

Speaking and listening medium-term plan - Gruffalo

Story: I am Henry Finch

Main topic focus: Where do we live?

Main skills to acquire:

Year 1 targets:

Know what "good listening" is.

Speak in an audible voice.

Maintain calmness and control over body movements and position

EYFS targets:

Understand how to listen carefully and why listening is important.

Articulate their ideas and thoughts in well-formed sentences.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Week	Teaching	Practising
1	<p>Understand how to listen carefully and why listening is important (EYFS)</p> <p>Know what "good listening" is (Year 1)</p> <p>Chn to be taught what being a good listener is. Adult demonstrate poor listening. E.g. one to ask a question and other to ignore. Ask the chn how they know adult was not listening. What do they need to do to show that they are listening? How do you know when someone is listening to you? How can you show that you are listening carefully to someone. Adult scribe three things that show you are listening to create a class poster</p> <p>Demonstrate again but this time to show good listening skills by using the rules from the post it notes.</p>	<p>Adult to continue to model good listening/ listening carefully when interacting with the children. Refer to the poster during carpet and group times.</p>
2		<p>Understand how to listen carefully and why listening is important (Rec)</p> <p>Know what "good listening" is (Year 1)</p> <p>Adult to continue to model good listening/ listening carefully when interacting with the children. Refer to the poster during carpet and group times.</p> <p>DT - listen to adult to follow instructions to make gingerbread man picture.</p>

		<p>PSHE- Listen carefully to each other during PSHE/RE lessons.</p> <p>Chn to display good listening skills in during assembly / learning nativity songs</p>
3	<p>Articulate their ideas and thoughts in well-formed sentences (Rec)</p> <p>Speak in an audible voice (year 1)</p> <p>Adults to model speaking in an audible voice using a formed sentences can chn identify which is better/easier to understand?</p> <p>Chn to act out asking for an object from their partner too quietly and in an audible voice when was their partner able to pass them the correct object?</p> <p>Chn to practise speaking using a simple sentence to describe an object to a partner.</p> <p>Think about why it is important to speak in sentences and volume others can hear us.</p>	<p>Adults to model speaking in an audible voice and gently encourage chn to do so when speaking to them/other chn. Adults to model speaking in sentences for children.</p>
4		<p>Speak in an audible voice (year 1)</p> <p>Articulate their ideas and thoughts in well-formed sentences (Rec)</p> <p>Adults to model speaking in an audible voice and gently encourage chn to do so when speaking to them/other chn. Adults to model speaking in sentences for children.</p> <p>Literacy- Children to compose simple sentences before writing during modelled writing</p> <p>Mathematics- Children speak audible when discussing tasks/problems</p> <p>Using full sentences with stem sentences</p> <p>Geography - chn to speak in an audible voice when sharing comparisons.</p>
5	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (rec)</p> <p>Maintain calmness and control over body movements and position (year 1)</p> <p>Adults to model talking while moving about and wiggling verses talking and keeping our bodies calm and controlled (not necessarily still). Is it</p>	<p>Adult to refer to the 5 finger calming method as appropriate</p> <p>Adults to model sitting up in our seat/on the floor with good posture</p>

	<p>easy to listen to someone when they are moving about? Adult to model talking when slouched over the table/floor vs sitting tall - which is easier to listen to?</p> <p>As a group use calming down using 5 finger counting method. Calm our bodies after moving about and excited using this method. Explain that when we are excited, angry or upset it can be hard to control our bodies so these calming down methods can help us. Practise sitting up tall in our seats and on the carpet - discuss what is good sitting can we describe it/demonstrate it</p>	
6		<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (rec)</p> <p>Maintain calmness and control over body movements and position (year 1)</p> <p>Adult to refer to the 5 finger calming method as appropriate</p> <p>Adults to model sitting up in our seat/on the floor with good posture</p> <p>PSHE - practise control and calmness when sharing ideas</p> <p>RE- maintain calmness and control during nativity performances</p> <p>Geography - maintain calmness when on a walk to the church</p> <p>Practising control over body movements during pantomime</p>
7	<p>Christmas Party and fun days</p> <p>Recap what we have learnt this term and remind children to use these skills during a fun but different week.</p>	