

Speaking and listening medium-term plan - Gruffalo

Story: The Extraordinary Gardener

Main topic focus: Being resilient

Main skills to acquire:

Year 1 targets:

- Follow simple instructions with two or three parts
- Retell a familiar story in own words.
- Take on a "role/character" within a drama or role-play.
- Work with other children to do something together.
- Make appropriate eye contact with peers and adults in interactions.
- Speak in simple sentences.

EYFS targets:

- Describe events in some detail.
- Articulate their ideas and thoughts in well-formed sentences.
- Create collaboratively sharing ideas, resources and skills
- Develop storylines in their pretend play
- Listen attentively and respond to what they hear

week	Teaching	Practising
1	<p>Follow simple instructions with two or three parts (Y1) Listen attentively and respond to what they hear (EYFS) Using coloured shapes and drywipe pens. Give a 2-step instruction 'pick up the red circle and draw a blue dot on it'. Emphasis each part of the instruction. Verbalise the thought process - 'first I need to and then I need to ...' Children to practise following the 2-step instructions. 'Pick up a yellow square draw a green dot on it' 'Find a blue triangle and colour it red' 'Take a green circle and draw a smiley face on it' Gradually introduce 3-step instructions. STC pictures to support understanding.</p>	<p>Action songs - following simple actions Simon says - reinforces listening and responding to instructions Shape sorting - 'Put all the blue squares into 1 pile and red triangles into another etc' Art/EAD - following instruction to make different pattern with textures Science/UTW - matching animals to their young</p>
2	<p>Speak in simple sentences. (Y1) Articulate their ideas and thoughts in well-formed sentences. (EYFS) Display STC word cards with simple nouns and verbs. Model how combine simple sentences e.g. the dog barks Encourage children to create their own sentences. Support them by asking guiding questions 'who is doing the action' etc</p>	<p>Simon says - using actions verbs ' Simon says clap' etc. Children to take turns giving the instructions Picture prompts - show a picture of a familiar animal/object as children questions about prompting children to answer in simple sentences. Science/UTW - using simple sentences to talk about the role of a farmer/share ideas. Role play/EAD- using simple sentences during interaction with peers.</p>
3	<p>Retell a familiar story/event in own words (Y1) Describe events in some detail (EYFS) Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (EYFS) Read a story that is familiar to the children. Introduce concept of retelling a story - telling it again in your own words. Modelling retelling the story first. Encourage the children to join in with the retelling. Use prop/pictures to help with the retelling.</p>	<p>Paired retelling - children to retell a story to their partner. Computing/UTW - retelling the route the beebot took. Art/EAD - explain how their made their junk modelled farm machine</p>
4	<p>Take on a "role/character" within a drama or role-play (Y1) Develop storylines in their pretend play (EYFS) Read aloud short extract of a familiar story, focussing on one specific character. Discuss the characters feelings, motivations and personality. Discuss character traits and model embodying a character. Children to explore moving/speaking as a character. Role play scenarios - give the children a simple scenario from the story e.g. 'the mouse meets the gruffalo' children to act out the scenario.</p>	<p>Freeze! - children to freeze in a pose of a given character/emotion/character trait. Role play/EAD - exploration of jobs in the local community. Role playing as different job roles</p>

5	<p>Work with other children to do something together (Y1) Create collaboratively sharing ideas, resources & skills (EYFS) Ask children what does 'teamwork' mean? Children to give their ideas. Explain that teamwork is when people work together to achieve something they couldn't do alone. Give children a set of building blocks, present the challenge to build the tallest sturdiest tower. Encourage children to discuss their ideas and assign roles. When time is up ask children to discuss their experiences. Discuss why teamwork is important.</p>	<p>Puzzles - children to work in a group to complete a puzzle PE - team games Art/EAD - creating a Jackson Pollack inspired piece of art as a group</p>
6	<p>Make appropriate eye contact with peers and adults in interactions. (Y1) Ask children what it means to give someone 'eye contact' explain the eye-contact is important because it shows people, we are listening to them. Use a mirror to look at our eyes. Explain that we should look at the persons eyes for a few seconds, but we will also look away sometimes so we don't stare at the person. Children to practise making eye contacting. Have them take turns talking and listening. Encourage the to look at the persons eyes for a few seconds but not to stare at the person</p>	<p>Practising using eye contact when speaking and listening to peers and adults Action songs - children to look at face to follow cues Mirror games - children in pairs to copy each other's facial movements</p>