



## **KS2 Unit 1 Lesson 2: Language Detective**

### **Crib Sheet**

This lesson is designed to get pupils thinking about communication as we explore how no two people communicate in the same way (Chomsky speaks of how lack of repetition proves just how individual our way of communication is). We look at how animals communicate and how our brains are designed to acquire language and how our bodies are designed to communicate on many levels.

- We can see that our bodies are made to communicate.
- We can understand that language separates us from other animals.
- We can become language detectives to investigate how our friends and family communicate in different ways.

**Slides 1 and 2:** Introduce the aims of today's lesson – to get pupils thinking about language and communication. The LOs are shown as “we can...” statements.

**Slide 3:** This starter allows pupils an opportunity to think back to the previous lesson. Retrieval practice allowing consolidation of learning.

**Slide 4:** Pupils think of what language means to them and note down 5 ideas on their worksheet.

**Slide 5:** This slide provides some ideas as to what language is. Did your pupils have other thoughts? Can they add to the grid? Who has the most words written down?

**Slide 6** asks pupils to think about language and how it is unique to humans. Is makes us human. Our brains are designed to acquire language through interaction with others. There is evidence that we start to learn a language even in the womb as sounds can be heard. Babies can be heard babbling in the “accent” of their language, using the intonations of the language they hear around them. Ask pupils if anyone has seen a very young child learn to talk or try to communicate. What did they observe?

**Slide 7:** Our lips, tongue, mouth, throat and nose make the sounds we need to communicate with language. We use all our body to communicate (smiling, waving, clicking fingers, crossing legs, touching). Ask pupils to label the parts of the body we use to communicate on the silhouette provided on the worksheet.

**Slide 8** provides ideas to help pupils label their picture if needed.

**Slide 9:** Pupils get active in demonstrating to their partners or to the class how they use their eyes, mouth (lips and tongue), hands (fingers) and shoulders to communicate. They may come up with shrugging, waving, clicking fingers, rude gestures, sticking out the tongue, licking the lips, smiling, winking, making wide eyes etc.



**Slide 10:** Pupils love talking about their pets. Ask them to talk to their partners about how their pets (or animals they like or know) communicate their needs and get answers from the class. Can their pets understand them? Extension: Ask pupils about how groups of animals communicate. E.g.:

- Honeybees perform a “waggle dance” to teach others where food sources are. They also use pheromones e.g. the queen bee emits pheromones to keep female workers concentrating on their task.
- Birds use song and call notes as well as using their behaviour (dancing, strutting) to attract a mate.
- Chimpanzees communicate by using hand gestures, body posture, facial expressions and making noises. They can convey a wide variety of messages to one another and can mimic.
- Dolphins communicate using clicking sounds and whistles. Each sound has its own unique pitch so dolphins can decipher who is speaking.

**Slide 11:** Ask pupils to think about how we communicate as individuals. Do people they know well have certain mannerisms, sayings or facial expressions? They become language detectives and observe their friends communicating.

**Slide 12** ask pupils to think about language, communication and why it is important to learn a foreign language, to learn about grammar, literature etc.

**Slide 13:** Plenary slide. WoLLoW the HiPPo asks pupils to be language detectives throughout the week in the playground and at home. They should observe how people talk, communicate and interact. What do they notice?