

Speaking and Listening Medium Term Plan
Paddington Class – Mrs Clements and Mrs Beresford



Term: Autumn A September 2026

Stories: Lubna and Pebble

Whole school topic: Fantastic Foundations

Main topic focus: Why do people sometimes need our help?

Main skills to acquire:

1. **Listening and Understanding:** Listen to other children.
2. **Speaking / Presenting:** Speak with clarity.
3. **Social interaction:** Work with a team organising, supporting and respecting others roles and responsibilities.

Wk	Teaching	Practising
1	Settling in week activities Children will take part in activities to get to know the classroom and their new classmates. Throughout this week adults will model and support children with their speaking and listening skills.	Settling in week activities Children will be supported to use positive speaking and listening skills during this week. They will be supported to listen carefully to expectations and follow instructions.
2	Settling in week activities Children will take part in activities to get to know the classroom and their new classmates. Throughout this week adults will model and support children with their speaking and listening skills.	Settling in week activities Children will be supported to use positive speaking and listening skills during this week. They will be supported to listen carefully to expectations and follow instructions. Online Safety Listening carefully to others and sharing ideas.
3	Settling in week activities Children will take part in activities to get to know the classroom and their new classmates. Throughout this week adults will model and support children with their speaking and listening skills. Listening and Understanding: Listen to other children. Begin by discussing what good listening looks like and introduce the simple prompts 'Look, Quiet, Listen, Remember'. Model good and poor listening and ask the children to spot what is different. Choose a few children to share a simple fact about themselves and see if the class can remember what they have said. Children then work with a partner and take turns answering a simple question, e.g. 'What is something you like?' or 'What is your favourite food?'. Encourage children to listen carefully because afterwards they will be asked to tell the class one thing their partner said, rather than something about themselves. Finish with a quick 'listening detective' game, asking questions about things different children have shared to see who has been listening carefully.	Settling in week activities Children will be supported to use positive speaking and listening skills during this week. They will be supported to listen carefully to expectations and follow instructions. Music Listening to the ideas of others and the sounds and music to create their own. PSHE Listen carefully to understand the rights and responsibilities for being a member of my class.
4	Speaking / Presenting: Speak with clarity. Begin by discussing what it means to speak clearly and model a few examples, e.g. mumbling, speaking too quietly, speaking too quickly and then speaking slowly and clearly. Ask the children to decide which was easiest to understand and why. Introduce the simple prompts 'Loud enough, Slow enough, Clear words'. Give children a simple sentence starter such as 'My name is ___ and I like ___' or 'My favourite ___ is ___ because ___'. Children practise saying their sentence to a partner, with their partner giving a thumbs up if they could hear and understand them. Swap roles and repeat, encouraging children to improve their sentence the second time. Finish by inviting a few children to share their sentence with the class, celebrating children who use a clear voice that everyone can hear and understand.	Literacy WOW Starter, introduction to the story. Listening to others share ideas and listening to the class adults to create their own pebble. Speak clearly to share ideas. Music Listening to the ideas of others. Listening carefully to the music and call and response words. Sharing ideas in a clear voice. Respond clearly. PSHE Listen to other people and clearly contribute their own ideas about rewards and consequences. Forest Rangers Listening carefully on a walk outside of school.
5	Social interaction: Work with a team organising, supporting and respecting others roles and responsibilities. Begin by discussing what it means to work as a team and how everyone in a team can have a different job but still be working towards the same goal. Put children into small groups of 3–4 and give them a simple team	History Working in a group to act out the moon landing. Understanding how team work was important for the moon landing. Mathematics

	challenge, such as building the tallest tower they can using blocks, cups or construction equipment. Give each child a simple role, e.g. builder, equipment collector, checker or encourager, and explain that everyone needs to complete their own job while also helping their team. Allow children time to complete the challenge, encouraging them to take turns, listen to each other, share resources and support anyone who is finding their role tricky. Finish by looking at the different creations and briefly discussing what helped each team work well, who supported someone else and how they made sure everyone was included.	Working in a group to create number lines. Computing Working in a group to plan out a storyboard for the moon landing animation. PSHE Working collaboratively to create our learning charter.
6	Assessment Week Consolidation of speaking and listening activities from this half term.	Fantastic Finishers Children will consolidate their learning from this half term when completing the fantastic finisher assessments. Using a wide vocabulary of language based on the topics.
7	Fantastic Foundations Week Speaking and listening skills will be modelled and practised as part of the theme week.	Fantastic Foundations Week Children will consolidate their learning through themed activities.