

# ROBINSON CRUSOE – CURRICULUM LINKS

## National Curriculum for England

### ENGLISH

<b>Spoken Language</b>	Pupils should be taught to: <ul style="list-style-type: none"><li>• listen appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• give well –structured descriptions, explanations and narrative for different purposes, including for expressing feelings</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role-play, improvisations and debate</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• select and use appropriate registers for effective communication.</li></ul>
<b>Writing – composition</b>	Pupils should be taught to: <ul style="list-style-type: none"><li>• draft and write in non-narrative material, using simple organisational devices</li><li>• evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements.</li></ul>
<b>Mathematics</b>	Pupils should be taught to: <ul style="list-style-type: none"><li>• describe positions on a 2-D grid as coordinates in the first quadrant</li><li>• describe movements between positions as translations of a given unit to the left/right and up/down.</li></ul>
<b>Languages</b>	Pupils should be taught to: <ul style="list-style-type: none"><li>• listen attentively to spoken language and show understanding by joining in and responding.</li></ul>



# ROBINSON CRUSOE – CURRICULUM LINKS

## Northern Ireland Curriculum

### LANGUAGE AND LITERACY

#### Talking and Listening

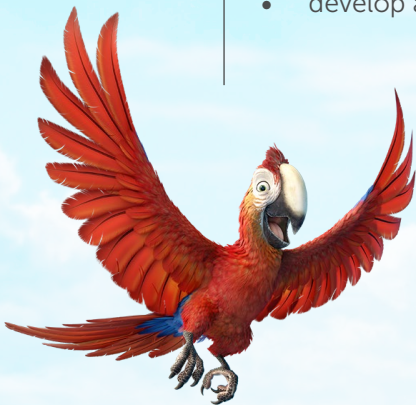
Pupils should be taught to:

- formulate, give and respond to guidance, directions and instructions;
- participate in a range of drama activities across the curriculum;
- describe and talk about real experiences and imaginary situations and about people, places, events and artefacts;
- identify and ask appropriate questions to seek information, views and feelings;
- talk with people in a variety of formal and informal situations.

#### Writing

Pupils should be taught to:

- discuss various features of layout in texts and apply these, as appropriate, within their own writing;
- write for a variety of purposes and audiences, selecting, planning and using appropriate style and form;
- understand the difference between spoken and written language;
- use a variety of skills to spell words correctly;
- develop a swift and legible style of handwriting.





# ROBINSON CRUSOE – CURRICULUM LINKS

## Curriculum for Excellence Scotland

### LITERACY AND ENGLISH

<b>Tools for talking and listening</b>	<ul style="list-style-type: none"> <li>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.</li> <li>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.</li> </ul>	LIT 1-02a  ENG 1-03a
<b>Creating texts</b>	<ul style="list-style-type: none"> <li>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.</li> </ul>	LIT 1-09a
<b>Finding and using information</b>	<ul style="list-style-type: none"> <li>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</li> </ul>	LIT 1-14a
<b>Writing</b>	<ul style="list-style-type: none"> <li>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</li> </ul>	LIT 1-20a/ LIT 2-20a
<b>Tools for writing</b>	<ul style="list-style-type: none"> <li>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</li> </ul>	LIT 1-22a
<b>Creating texts</b>	<ul style="list-style-type: none"> <li>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</li> </ul>	LIT 1-28a/ LIT 1-29a

### MODERN LANGUAGES LISTENING AND TALKING

<b>Listening for information</b>	<ul style="list-style-type: none"> <li>I can listen to and show understanding of language from familiar voices and sources.</li> </ul>	MLAN 1-01c
<b>Listening and talking with others</b>	<ul style="list-style-type: none"> <li>With support I am becoming an active listener and can understand, ask and answer simple questions to share information.</li> <li>I can participate in a range of collaborative activities.</li> </ul>	MLAN 1-03 MLAN 1-05b
<b>Using knowledge about language</b>	<ul style="list-style-type: none"> <li>I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases.</li> </ul>	MLAN 1-07b
<b>Finding and using information</b>	<ul style="list-style-type: none"> <li>I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language.</li> </ul>	MLAN 1-08b
<b>Finding and using information</b>	<ul style="list-style-type: none"> <li>I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language.</li> </ul>	MLAN 1-08b

### WRITING

<b>Using and organising information</b>	<ul style="list-style-type: none"> <li>With support, I am beginning to experiment with writing in the language I am learning</li> </ul>	MLAN 1-13
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# ROBINSON CRUSOE – CURRICULUM LINKS

## National Curriculum for Wales

### ENGLISH

#### Oracy – Developing and presenting information and ideas

##### Listening

Learners are able to:

- listen carefully and make connections between what they are learning and what they already know (Year 3)
- check understanding by asking relevant questions or making relevant comments (Year 3)

##### Collaboration and discussion

Learners are able to:

- use talk purposefully to complete a task in a group (Year 3)

##### Speaking

Learners are able to:

- explain information and ideas using relevant vocabulary (Year 3)
- organise what they say so that listeners can understand e.g. emphasising key points, sequencing-an explanation (Year 3)
- begin to develop their understanding of when it is appropriate to use standard English and begin to use formal and informal language (Years 3 and 4)
- develop their ability to use a range of syntax structures in terms of vocabulary and terminology in their talk (Years 3 and 4)

##### Speaking

Learners are able to:

- explain information and ideas using relevant vocabulary (Year 3)
- organise what they say so that listeners can understand e.g. emphasising key points, sequencing-an explanation (Year 3)
- begin to develop their understanding of when it is appropriate to use standard English and begin to use formal and informal language (Years 3 and 4)
- develop their ability to use a range of syntax structures in terms of vocabulary and terminology in their talk (Years 3 and 4)

#### Writing – Organising ideas and information

##### Meaning, purposes, readers

Learners are able to:

- write for different purposes and readers choosing words for variety and interest (Year 3)
- adapt what they write to the purpose and reader, choosing words appropriately, e.g. descriptive, persuasive language (Year 4)
- use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate (Year 3 and 4)
- review and improve sections of their work (Year 3)
- improve writing, checking for clarity and organisation (Year 4)



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## National Curriculum for Wales

### ENGLISH

#### Structure and organisation

Learners are able to:

- use basic structure for writing (Year 3)
- present processes, event or reports in a clear sequence (Year 3)
- organise writing into logical sequences or sections by beginning to use paragraphs (Year 4)

#### Write accurately

#### Language

Learners are able to:

- use language appropriate to writing, including standard forms of English (Years 3 and 4)

#### Modern Foreign Languages

#### Skills Oracy

Pupils should have opportunities to:

- use and respond to incidental language in everyday classroom activities
- listen carefully and respond appropriately to different types of spoken language
- speak with correct pronunciation and intonation
- communicate with each other and their teachers
- understand and take part in simple conversations

#### Writing

Pupils should have opportunities to:

- write words, phrases and simple texts for consolidation and interest
- use language creatively, including ICT as appropriate

#### Range

#### Activities and contexts

Pupils should have opportunities to develop their language skills through:

- working in pairs and groups producing and practising dialogues and sketches
- using language in a range of creative activities

