





Oracy Curriculum Planning - Year 4						
Subject	Term 1 – Ancient Greeks	Purpose for talk: Gather and Share Information	Term 2 - Ancient Romans	Purpose for talk: Analyse and Evaluate	Term 3 - Keen to be Green	Purpose for talk:
History	Learning to talk - skills from framework/ progression	Learning through talk – strategies to develop knowledge and understanding	Learning to talk - skills from framework/ progression	Learning through talk – strategies to develop knowledge and understanding	Learning to talk - skills from framework/ progression	Learning through talk – strategies to develop knowledge and understanding
	<p>To consider how tone volume and pace influence meaning.</p> <p>To use specialist vocabulary when discussing a known topic.</p> <p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To consider the impact of their words on others when giving feedback.</p>	<p>Children to use the vocabulary bullseye when preparing their speech. Can they include the relevant vocabulary? Use points activity.</p> <p>Talk about a topic (related to the Greeks) for 60 seconds thinking about physical strand. Body language/ tone of voice.</p> <p>Consensus circle – which word is most appropriate to describe a particular God.</p> <p>During preparing time for presentation – share their ideas with a member from another group and receive feedback – encourage to use sentence stems e.g. I like your idea, however you could improve by...</p>	<p>To consider movement when addressing an audience.</p> <p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>To ask probing questions.</p> <p>To use more natural and subtle prompts for turn taking.</p>	<p>Pupils to use reasoning and discussion when reviewing sources – Autumn term (Greeks) plus last lesson on the Romans</p> <p>Opinion lines on the impact of each civilisation's legacy.</p> <p>Traverse – Romans on one side and Greeks on the other – discussion sentence stems</p> <p>Odd one out / Would you rather – which is the most or least important and how would the world be different without it?</p>		

	<p>Oracy outcome: Presentational</p> <p>Children are put into groups and must plan and deliver a presentation based on an aspect of Ancient Greek Life. Two lessons to prepare and plan and 1 lesson to deliver between classes.</p> <p>Religion/Gods Trade Democracy Mythology Olympic games Modern Entertainment</p>	<p>Oracy outcome: Explorative</p> <p>Which ancient civilisation had the most impact on the modern world, the Romans or the Greeks? (Lesson 13)</p> <p>Children to share their opinions, using evidence, and debate who had the most influence. Don't give too much time to prepare their arguments.</p>	<p>Oracy outcome: Explorative/presentational</p> <p>Giving a speech on the need to change something</p>
	<p>History skills and knowledge:</p> <p>H2.2b Use different sources of information to build up specific pictures of the past H2.2f Chose relevant material and questions to build up a picture of an aspect of life H2.3a Give reasons for different ways that the past is represented H2.3d Differentiate between fact and opinion H2.3c Make connections and contrasts over different periods of time</p>	<p>History skills and knowledge:</p> <p>H2.2b Use different sources of information to build up specific pictures of the past H2.3d Differentiate between fact and opinion H2.2f Chose relevant material and questions to build up a picture of an aspect of life H2.2b Use different sources of information to build up specific pictures of the past</p>	<p>History skills and knowledge:</p>
 <p><i>Physical</i></p>	 <p><i>Linguistic</i></p>	 <p><i>Cognitive</i></p>	 <p><i>Social and emotional</i></p>