

## Speaking and Listening Medium Term Plan

**Paddington Class - Mrs Beresford and Mrs Seago**

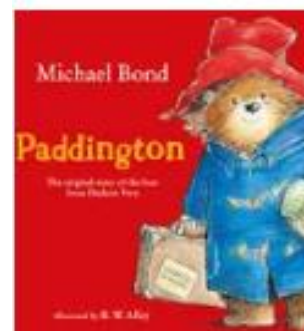
**Term:** Autumn A

**Stories:** [Last Stop on Market Street](#)/[The Journey Home](#)

**Whole school topic:** Reading for Pleasure

**Main topic focus:** [Own version narratives](#)/[Persuasive writing](#)

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



- Listening and understanding - Ask questions to show active listening.
- Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.
- Social interaction - Understand the need to talk in a different way to different people
- Social interaction - Sometimes take on the role of leader.
- Creativity - Develop a story from a starting point.
- Vocabulary - Use words from one experience to link to other experiences.

Week	Teaching	Practising
1	<b>Theme Week - Settling in/Reading for Pleasure</b> See separate planning	
2	<b>Theme Week - Settling in/Reading for Pleasure</b> See separate planning	
3	<p style="text-align: center;"><b>Literacy Starter S&amp;L focus</b> <a href="#">Text: Last Stop on Market Street</a></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening. Share the front cover of the book. Ask the children to use their senses to describe. Use the template with STC.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Children to act out the first four pages of the story.</p> <p>-Session 3 - Creativity - Develop a story from a starting point. Children to 'hot seat' the main character to develop their understanding of the journey.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences. Share images of a journey and another bus with the children with STC to support. Similarities and differences/links.</p>	<p style="text-align: center;"><b>Geography</b></p> <p>- Listening and understanding - Ask questions to show active listening. Discuss where Peru is on the world maps. Discuss the location and the physical features. Next think about the school environment. How is this the same? How is this different? Encourage discussion and questioning.</p> <p style="text-align: center;"><b>Cultural Awareness</b></p> <p>-Social interaction - Understand the need to talk in a different way to different people. Discuss diversity and how we are all different in what we like to do. Link British Values - showing respect to others.</p>
4	<p style="text-align: center;"><b>Forest School</b></p> <p>-Vocabulary - Use words from one experience to link to other experiences. Ask the children to use their senses to describe what they can see and how it makes them feel. Use the template with STC.</p>	<p style="text-align: center;"><b>Literacy Starter S&amp;L focus</b> <a href="#">Text: Last Stop on Market Street</a></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening. Children to think-pair-share questions and then be given the opportunity to work in role to ask and answer questions.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Read the part in the story where Nana and CJ show kindness by helping in the soup kitchen. Children to work in role with a partner to act out this part of the story.</p> <p>-Session 3 - Creativity - Develop a story from a starting point. Children to work in pairs to think about what might happen after the story finishes. What might Nana and CJ do next?</p> <p>-Session 4 - Social interaction - Sometimes take on the role of leader. Children choose two different 'journeys' that the main characters could go on and on some sugar paper describe on post-its what objects, animals, landscapes would the encounter. Children to take turns to take on the role of group leader. Discuss successes and next steps.</p>
5	<p style="text-align: center;"><b>Literacy Starter S&amp;L focus</b> <a href="#">Text: Last Stop on Market Street</a></p> <p>-Session 1 - Social interaction - Sometimes take on the role of leader. Children to take on the lead role asking their partner to act out their story as they tell it. Teach children a good way to give fair and clear guidance to other.</p>	<p style="text-align: center;"><b>Science</b></p> <p>- Listening and understanding - Ask questions to show active listening. Children to work in pairs to ask and answer questions about what they have learnt about the growth of humans and animals in a story.</p> <p style="text-align: center;"><b>PSHE</b></p>

	<p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Children to use their plans to present the next part of their story to their partner using their plan.</p> <p>-Session 3 - Creativity - Develop a story from a starting point. Give children a modelled starting point of a story. Ask them to develop it further in pairs.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences. Look at the teacher model narrative. Children to work together to improve the vocabulary. Use STC linking to topic lessons to support.</p>	<p>-Social interaction - Understand the need to talk in a different way to different people. Children to learn and understand how following the Jigsaw Charter will help them and others learn. How might this look different for some people? Discuss equality and equity.</p>
6	<p style="text-align: center;"><b>PSHE</b></p> <p>-Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Children to role play different scenarios in groups.</p> <p style="text-align: center;"><b>RE</b></p> <p>- Vocabulary - Use words from one experience to link to other experiences. Children to consider Shabbat and how this is the same/different to other stories and beliefs?</p>	<p style="text-align: center;"><b>Literacy Starter S&amp;L focus</b> Text: <i>The Journey Home</i></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening. Children to work in pairs to ask and answer questions about the mysterious footprints. Do children know who each footprint belongs to? Why might they be here? Why is one footprint not identifiable?</p> <p>-Session 2 - Listening and understanding - Ask questions to show active listening. On arrival to class, discover that the mystery footprints from session 1 disappear off into the corridor/another part of the school. Children to work in pairs to generate questions and answers to explain this scenario.</p> <p>-Session 3- Social interaction - Sometimes take on the role of leader. Have sentences from session 2 displayed around the classroom on large pieces of card. Children to sort them into categories - questions, exclamations, statements and commands. Children to take it in turns leading within a group.</p> <p>-Session 4 - Creativity - Develop a story from a starting point. Explore travels logs. Children to use their senses to describe what they think has happened.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences. Discuss environmental problems we are facing. Share appropriate images and videos. Link to the text. Ask the children to use their senses to describe what they can see and how it makes them feel. Use the template with STC.</p>
7	<p style="text-align: center;"><b>Art/DT</b></p> <p>- Social interaction - Sometimes take on the role of leader. Children to make their final project. Children to have different roles when completing this task. Discuss teamwork and the importance of having someone lead in certain activities.</p> <p style="text-align: center;"><b>Music</b></p> <p>- Social interaction - Sometimes take on the role of leader. Children to work in groups and take it in turns taking on the role as leader. They should be taught how to give each other feedback and ensure that they are communicating effectively.</p>	<p style="text-align: center;"><b>Literacy Starter S&amp;L focus</b> Text: <i>The Journey Home</i></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening. Re-read from the beginning of the text and then further, up to 'the beautiful shapes the clouds had made'. Children to go into role and imagine what the animals are thinking. What are their hopes? What are their dreams? Children to then consider what other questions they might ask.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Children to retell the two pages of the story, up to up to 'the beautiful shapes the clouds had made'.</p> <p>-Session 3 - Social interaction - Understand the need to talk in a different way to different people. Consider our audience. What vocabulary should we use? How should this be written?</p>
8	<p style="text-align: center;"><b>Music</b></p> <p>- Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Children to work in groups and take it in turns to perform their composition. Children to give feedback to others.</p>	<p style="text-align: center;"><b>Literacy Starter S&amp;L focus</b> Text: <i>The Journey Home</i></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening. Children to consider the text. What do they like about it? What do they dislike? What questions do they still have? Children to think-pair-share questions.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Use the modelled writing and ask children to present within pairs, voicing their ideas, using facts to support their arguments.</p> <p>-Session 3 - Vocabulary - Use words from one experience to link to other experiences. Discuss what the children have learnt so far about the animals. What information have we gathered from other sources? How can we use this knowledge in our persuasive writing? Use the modelled text to support with this.</p>