

Assessment of Learning

Physical	Linguistic	Cognitive	Social and Emotional
<ol style="list-style-type: none"> 1. Voice 2. Body language 	<ol style="list-style-type: none"> 1. Vocabulary 2. Language variety 3. Structure 4. Rhetorical techniques 	<ol style="list-style-type: none"> 1. Content 2. Clarifying and summarising 3. Self-Regulation 4. Reasoning 5. Audience awareness 	<ol style="list-style-type: none"> 1. Working with others 2. Listening and responding 3. Confidence in speaking
<ol style="list-style-type: none"> 1 <ol style="list-style-type: none"> a) Fluency and pace of speech b) Tonal variation c) Clarity of pronunciation d) Voice projection 2 <ol style="list-style-type: none"> a) Gesture and posture b) Facial expression and eye contact 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Appropriate vocabulary choice 2. <ol style="list-style-type: none"> a) Register b) Grammar 3. <ol style="list-style-type: none"> a) Structure and organisation of talk 4. <ol style="list-style-type: none"> a) Rhetorical techniques, such as metaphor, humour, irony and mimicry 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Choice of content to convey meaning and intention b) Building on the views of others 2. <ol style="list-style-type: none"> a) Seeking information and clarification through questions b) Summarising 3. <ol style="list-style-type: none"> a) Maintaining focus on task b) Time management 4. <ol style="list-style-type: none"> a) Giving reasons to support views b) Critically examining ideas and views expressed 5. <ol style="list-style-type: none"> a) Taking account of level of understanding of the audience 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Guiding or managing the interactions b) Turn-taking 2. <ol style="list-style-type: none"> a) Listening actively and responding appropriately 3. <ol style="list-style-type: none"> a) Self-assurance b) Liveliness and flair

(EEF & University of Cambridge Oracy Skills Framework)

Understanding	Skills	Attitudes
<p>Developments in children's understanding of human rights issues are indicated by a capacity to:</p> <ul style="list-style-type: none"> • make appropriate use of human rights vocabulary (e.g., needs, wants, respect, rights); • recognise issues of human rights and responsibility in everyday scenarios; • identify situations which illustrate conflicts of human rights; • provide examples of and talk about the promotion and protection of human rights. 	<p>Developments in children's skills in exploring human rights issues are indicated by an ability to:</p> <ul style="list-style-type: none"> • listen respectfully; • communicate ideas and perspectives clearly; • work collaboratively in groups; • propose solutions to human rights conflicts and problems; • engage in class discussions and debates. 	<p>Developments in children's attitudes in exploring human rights issues are indicated by an ability to:</p> <ul style="list-style-type: none"> • identify attitudes which may be limiting or prejudicial; • identify changes in their own attitudes; • reflect on their own attitudes to the ideas and opinions of others; • display tolerance to others whose attitudes differ from their own; • recognise the link between attitudes and actions.

Lesson 1

Should the rules be the same for everyone?



Key Objectives:

- To know that every child has the right to their own beliefs and opinions (CRC Article 12).
- To develop the Learning Power of **Resourcefulness - Questioning**.
- To be curious and playful with ideas and delve beneath the surface.
- To be able to question oneself and others.

Starter:

NACE Challenge Card

Encourage the children to think-pair-share their ideas for the challenge. 'What am I?' Answer (Beaver).

Explain to the children that we are starting a new type of lesson - 'Let's Think; Let's Talk' - where we will be working on developing our thinking, speaking and listening skills. Explain that during each session we will be looking at a question linked to a current news topic. We will spend time building our opinions and exploring current news topics. Ask the children how we can ensure that we respect each other's right to an opinion (CRC14). Refer to the class Pupil Voice Charter and re-cap this.

Resources:

- PowerPoint
- Worksheet
- Atlases/Google Maps on iPad/World Maps

Activity:

Show the poster - 'Should the rules be the same for everyone?'

Ask the children to think of places they might have rules in their lives - are the rules the same for everyone? Do they have different rules at home for themselves in contrast to brothers/sisters of a different age? Do different countries have different rules - why aren't there a set of global rules that we all follow? **(Please remember that we don't have 'rules' in school - instead, we respect each other's rights.)**

Read through slides 6 & 7 to gain more information about the story this week - watch the video linked on slide 6.

British Values (Slide 8) - Rule of Law - ask the children to consider the questions on the board; discuss as a class.

CRC (Article 14) (Slide 9) - discuss the questions on the slide.

SMSC - Go through the slides and discuss how this question applies to these areas.

International Mindedness - Where in the World? - ask the children to use maps to find where this is taking place. Can they name the hemisphere and continent? Are there any other countries involved in the story?

Share the other interesting news articles and children to share their opinions.