

Autumn 2	Year 5 & 6 Lesson 3. OAA: Communication	<b>Key words:</b> Direction. Instructions. Follow. Plan. Clear. Direct. Adapt. Visual. Non-verbal. Verbal. Expression. Conversation. Cue. <b>Concise:</b> Share large amounts of information clearly with a few words. ('His concise instructions helped his partner complete the task').			
<b>Learning Intention</b> Demonstrate effective communication skills  (Share LI and explain that today we will be focusing on communication)		<b>Success Criteria</b> <i>I can use clear concise instructions whilst communicating</i> <i>I can use communication skills effectively</i> <i>I can adapt my language to direct a partner safely</i> <i>I can confidently use listening skills as a form of communication</i> <i>I can demonstrate confidence to work as a team</i>		<b>SEND:</b> See activities shown on bank of games resource. <b>EAL:</b> Pair children up with a buddy. Model the skills and techniques to be used in the lesson. Be explicit and talk about what you are doing and why. Use visual clues and pictures to help make the meaning clear.  <b>Resources:</b> Cones x30, blindfolds 1 per child. <b>Bank of games pages: 10, 16 &amp; 17.</b>	
<b>Intro/ Starter/ Warm up:</b> <b>Stuck in the Mud (page 10 in bank of games).</b> Ask chn to think about this question; <b>TWYP; How might we communicate?</b> (TWYP). Play Stuck in the Mud. <i>This game will give chn an opportunity to explore a variety of modes of travel whilst preparing their bodies for the lesson.</i> Make sure chn are working safely and watching out for others. <b>Stretches (pages 4-7 in bank of games)</b> Ask Chn to get into groups of 4 and give them 3-5 minutes to complete all stretches with their team. <b>Mini Plenary:</b> Revisit question and seek answers from the chn: <b>What is the most effective form of communication?</b> A: Listening. Verbal; use of speech and sounds and nonverbal; body language and visual cues.		<b>AFL</b>  ✓ By observation against learning outcomes <i>Have they met them? Are they exceeding them or are they almost meeting them?</i>  ✓ Using desired outcomes for year group: <i>See assessment on page 2 of Medium term plan.</i>  ✓ Differentiate by task and outcome. <i>Keep eye out for how students are working to ensure they are working to their abilities and for progression.</i>			
<b>Main Learning Episodes: Activity 1 Understanding: Blind animals (page 16 in bank of games).</b> This activity will give chn the opportunity to improve situational awareness through effectively using their sense of hearing. Ensure chn are working safely and are aware of the rules and safety word. Send chn off in their animal groups to answer key questions. Encourage effective communication & help those who struggle. <b>Mini Plenary:</b> TTYP and answer this question: <b>How might we successfully communicate in the absence of vision?</b> Discuss for 30 secs- 1 min. <i>Adapt language, taking away visual cues e.g. Instructional language (don't point).</i> <b>Activity 2 Application: Shepherds and Sheep (page 17 in bank of games).</b> This activity will give chn the opportunity to explore using communication through taking away visual cues. <b>How might you adapt your language to convey information and instructions to your partner? How do we know if we are successful?</b> Stop regularly to ask key questions. Ensure the chn are being safe (no running)! Encourage effective communication & help those who struggle. Use successful chn for demonstrations.					
<b>Final Plenary</b>	<b>Exit pass:</b> Select a template from the <b>Exit pass booklet</b> . Chn to peer assess using <b>following questions:</b> <b>How did your partner meet the LI? What skills did they show? How might we tell if they met the LI? Did they use clear concise instructions? What are their strengths and areas to improve?</b> Write down/share verbally. <b>*NC link: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b>				
<b>Outcomes</b>  (For teacher assessment)	<i>I can use clear concise instructions whilst communicating</i> <i>I can use communication skills effectively</i> <i>I can adapt my language to direct a partner safely</i> <i>I can work cooperatively to develop strategies to complete a task</i> <i>I can demonstrate confidence to work as a team</i>		<b>Below</b>	<b>At</b>	<b>Above</b>