



Speaking and listening medium-term plan - Year One Percy Park Keepers
Summer B

Story: When are you awake? Astro Girl/The Comet

Main topic focus: Day and Night, light and dark.

Main skills to acquire:

1. Answer different types of questions appropriately.
2. Say if I do not understand or help is needed.
3. Talk about and describe my imaginary ideas.
4. Retell a familiar story in own words.
5. Repeat a story
6. Understand rhyming and opposites.
7. Listen to and respond to other 'character's within the drama or role-play.

Week	Teaching	Practising
1 02.06- 06.06.25	<u>Theme week - separate planning</u>	
2 09.06- 13.06.25	<ul style="list-style-type: none"> • Answer different types of questions appropriately • Say if I do not understand of help is needed • Talk about and describe my imaginary ideas. <p>Children to use talking partners and small groups to make predictions and observations about the contents of the backpack and the story based on the book cover.</p> <p>Children to use talking partners to discuss why the children are lying on their backs. Children to role-play lying on their backs telling each other their 'dreams'.</p> <p>Model giving children a list of instructions. Give instructions with no prosody (robot speak). Ask children if this is how humans talk. Model again using expression in voice to add to the instruction. Children to take turns to give each other instructions, one using a robot voice, the other repeating the instruction with expression.</p> <p>Children to discuss their questions and answers in pairs and then compare in 4's.</p>	
3 16.06- 20.06.25	<ul style="list-style-type: none"> • Answer different types of questions appropriately • Say if I do not understand of help is needed • Talk about and describe my imaginary ideas. 	Children to practice asking for help in all situations. Children to answer a range of questions appropriately. Children given opportunities to describe their imaginary ideas.

	<p>Children to use talking partners to share their thoughts about what they would like to research. Child one to tell child 2 their question. Child 2 to write that question on a strip of paper. Then swap so they have listened carefully and written the other child's question.</p> <p>Children to share a fact they learned in the previous session in small groups. Children to complete the phrase... did you know... to expose children to information they may not have discovered. Model first and ask each child to take a turn, encourage children to say something even if it has been said before.</p> <p>Give children a variety of information books that have subheadings. Ask children to work together to identify a subheading and place their finger on it. Children to take it in turns to find a sub-heading and read it to the other child. (Mixed ability reading pairs, HA to support LA to read the sub-heading).</p> <p>Give each child a letter of the alphabet (may need to double up as only 26 letters). Children are to sing the alphabet song standing up when their letter is said. Children cannot continue on the song until the letter person has stood up. Start slowly, then repeat building up speed as children become more confident.</p>	
<p>4 23.06- 27.06.25</p>	<ul style="list-style-type: none"> • Answer different types of questions appropriately • Say if I do not understand of help is needed • Talk about and describe my imaginary ideas. • Listen to and respond to other 'characters' in a role play <p>Children to role-play in small groups finding the glowing object and asking each other 'wh' questions about it. Model asking a question without prosody, ask the children how I can improve my role-play. Encourage children to then role-play with expression.</p> <p>After reading the relevant pages of The Comet, children discuss the things that Nyla mentions that she loves about her home. Using a whiteboard children sound out one of the nouns whilst the other child uses their phonetic knowledge to try and write the word.</p> <p>Ask children to stand up if they have ever moved house. Pair/group children so there is one 'moved' child in each group. Children to ask 'moved' child questions about moving house. 'Moved' child to answer questions.</p> <p>Freez-frame on golden memories: children to work in small groups/pairs to create a snap-shot of them doing something that is a happy memory. The other children need to guess what they are doing, Children then swap so they all have a turn.</p>	<p>Children to practice asking for help in all situations. Children to answer a range of questions appropriately. Children given opportunities to describe their imaginary ideas.</p>
<p>5 30.06- 04.07.25</p>	<ul style="list-style-type: none"> • Retell a familiar story in own words. • Repeat a story <p>Children discuss the story so far creating actions to re-tell the story. Children volunteer to share their actions with the rest of the class.</p> <p>Give the children a pack of the pictures from the human timeline. Tell children then have 60 seconds to elect a group leader. The group leader then has to arrange the children so they are in the correct order (with a picture each) to reflect the earlier human timeline.</p>	<p>Children to practice asking for help in all situations. Children to answer a range of questions appropriately. Children given opportunities to describe their imaginary ideas.</p>

	<p>Children think about what they would wish for if they saw a shooting star. Whisper a wish to each child, children then share their 'wishes' with each other, if another child shares their wish they hold hands. Every child has at least one wish partner that they need to find and hold hands with.</p> <p>Teacher to muddle up bare bones into the wrong order. Children work in groups of mixed ability to put the bare bones back into the right order.</p>	
<p>6 07.07- 11.07.25</p>	<ul style="list-style-type: none"> • Understand rhyming and opposites. • Retell a familiar story in own words. • Repeat a story <p>Children pick a picture card and then find the child that has a picture that rhymes with theirs by moving around and saying their picture out loud to each other. When they find their rhyme, children sit down until everyone has found their rhyming partner. E.g. cat and hat, dog and log etc.</p> <p>Children pick a word card and repeat yesterday's activity to find their opposite. E.g. hot and cold, inside and outside.</p> <p>Children work in mixed ability pairs to re-tell their story narrative. The other child then chooses their favourite part and tells the author why they like that part. Children work in same pairs but swap roles, so that each child has told their story to each other and heard something positive about their story.</p>	<p>Children given opportunities to retell the story in their own words.</p> <p>Children given opportunity to repeat a story through sequencing.</p>
<p>7 14.07- 18.07.25</p>	<p>Celebration Week</p>	