



## **KS2 Unit 1 Lessons 5 and 6: A Celebration of Languages**

### **Crib Sheet**

**Slides 1 and 2:** This lesson aims to bring more awareness of the fact that our lives are multilingual and multicultural. It is a celebration of the class' combined linguistic experiences and cultural awareness.

- We can see that not all languages use the same writing system as English.
- We can see that our lives are full of things from all over the world.
- We can show how we appreciate and celebrate the different languages we speak in our community.

**Slide 3:** A starter activity to pupils recall learning from the previous lesson, making learning stick.

**Slides 4 and 5:** We start the lesson with a challenge for pupils to see if they recognise where the written languages come from. This brings awareness of other writing systems. Please ask pupils to look at the writing – what do they notice, are there similarities and differences? There may be an element of guess work, but the aim is to make them curious about scripts.

**Slide 6:** This slide refers back to WoLLoW the HiPPo's questions at the end of the previous lesson. Pupils complete the gap fill activity. Do they realise where the products they use come from/originate/are made? Here, we are making it explicit that our lives have a global element and therefore language learning is essential.

**Slide 7:** Write all the languages spoken in your class on the board. How many are there? How many are multi/bi-lingual? Where are these languages concentrated? Do you think your class' languages are representative of the school or your local community? Are any of the languages mutually intelligible?

**Slides 8, 9 and 10:** These slides offer pupils the chance to talk about their languages. They offer others the chance to learn about the languages in your school community. Has any pupil ever been asked what languages they speak?

Pupils teach the others how to say "hello" in their language. You can choose more complex phrases with older pupils. Can similarities and differences be heard? Which sounds can be heard – harsh, soft, nasal, guttural?

Ask pupils to write something in their language on the board. Link this back to the starter activity. (They become the teacher). There are many alphabets and scripts. Time permitting, you could search for and display examples of other writings. Please be aware that some pupils may not know how to write in their language, in this case, you could look up examples online.



Bring in the pupils' experiences of travel – do they visit? Have they lived there? What is it like? Do they have family and friends there? (You could ask about food, climate, religion, housing, currency, festivals, clothing, music etc.)

**Slide 11:** This slide prepares pupils for a choice of celebration activity. You may like to give different groups a different activity or choose as a whole-class task at your discretion. One could be a homework task.

**Slides 12 to 20** The creative element of this lesson is left up to you. There are 7 artistic tasks to choose from with examples given.

**Slide 21:** The plenary activity asks pupils to reflect on their learning from the unit. Please do feedback to us at WoLLoW - it is very welcome.