



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

Story: The Sea Saw/The Odd Egg

Main topic focus: How does your garden grow?

Main skills to acquire:

- Share an idea or opinion with someone I know
- Show creativity and imagination in role play
- Take on a role/character within a drama or role play
- Use different 'appropriate' voices for characters.
- Speak in an audible voice
- Add description to words and use within a sentence.
- Talk about how a character or other person might feel.

| Week | Teaching | Practising |
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| 1 24/02- 28/02/25 | <p>Show creativity and imagination in role play Take on a role/character within a drama or role play Use different 'appropriate' voices for characters.</p> <p>Tuesday - Explain that when we pretend to be someone else we can use our bodies and our voices to help everyone else know who we are pretending to be. Model speaking as Sofia and then as Dad.</p> | <p>Children to role play being Sofia and then her teddy. Children to orally rehearse their sentence as Sofia and as Teddy.</p> <p>Children to role play being Dad and being Sofia asking people to help them find teddy.</p> |
| 2 03/03- 07/03/25 | <p>Share an idea or opinion with someone I know.</p> <p>Mon - Discuss with the children the value of talking with their partner and using their partner to help them develop ideas. Explain that we need to take in turns when we talk with a partner and we need to listen when it is not our turn to talk.</p> | <p>Children to role play being Sofia and rehearsing orally how she was feeling at each stage of the story.</p> <p>Children to use partner talk to orally rehearse using the prefix 'un words in a sentence.</p> <p>Children to partner talk retelling the story orally before raising hands to tell the teacher.</p> |
| 3 10/03- 14/03/25 | <p>Speak in an audible voice.</p> <p>Mon - Demonstrate to the children reading out a story in a very quiet voice, with your head down, looking the wrong way or the book in front of your face. Demonstrate to the children how to read with a clear audible voice so that everyone can hear them. Children to volunteer to read their story out loud so far using a loud clear audible voice.</p> | <p>Practice reading their stories out loud to the class using a loud clear audible voice. Opportunities to do this all week Monday-Thursday.</p> |

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| <p>4 17/03- 21/03/25</p> | <p>Add description to words and use within a sentence.</p> <p>Mon - Explain to the children that when we add description (Adjectives) to our words we add interesting or relevant detail. Ask the children to get me a pencil, tell them it's the wrong one! Then ask them to get me a green pencil, now they know exactly what I want! In pairs children to tell each other to get something using a describing word to ensure they know exactly what to get. E.g. blue writing book, red pencil. Explain to children we can make our writing more informative and more interesting by using description.</p> <p>Talk about how a character or other person might feel.</p> <p>Tues - Ask children to imagine they have been given a surprise gift in a box that they must look after until they are allowed to open it. How might they feel about looking after the box. How do they feel about opening the surprise. Explain that we can use our own experiences to think about how others might feel.</p> | <p>Children to add adjectives to nouns to create noun phrases to describe the eggs.</p> <p>Add a noun phrase to describe the birds in the note to duck. E.g. the mean birds, the unkind birds.</p> <p>Children to describe how the birds might feel whilst they are looking after their eggs.</p> <p>Children to think about how Duck feels when the other birds are unkind about his egg.</p> |
| <p>5 24/03- 28/03/25</p> | <p>Use simple joining words for compound sentences. (e.g. because, and) (previously taught, so just a recap)</p> | <p>Use noun phrases to describe the eggs in the egg spotters guide.</p> <p>Children use some simple joining words (conjunctions) to join sentences in their egg spotters guide.</p> |
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| <p>7</p> | | |
| <p>8</p> | | |