

Speaking and Listening Medium Term Plan

Paddington Class – Mrs Beresford and Mrs Gardner

Term: Autumn B

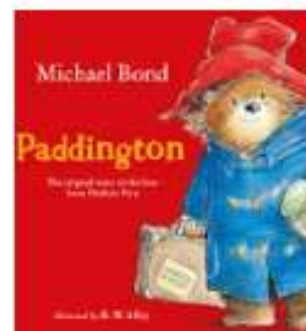
Stories: [Lubna and Pebble](#)/[Tadpole's Promise](#)

Whole school topic:

Main topic focus: [Narratives](#)/[Explanation text](#)

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

- Listening and understanding - Listen to other children.
- Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with.
- Social interaction - Participate in conversations about topics initiated by others, showing interest and active listening skills.
- Creativity - Act out or model ideas.
- Vocabulary - Compare words and choose a best fit



Week	Teaching	Practising
1	<p style="text-align: center;">Literacy Starter S&L focus Text: Lubna and Pebble</p> <p>-Session 1 - Vocabulary - Compare words and choose a best fit - Children choose from a selection of adjectives of colour, shape and size to describe their pebble, using "on the dot or not". Model using "and" to join adjectives orally.</p> <p>-Session 2 - Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children. Share the front cover of the book. Share their predictions based on front cover with their talk partner</p> <p>-Session 3 - Social interaction - Participate in conversations about topics initiated by others, showing interest and active listening skills. Children use talking partners to discuss a time when someone has been kind to them, like Lubna is to Pebble.</p> <p>-Session 4 - Creativity - Act out or model ideas. Look at the image of the little boy feeling sad in the story. Children mirror the way he is standing, drawing attention to details like his eyes and his head being down. Children work with talk partner to act out different emotions dictated by the teacher.</p>	<p style="text-align: center;">Wow starter activities - Science, Cultural awareness</p> <p>Participate in conversations about topics initiated by others, showing interest and active listening skills. Children to be given the opportunity to discuss the new story and how that links to our wider curriculum.</p> <p style="text-align: center;">Bridgwater Carnival Activity</p> <p>Act out or model ideas. Children to create their own 'under the sea' carnival dance. They should have the opportunity to work in small groups to discuss ideas and model them to one another.</p>
2	<p style="text-align: center;">Literacy Starter S&L focus Text: Lubna and Pebble</p> <p>Session 1 - Vocabulary - Compare words and choose a best fit - Unpick the use of the word 'beaming' to describe Daddy and discuss the strength of this compared to 'smiling' Look at thesaurus. Discuss the impact of choosing your words carefully in your speaking and writing.</p> <p>Session 2 - Speaking and presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with / listen to other children - Read up to "by the morning, Lubna knew". Children use talk partners to discuss what might happen next.</p> <p>Session 3 - Listening and understanding - Listen to other children - what did you like about the story? Were there any parts you didn't like? Were your predictions correct?</p> <p>Session 4 - Listening and understanding Speak with clarity - Give verbal instructions to a partner for looking after pebble which are clear and concise. Talking partner to ask questions.</p>	<p style="text-align: center;">British Values/History</p> <p>Share my thoughts and ideas through speaking to groups of people I am familiar with. Discuss Remembrance Day. What is it? How to we remember/celebrate them? Children to have the opportunity to think-pair-share.</p> <p style="text-align: center;">RE</p> <p>Listen to other children. Watch the videos with the children. Discuss the key questions with them/ Encourage children to work in pairs to ask and answer questions.</p>

3	<p style="text-align: center;">Literacy Starter S&L focus Text: <i>Lubna and Pebble</i></p> <p>-Session 1 - Vocabulary - Compare words and choose a best fit. Look at a picture of Amir at the start of the story vs at the end. Think of adjectives to describe him and make a class list.</p> <p>-Session 2 - Creativity - Act out or model ideas. Retell the key events of the story using drama/actions.</p> <p>-Session 3 -Social interaction - Explain why teams are sometimes better than working by myself. Work in groups of four to sequence sentence strips from the story. Discuss, why was it helpful working as part of a group?</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 style="text-align: center;">PSHE</p> <p>Compare words and choose a best fit. Discuss scenarios in pairs and small groups. Children to apply their knowledge and select the most appropriate words.</p>
4	<p style="text-align: center;">Literacy Starter S&L focus Text: <i>Tadpole's promise</i></p> <p>-Session 1 - Speaking / presenting - Share my thoughts and ideas through speaking to groups of people I am familiar with. - Children answer questions about mysterious pond - who lives in a pond? Why do we have a pond in our classroom? Look at front cover of the book and predict what might happen/what tadpole's promise might be.</p> <p>-Session 2 -Vocabulary - pick up new, subject specific words quickly and easily - think of things that change, e.g. caterpillar, weather etc. Discuss meaning of the words natural and artificial. Which of these changes are natural? Which are artificial?</p> <p>-Session 3 - Social interaction - Participate in conversations about topics initiated by others, showing interest and active listening skills - discuss the concept of promises in partners. Why is it important to keep promises? What could be the consequences of breaking a promise? Have you made or had a promise made to you before?</p> <p>-Session 4 - Creativity - Act out or model ideas - Read the story up until 'Have you seen my shiny black..'. Ask children what they think the frog is thinking as he sits and waits on his lily pad. In role, children to act out the part of the frog voicing his thoughts aloud.</p>	<p style="text-align: center;">Computing</p> <p>Use words from one experience to link to other experiences. Discuss the story. How does this link to our previous story? Look at how we can present our information.</p>
5	<p style="text-align: center;">Literacy Starter S&L focus Text: <i>Tadpole's promise</i></p> <p>-Session 1 - Listening and understanding - Sustain active listening - listen to whole story and answer questions.</p> <p>-Session 2 - Work with a team organising, supporting and respecting other roles and responsibilities. Children to work in groups of 3 to sequence story strips. Assign roles- one child reads each strip, all discuss sequence and one child contributes their answers to the group at the end. - Listening and understanding - Sustain active listening - listen to whole story and answer questions.</p> <p>-Session 3 - Vocabulary - compare words and choose a best fit - Reread the first section of Tadpole's Promise and</p>	<p style="text-align: center;">Music</p> <p>Listen to other children. Explore singing skills through Christmas songs. Share ideas and listen to one another. Give positives and next steps.</p>

	<p>notice the two verbs <i>gazed</i> and <i>promise</i>. Provide children with a jumbled selection of verbs (see resources) and them to sort into 'synonyms for gazed' and 'synonyms for promise'</p> <p>-Session 4 - Speaking / presenting - retell information / stories sequencing thoughts and ideas to retain clarity - children to use their plan to present their ideas to their partner.</p>	
6	<p>Literacy Starter S&L focus Text: Tadpole's promise</p> <p>Session 1 - Vocabulary - compare words and choose a best fit - focus on improving verb choices - "Fly's heart broke into pieces". Highlight the verb and generate synonyms; shattered, smashed, crushed, cracked, crashed.</p> <p>Session 2 - Speaking and presenting - retell information / stories sequencing thoughts and ideas to retain clarity- Work with a partner to sequence a frog's life cycle.</p>	<p>Computing</p> <p>Work with a team organising, supporting and respecting other roles and responsibilities. Present news reports working in teams.</p>
7	<p>Christmas Week - Transition</p> <p>See separate planning for details.</p>	