**Sample Oral Language Curriculum Mapping**

**5th Class Unit 13: Under the Sea**

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| Lesson 1 | Digital poster (Story mode) **LO 1, 6**Digital poster (Explore mode): Talk and discussion **LO 4, 6**Word walk: ‘Light’ **LO 5, 6**Group talking task: If I were … **LO 4, 11** | Lesson 3 | Digital poster (Explore mode): Talk and discussion **LO 4, 5, 6, 7**Digital poster (Let’s Talk! mode): Ocean plastic flashcards **LO 1, 7, 11**Group talking task: Perturbed by plastic **LO 3, 4, 5, 11** |
| Lesson 2 | Digital poster (Story Mode): Recap **LO 1, 5**Digital poster (Question Mode) **LO 7**Pair talking task (Giving and receiving instructions): Describe and draw **LO 3, 4, 11, 12** | Lesson 4 | Group talking task (Oral report): The plastic puzzle **LO 2, 3, 11, 12** |

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| **Element** | **Learning Outcome** | **The child should be able to…** |
| Communicating | 1. Engagement, listening and attention | Actively listen to and extract meaning from an oral explanation about deep sea creatures and exploration. |
| 2. Motivation and choice | Listen and respond to an oral text and a series of flashcards about life under the sea.Form and explain an opinion about plastic pollution. |
| 3. Social conventions and awareness of others | Actively listen and speak confidently when working collaboratively, especially in partner and small group tasks.Adapt tone of voice, body language and choice of vocabulary when giving a set of instructions, when giving an oral report and when engaging in a whole class discussion.Be clear and concise when giving oral instructions. |
| Understanding | 4. Sentence structure and grammar | Use sentences of varying length, structure and complexity when discussing the topic of undersea creatures and exploration. |
| 5. Vocabulary | Explore and use new vocabulary on the topic of life under the sea. Explore the various meanings of and synonyms for the word ‘light’.Use specific adjectives describing a sea creature when giving a set of instructions to a partner. |
| 6. Demonstration of understanding | Through talk and discussion, demonstrate understanding of the topic by responding appropriately, particularly during partner and small group talking tasks. |
| Exploring and using | 7. Requests, questions and interactions | Ask and provide appropriate responses to a range of open and closed questions concerning the deep sea.  |
| 11. Information giving, explanation and justification | Give information in the form of a set of oral instructions.Give and justify an opinion in a whole-class discussion of plastic pollution.Give information clearly and concisely in an oral report. |
| 12. Description, prediction and reflection | Reflect on the information given in the poster text.Use description effectively when giving instructions and when giving an oral report. |