

Speaking and Listening Medium Term Plan

Stardust Class – Mrs Beresford and Mrs Vassiliou



Term: Summer A

Stories: The Sea Saw/The Odd Egg

Whole school topic: Food and Farming.

Main topic focus: Own version narratives/Egg Spotter's Guide

Main skills to acquire: Listening and understanding, speaking, social interaction, creativity, and vocabulary.

- Session 1: Social interaction - Make appropriate eye contact with peers and adults in interactions.
- Session 2: Creativity - Talk about how a character or other person may feel.
- Session 3: Speaking/Presenting - Make spontaneous comments in discussions
- Session 4: Listening & understanding - Make relevant comments.

Week	Teaching	Practising
1	Theme Week – Food and Farming. See separate planning	
2	<p style="text-align: center;">Literacy Starter S&L focus</p> <p>Session 2: Social interaction - Make appropriate eye contact with peers and adults in interactions. Children to arrive in class to find that the beach stuff has gone and bear sitting alone. Children to think-pair-share what might have happened.</p> <p>Session 3: Creativity - Talk about how a character or other person may feel. Read on from Of course, when Sofia realised that her bear was missing she was terribly upset. To But it was just so hard. Explore and infer Sofia's feelings and elicit that her mother has perhaps died/left the family home for some reason. The Bear has helped Sofia feel that her mother is still close by and so she's not just missing her bear but also her mother.</p> <p>Session 4: Listening & understanding - Make relevant comments. Talk about what the sea did, asking the children to comment on what happened. Scribe ideas onto 'sentence' strips, calling them 'clause strips' today and being careful not to use any sentence punctuation.</p>	<p>Use techniques such as hot seating and freeze frame to explore characters and emotions.</p> <p>Talk about how a character or other person may feel.</p> <p>RE - After the Godly Play session, children to be given the opportunity to 'hot seat' some of the main people from the story. They should be encouraged to consider the thoughts and feelings of the people as well as their actions.</p>
3	<p style="text-align: center;">Literacy Starter S&L focus</p> <p>Session 1: Social interaction - Make appropriate eye contact with peers and adults in interactions. Children to discuss the following: Where will they be when their toy is going to be left behind? (This needs to be out and about somewhere). What will they have taken with them? What will cause them to leave in such a hurry that their favourite toy is left behind? And finally, what part of nature (as in their title) will 'see' and help?</p> <p>Session 2: Creativity - Talk about how a character or other person may feel. Children to discuss their main character in their story. How might they feel and why? Discuss how Sofia felt when she lost her favourite toy and how this is similar.</p> <p>Session 3: Speaking/Presenting - Make spontaneous comments in discussions. Model using it to describe from the part where the 'event' that causes their main character and carer to leave in a hurry occurs, to when the character realises and the river/trees/birds 'rescue' the toy and begins returning to it to its owner. Ask the children to share their ideas using the resources to help.</p> <p>Session 4: Listening & understanding - Make relevant comments. Now model writing the journey part where the toy is eventually returned to its owner and that beautiful moment where they are reunited. What might happen during this moment?</p>	<p>Listening & understanding – Make relevant comments.</p> <p>Art - Discuss previous session. What went well? What do we need to improve? Today the children will create their final piece.</p>
4	<p style="text-align: center;">Literacy Starter S&L focus</p> <p>Session 1: Social interaction - Make appropriate eye contact with peers and adults in interactions. Have a range of different</p>	<p>Speaking/Presenting – Make spontaneous comments in discussions</p> <p>Science – Look at the parts of flowers and trees. How are they the same? How are they different. Children to discuss what they know.</p>

	<p>size and colour/patterned eggs arrive in the classroom (about six would be perfect). Ask children to predict which creatures they think these eggs may belong to.</p> <p>Session 2: Creativity - Talk about how a character or other person may feel. Thought-tapping. Once you have introduced the book, discuss what each bird might be thinking. Children to freeze-frame the scene from the first page and the 'thought tap' to find out their character's feelings.</p> <p>Session 3: Speaking/Presenting - Make spontaneous comments in discussions. Children to consider how the character's feel. Reread up to 'All except for duck'. Which words might describe how Duck is feeling? Children to explain their reasoning.</p> <p>Session 4: Listening & understanding - Make relevant comments. Begin by receiving a response from Duck. Now read on to 'He thought it the most beautiful egg in the whole wide world'. Discuss the egg and collect adjectives to describe its quality.</p>	
5	<p style="text-align: center;">Literacy Starter S&L focus</p> <p>Session 1: Social interaction - Make appropriate eye contact with peers and adults in interactions. Read on to 'birds did not'. Look at the insults that the other birds use. Children to explore the words used. Ask the children to interact with one another in role and then describe how it feels to be the egg that is being insulted. Encourage children to use eye contact.</p> <p>Session 2: Creativity - Talk about how a character or other person may feel. how the children the image of the birds waiting in line for their eggs to hatch. Discuss how the birds will be feeling. Role play a conversation between the birds waiting in pairs.</p> <p>Session 3: Speaking/Presenting - Make spontaneous comments in discussions. Read to the end of the book. What unusual thing has happened? What other creatures like alligators have eggs?</p> <p>Session 4: Listening & understanding - Make relevant comments. Model creating an 'egg spotter's guide' page for the owl, using conjunctions. Model how to use the notes to create sentences. Encourage children to think-pair-share their ideas.</p>	<p style="text-align: center;">Talk about how a character or other person may feel.</p> <p>RE - Understanding the importance of Sukkot to Jewish families. Discuss the celebration and why it is so important. How might they feel and why?</p>