

## Speaking and listening medium term plan – EYFS and KS1 classes

### Stardust Class.

Term: Autumn B.

Story: [Stanleys stick and Dinosaurs and all that rubbish.](#)

Whole school topic: Reading for Pleasure.

Main topic focus: Narrative/ Pamphlet

### Main skills to acquire: (Speaking/presenting & Creativity)

1. Follow simple instructions with two or three parts
2. Be able to join in a conversation with other children and be part of a group.
3. Pick up new words easily.
4. Talk about and describe my imaginary ideas.

Week	Teaching	Practising
1	<p style="text-align: center;"><b>Literacy: Starter S&amp;L focus</b>  <b>Text: Stanleys Stick</b>  <b>Theme day Carnival:</b>  <b>Carnival theme day:</b>  <u><b>Listening and understanding:</b></u>  <b>Follow simple instructions with two or three parts</b>                      Explain today is a theme day and we will be also following instructions to help us build a carnival cart  <u><b>Social interaction:</b></u>  <b>Be able to join in a conversation with other children and be part of a group.</b>  <b>Literacy:</b> Discuss why it is important to be a part of a group. Explain that Stardust is one group. What could be another group? Explain to the children we are going to spell some words today how could we do this? What did we use the stick for yesterday think-pair- share  <u><b>Vocabulary:</b></u>  <b>Pick up new words easily.</b>  <b>Literacy 3:</b> Where does Stanley go in the book? What does he see? What does he imagine? Discuss new vocab in the book.  <u><b>Creativity:</b></u>  <b>Talk about and describe my imaginary ideas.</b>  <b>Literacy 4:</b> Comment on the imagination in the story. What have we thought about? think-pair- share. .</p>	<p>Topic-                      Carnival theme day:  <u><b>Social interaction:</b></u>  <b>Be able to join in a conversation with other children and be part of a group.</b>                      To complete a parade around the school ground to show what we have made this week. Could be flags, could be a whole carnival cart, could be trick or treat bags or Diwali lanterns.</p>
2		<p style="text-align: center;"><b>Literacy: Starter S&amp;L focus</b>  <b>Text: Stanleys Stick</b>  <u><b>Listening and understanding.</b></u>  <b>Follow simple instructions.</b>                      Children to discuss the story with their partner. Why are instructions so important? Discuss...  <u><b>Social interaction –</b></u>  <b>Be able to join in a conversation with other children and be part of a group.</b>                      Children to think-pair-share their ideas on what sarah might do with her sock or other objects etc.  <u><b>Vocabulary-</b></u>  <b>Pick up new words easily.</b>                      Adult to remind the children about adjectives. Explain these are descriptive words. Children to come up with describing words for the new objects.  <u><b>Creativity-</b></u>  <b>Talk about and describe my imaginary ideas.</b>                      Children to use their imagination to discuss a new object in the classroom.  <b>Science:</b>  <u><b>Vocabulary-</b></u>  <b>Pick up new words easily.</b>                      Children to discuss seasons and use topic vocabulary.</p>

3		<p><b>Literacy: Starter S&amp;L focus</b>  <b>Text: Stanleys Stick</b>  <u><b>Vocabulary:</b></u>  <b>Pick up new words easily.</b>  Children to use the new words they have learnt about in their writing.</p> <p><u><b>Listening and understanding.</b></u>  <b>Follow simple instructions.</b>  Explain to the chn we are going to follow simple instructions to highlight suffixes in our story.</p> <p><u><b>Creativity:</b></u>  <b>Talk about and describe my imaginary ideas.</b>  Explain that today children are going to publish their own stories by using their edited version of the story. Is there any more describing words we could add to our stories?</p> <p><u><b>Social interaction:</b></u>  <b>Be able to join in a conversation with other children and be part of a group.</b>  Be able to join in a conversation with other children and be part of a group. Children to discuss their stories and what they improved.</p>
4	<p><b>Literacy: Starter S&amp;L focus</b>  <b>Text: Dinosaurs and all that Rubbish.</b>  <u><b>Social interaction:</b></u>  <b>Be able to join in a conversation with other children and be part of a group.</b>  Do you have a dream? What's your dream? Please let me know and tell me if you think my dream is a good dream. Talk about the difference between dreams we have when we are sleeping and dreams when we are awake.</p> <p><u><b>Vocabulary:</b></u>  <b>Pick up new words easily.</b>  Explain to the children what a suffix is. Explain that a suffix is added onto root words. Adult to model a few suffix's on the IWB.</p> <p><u><b>Listening and understanding.</b></u>  <b>Follow simple instructions.</b>  Recap Suffix's by Think/ Pair/ Share. Have we ever used an 'and' in a sentence? Explain to children that today they are going to use it in a sentence</p>	<p><b>Literacy: Starter S&amp;L focus</b>  <b>Text: Dinosaurs and all that Rubbish.</b>  <u><b>Creativity:</b></u>  <b>Talk about and describe my imaginary ideas.</b>  Children to pretend that they are on the planet all alone, walking around. Ask them to freeze frame and choose a word to describe how they feel from the following or one of their own choice.</p>
5		<p><b>Literacy: Starter S&amp;L focus</b>  <b>Text: Dinosaurs and all that Rubbish.</b>  <u><b>Vocabulary:</b></u>  <b>Pick up new words easily.</b>  See lesson 6 from teaching unit. Look at the sentences the man says on the page beginning, 'The man owned some factories...' and discuss that these are commands.</p> <p><u><b>Social interaction:</b></u>  <b>Be able to join in a conversation with other children and be part of a group.</b>  See lesson 7+8 from the teaching unit. Discuss Things we should look after on our planet such as trees etc</p> <p><u><b>Creativity:</b></u>  <b>Talk about and describe my imaginary ideas.</b>  See lesson 10 and 11 from the teaching unit.</p> <p><u><b>Listening and understanding.</b></u>  <b>Follow simple instructions.</b>  See lesson 9 of the teaching unit.  HA/MA: Children to complete writing the ending of their stories,</p>
6		<p><b>Literacy: Starter S&amp;L focus</b>  <b>Text: Dinosaurs and all that Rubbish.</b>  <u><b>Vocabulary:</b></u>  <b>Pick up new words easily.</b>  Children to write the first section of their pamphlets based on the modelled writing, choosing one of the subheadings from session 11. Make -er suffix fixers available to children.</p>
7		<p><u><b>CHRISTMAS THEME WEEK</b></u>  <u><b>Social interaction:</b></u>  <b>Be able to join in a conversation with other children and be part of a group.</b>  <b>Topic-</b> Explain to the chn that when talking to others in a group, we need to speak in simple sentences and make sure we do it clearly.  Chn to complete Christmas crafts whilst practising to talk in simple sentences whilst being a part of a group.</p>