark is the absence of light and that light is reflected from surfaces. They will learn that shadows are formed when the light from a light source is blocked by a solid object, and that light from the sun can be dangerous.

Geography: The journey of explorers, the journey of our food -

Linked to their history study, children will demonstrate their knowledge and understanding of the wider world by investigating food (tea, bananas, chocolate etc) and its links between people and environments. They will understand some reasons for similarities and differences between different environments through investigations of a variety of places by asking and responding to geographical questions. Through this they will make observations and use sources such as maps, atlases, globes, images and aerial photos. Children will express their opinions and recognise that others may think differently.

DT: To design and make puppets to create a whole class theatre - Levers & linkages –Within this unit, linked to science, children will create a classroom theatre set linked to The Globe Theatre. They will explore, develop and communicate design proposals by discussing and modelling ideas. In sketch books they will make drawings with labels before selecting tools and techniques for making their product. This will enable children to have the opportunity to measure, mark out, cut, score and assemble components with more accuracy. Children will evaluate their work both during and at the end of the assignment.

Art Portraits Holbein

Linked to their history unit, children will create portraits of famous explorers of the past. They will learn to predict with accuracy the colour that they mix and know where the primary and secondary colours sit on a colour wheel. Children will produce a background for their portrait using a wash and use a range of brushes to create different effects.

Computing – information technology

Children will know how to use software to create a simple brochure on explorers using Publisher and a poster to advertise their puppet show.

UKS2 Badgers Years 5 & 6

Theme: Arabian Nights

History - A study of Baghdad to provide a contrast with British history

Baghdad was the greatest city in the world in 900AD, having a population of over 1 million. It was the capital of the Arab world, famed for its medicine, trade, and learning. In this unit children will make links between different features of their society to make sense of the world lived in by people in the past. Children will explain the beliefs and attitudes in terms of why people might have had those ideas. They will have the opportunity to show a real sense of period in an abstract way. Throughout this process children will understand that people's experiences varied depending on status, and will be able to see two sides of a question, offering arguments on both sides.

Science - Electricity and materials

Linked to History, Geography and D&T, children will use their scientific knowledge and skills to create Arabian lamps. During this unit children will use the idea that light travels in straight lines to explain that objects are seen because they give out light into the eye. Through a range of media they will be able to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. During their project, children will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Through investigation, they will compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzers and the on/off position of switches. In their designs, children will use recognised symbols when representing a simple circuit in a diagram

Geography: The Middle East – a comparison study.

Linked to History children will learn what a number of places are like, how and why they are similar and different, and how and why they are changing. They will know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. Whilst studying the Arabian world children will show some understanding of the links between places, people and environments. They will carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. Using art, IT and literacy children will express and explain their opinions, and recognise why others may have different points of view.

DT: To design and make a lamp

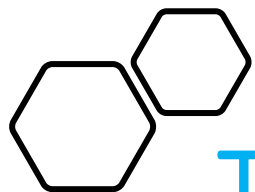
Linked to science and art, children will develop their design and technology skills by designing, making and evaluating an Arabian lamp. They will think about which materials would be safe to use to make their colourful Eastern inspired lamp. They will carefully plan the order of their work with detailed labelled drawings, choosing appropriate materials, tools and techniques. During the making of their lamp they will select appropriate tools, materials, components and joining techniques to make a working model. Throughout the process they will make and document their modifications, evaluating their products, identifying strengths and areas for development, and carrying out appropriate tests.

Art Textiles- batik

Linked to their history and geography units, children will experiment with batik techniques to create work that includes both visual and tactile elements. Children will use their sketch-books to carefully explore ideas and plan through drawing and other preparatory work.

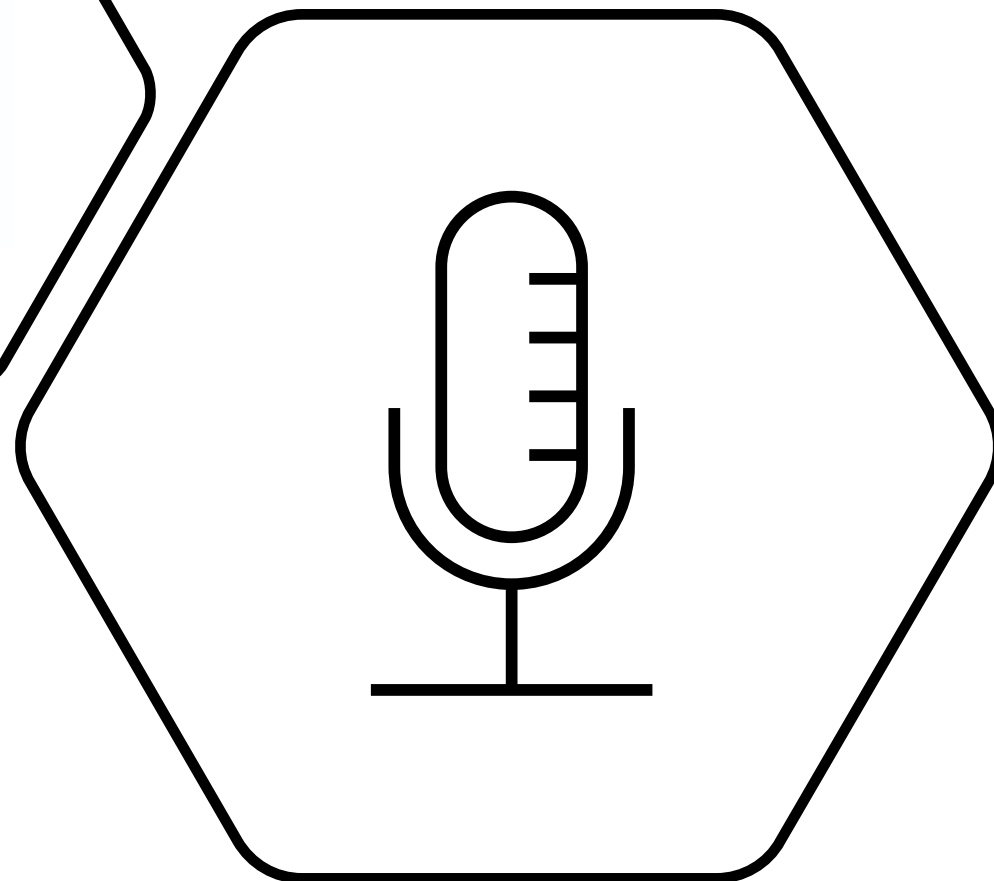
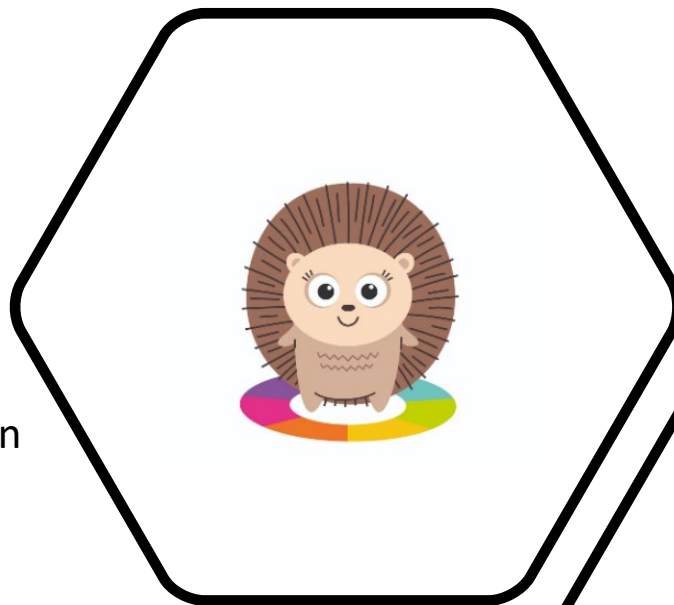
Computing- information technology

Linked to the theme of Arabian Nights, children will independently, prepare an effective presentation to show their learning to others, which will include some elements of timing or sequence, for instance in Powerpoint or iMovie.



Tips for speaking

- If you are holding your notes, don't put them in front of your face.
- Before you start, **take a deep breath, count to three**, then BEGIN!
- **Smile** - it will make your audience feel like you are enjoying it, even if you are not.
- **Look up at your audience - you are communicating with them.** Don't bury your nose in your notes.
- Take your time - there is no rush and we will enjoy it more if you **speak clearly and slowly.**
- You should try to make your talk interesting and entertaining for your listeners by **using interesting words** and putting **expression in your voice.**



GOOD LUCK!

Keep it:

- Interesting
- Clear
- Entertaining



Squirrel Class Speaking Learning Objectives

Drama, performance & confidence	<p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p>
Vocabulary building	<p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p>	<p>To start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p>
Speaking for a range of purposes	<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>

Otter Class Speaking Learning Objectives

<p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>
<p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, requests and narrative retellings with added details to engage listeners.</p>	<p>To give descriptions, requests and narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new</p>
<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p>	<p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their</p>

Badger Class Speaking Learning Objectives

	To confidently explain the meaning of words and offer alternative synonyms.
To plan and present information clearly with ambitious added detail and description for the listener.	To communicate confidently across a range of contexts and to a range of audiences.
To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.

To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.	To select and use appropriate registers for effective communication.
To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	

To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.	To use relevant strategies to build their vocabulary.
To know and use language that is acceptable in formal and informal situations with increasing confidence.	To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose
To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide

To narrate stories with intonation and expression to add detail and excitement for the listener.	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).
	To gain, maintain and monitor the interest of the listener(s).