



Crossflatts Drama Curriculum

1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocab.	Voice play Stage Make up Costumes Fairy tale show	Audience Theatre Performance Character	Tickets Role Props Narrator Act Rehearsal	Dramatic Facial expression Script Improvise scene	Movement Communicate Dialogue cast actress actor	Gesture Body language Stage management Atmosphere Express Scenery Playwright Hand gestures Eye contact	Mime Lighting Stimuli Director Stage manager Technical director Prompt Sketch Set Emotive language Move for a purpose
	Speaking and Listening skills Questioning skills Acting and expression skills Reflection skills						
Key Learning	<p><u>Personal, social and Emotional:</u></p> <p>Play together, beginning to take turns with others.</p> <p>Listen to each other in order to organise their ideas.</p> <p>Say why they like some activities more than others.</p> <p>Are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Think about their and other’s needs and feelings.</p> <p><u>Communication and Language</u></p> <p>Listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</p>	<p><u>Speaking and Listening</u></p> <p>Begin to listen and respond to the speaker making simple comments.</p> <p>Make some contributions when speaking in turns.</p> <p>Listen to and use new vocabulary in a variety of meaningful contexts.</p> <p>Speak clearly when talking in class using adult prompts if needed.</p> <p>Practise turn taking in a simple discussion</p>	<p><u>Speaking and Listening</u></p> <p>Listen and respond to the speaker making simple comments and suggestions.</p> <p>Make helpful contributions when speaking in turns, in pairs and in small groups.</p> <p>Listen to and use new vocabulary and be given a wide range of opportunities to use this vocabulary in a variety of meaningful contexts.</p> <p>Think of alternatives for simple vocabulary choice.</p> <p>Speak clearly when talking in class.</p> <p>Speak in grammatically correct sentences</p> <p>Know when it is their turn to speak in a simple presentation / discussion</p>	<p><u>Speaking and Listening</u></p> <p>Respond to a speaker’s main ideas appropriately by sharing ideas.</p> <p>Work in group situations with confidence.</p> <p>Be able to describe their immediate world and environment.</p> <p>Talk about themselves clearly and confidently.</p> <p>Speak to a wider audience e.g – a group of children in another class</p> <p>Present information orally.</p> <p>Speak clearly so that the listener can hear what is said.</p> <p>Organise thoughts into sentences before expressing them.</p> <p>Choose words to add interest or detail.</p>	<p><u>Speaking and Listening</u></p> <p>Respond to a speaker’s main ideas, developing them through comments and suggestions.</p> <p>Work in a variety of group situations confidently and appropriately.</p> <p>Develop ideas and feelings through talk.</p> <p>Organise what they want to say so that it is clear to the listener.</p> <p>Recall events / stories / experiences with some added detail to engage the listener.</p> <p>Speak to a wider audience e.g whole class/another class</p> <p>Begin to adapt speaking style to suit the audience.</p> <p>Prepare and present information orally.</p> <p>Participate in discussions by listening to others and building on from what has been said.</p> <p>Plan presentations carefully to ensure they fulfil the purpose and suit the needs of the listener.</p>	<p><u>Speaking and Listening</u></p> <p>Show an understanding of the main points of a conversation.</p> <p>Be able to develop the speaker’s ideas in different ways by making reference to others’ comments.</p> <p>Participate in collaborative work taking on board the ideas of others.</p> <p>Sustain a train of thought, returning to main ideas throughout the course of the conversion.</p> <p>Present ideas coherently, supported with reasons.</p> <p>Talk about feelings and thoughts with some detail.</p> <p>Present information clearly to the listener.</p> <p>Sustain a short conversation about a given topic.</p> <p>Develop, extend and adapt ideas, building on what others say.</p> <p>Speak to a wider audience e.g assemblies/whole school/adults.</p> <p>Adapt speaking style to suit the audience.</p>	



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	<p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Express themselves effectively, showing awareness of listeners’ needs.</p> <p>Develop own narratives and explanations by connecting ideas or events.</p>				<p>Notice how different speakers talk and consider why this might be the case</p> <p>Present information in a variety of ways.</p> <p>Take an active role in discussions - thinking about the topic.</p> <p>Be aware of the listener and their interests.</p>
	<p><u>Questioning</u></p> <p>Begin to ask questions that link to the topic being discussed.</p> <p>Answer questions appropriately.</p> <p>Think about their own opinion.</p>	<p><u>Questioning</u></p> <p>Ask questions that link clearly to the topic being discussed and show that the conversation is being followed through the questions that are asked.</p> <p>Answer questions clearly in sentences giving reasons for their answer when asked.</p> <p>Explore why they have certain thoughts or opinion.</p>	<p><u>Questioning</u></p> <p>Begin to ask questions in direct response to something heard or presented.</p> <p>Give answers to questions appropriately, supporting own ideas and opinions.</p> <p>Know that different people have different ideas / responses and recognise that these are as valuable as their own.</p>	<p><u>Questioning</u></p> <p>Generate questions to ask a specific speaker or audience in response to a talk or conversation.</p> <p>Give answers to questions that are supported by justified reasons.</p> <p>Support own ideas and opinions with an explanation.</p> <p>Remain focused on a conversation when not directly involved and are able to recall the main points when questioned.</p> <p>Take account of the viewpoints of others when building own arguments and offering response</p>	<p><u>Questioning</u></p> <p>Ask questions which develop the conversation and take ideas.</p> <p>Show through the contributions made and questions asked that they have followed a conversation.</p> <p>Take account of the viewpoints of others and begin to add their own opinion to these.</p>
	<p><u>Expressive Arts and Design:</u></p> <p>Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><u>Acting and Expression</u></p> <p>Take part in role play to find out about characters.</p> <p>Play and make believe to think about characters.</p>	<p><u>Acting and Expression</u></p> <p>Take part in role play to find out about different characters and situations.</p> <p>Take different roles in a drama / role play to explore how others felt about a character’s actions</p>	<p><u>Acting and Expression</u></p> <p>Retell simple stories / recounts.</p> <p>Participate in role play activities showing an understanding of a character by choice of vocabulary to indicate feelings and emotions</p>	<p><u>Acting and Expression</u></p> <p>Participate in drama, improvisation and role play activities showing an understanding of a character by choice of vocabulary to indicate feelings and emotions</p> <p>Adapt language, tone and style to suit the purpose of the listener</p>



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<i>Suggested activities</i>	<ul style="list-style-type: none"> - Create make believe on their own or with friends. -Explore and retell familiar characters and storylines -Play as a character or their choice. -Play out a storyline or poem that they are learning about. -Say if they like the performance or not. 	<ul style="list-style-type: none"> - Create drama in a group -Explore familiar characters and storylines -Perform a different character -Play out a storyline or poem -Evaluate why they like a performance 	<ul style="list-style-type: none"> -Work in different groups to explore ideas -Present traditional stories, own stories and work drawn from other subjects -Consider thoughts and feelings of characters -Recite a poem, story or rhyme -Evaluate performances and build on feedback 	<ul style="list-style-type: none"> -Explore stories, poems and characters individually and in groups -Present events and characters using drama strategies -Engage and interest the audience -Perform showing understanding of intonation, volume and action -Identify and discuss qualities of other's performances including drama skills and strategies 	<ul style="list-style-type: none"> -Create roles with different behaviours and viewpoints -Develop ideas in groups -Perform a variety of characters and stories considering mood and atmosphere -Stay in role in a performance -Comment constructively on the effects of other performances 	<ul style="list-style-type: none"> -Use characterisation to explore complex issues -Use a variety of drama strategies correctly -Perform improvised and scripted scenes and poems -Justify answers, arguments and opinions -Use and recognise the impact of drama strategies and skills
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