

Speaking and listening medium-term plan - Gruffalo

Story: Billy and The Beast

Main topic focus: Being resilient

Main skills to acquire:

Year 1 targets:

Use some joining words for compound sentences

Say if I do not understand or help is needed.

Understand "categories" of words such as animals, toys, food.

EYFS targets:

Connect one idea or action to another using a range of connectives

Ask questions to find out more and check they understand what has been

Use new vocabulary in different contexts.

Week	Teaching	Practising
1	Theme week - Being resilient	
2	<p>Use some joining words for compound sentences (Y1)</p> <p>Teach how to use year 1 conjunctions (and, because, but, so) to form more complex sentences. Adults to demonstrate the difference between simple/complex sentences. Recap conjunctions and using stem sentences as prompt with possible conjunctions - chn to orally build more complex sentences. In groups chn to produce a poster of different conjunctions they could use when speaking.</p> <p>Connect one idea or action to another using a range of connectives (Rec)</p> <p>Model using a simple sentence to describe an object then using the conjunction 'and'. Explain how the connective helps us to extend our sentences to be more detailed</p>	<p>Literacy tree - Using compound sentences to expand thinking as appropriate</p> <p>Mathematic - explaining what they know</p> <p>RE - using compound sentences to share ideas</p> <p>Science - using compound sentences to describe the textures of objects</p>
3		<p>Geography - using more complex sentences to share ideas.</p> <p>Mastering number - using 'and' as appropriate when making mathematical observations</p>
4	<p>Say if I do not understand or help is needed. (Yr1)</p> <p>Adults to model trying to complete a simple task but them becoming frustrated. Ask chn what could they do instead? Guide discussion towards asking for help. Repeat but this time asking for help. Chn to practise saying the phrases 'can you help me please' or '</p> <p>Ask questions to find out more and check they understand what has been said. (Rec)</p> <p>Using puppets model one puppet asking the other to complete a simple task e.g. lining up cubes. Show the 2nd puppet not really understanding what they need to do. Ask children to suggest what the puppet should do. Draw out to ask for help/more information to help them complete the task.</p>	<p>Adults modelling providing sentence stems for children to ask for help as necessary.</p> <p>Literacy tree - asking for help if required.</p> <p>PSHE - asking for help when facing a new challenge</p> <p>Mathematics - asking for help if not understanding a task</p>

5		<p>Literacy tree - asking for help if required. PSHE - asking for help when facing a new challenge Mathematics - asking for help if not understanding a task</p> <p>Forest school - asking for help as needed when making bee houses</p> <p>Science/DT - asking for help when building a house if needed.</p>
6	<p>Understand "categories" of words such as animals, toys, food.</p> <p>Ask chn to say some nouns as they name them categorise them by type e.g. a list of food, object etc.</p> <p>Explain that some words are related to each other in that they belong in the same category but they are not the same thing.</p> <p>Chn to sort STC pictures of different categories and say what the category is.</p> <p>Use new vocabulary in different contexts.</p> <p>Adult to explain that new words we learn can be used in different contexts. Choose a new unfamiliar word (from text/phonics) and challenge children to try to use it at different points during the day.</p>	<p>Geography - using new vocabulary that falls withing the correct category when talking about hot/cold environments</p> <p>History - using categories of words appropriate to discuss historical events/places</p>