

Speaking and Listening Medium Term Plan

Paddington Class – Mrs Beresford and Mrs Gardner

Term: Spring B

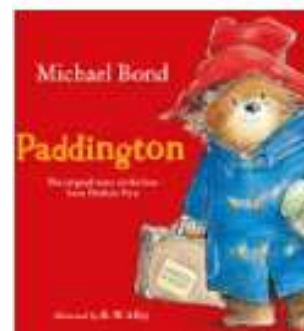
Story: Jim and the Beanstalk/We are Water Protectors.

Whole school topic: Being Resilient

Main topic focus: Fantasy narratives/ Environmental campaign

Main skills to acquire: Speaking, social interaction, creativity, and vocabulary.

- Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals
- Listening and understanding - Focus on key points in a sentence in order to answer a question
- Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions.
- Vocabulary - Explain the meaning of words.
- Social interaction - Explain why teams are sometimes better than working by myself.



Week	Teaching	Practising
1	<p style="text-align: center;">Literacy Starter S&L focus Text: <i>Jim and the Beanstalk</i></p> <p>-Session 2 - Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals. Read up to the point where Jim slides down the beanstalk and 'landed below in a heap'. Ask the children to remember the key events in the story. Discuss and share.</p> <p>-Session 3 - Listening and understanding - Focus on key points in a sentence in order to answer a question. Happy and not so happy endings. Show children a range of clauses and ask them to finish the sentences using a conjunction.</p> <p>Session 4 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Children to retell the story to one another. Adult to work in role and ask the children to 'hot seat' the character to find out more.</p> <p>Session 5 - Vocabulary - Explain the meaning of words. Read a passage of text to the children. Ask them to identify the verbs and work in pairs to explain the meaning of the words.</p>	<p style="text-align: center;">Explain the meaning of words.</p> <p>DT linked to cultural awareness - Children to use a range of adjectives and adverbs to describe the fruits. They should be able to explain what these words mean. They should have first-hand experience to help them to develop their language</p>
2	<p style="text-align: center;">Literacy Starter S&L focus Text: <i>Jim and the Beanstalk</i></p> <p>Session 1 - Social interaction - Explain why teams are sometimes better than working by myself. Children to work together to think about what the giant might do next. Ask children to work in groups to create a character. Discuss why working together might be better.</p> <p>Session 2 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Children to role play and freeze frame the moment where Jess climbs the beanstalk. Children to think about the character's thoughts and feelings.</p> <p>Session 3 - Listening and understanding - Focus on key points in a sentence in order to answer a question. Play traffic light sentences. Discuss the vocabulary. Consider each sentence and ask the children to think about what the answers might be.</p> <p>Session 4 - Vocabulary - Explain the meaning of words. Look at the first paragraph of the innovated story. What vocabulary have we used? What might a good synonym be? Discuss the meanings of the words.</p>	<p style="text-align: center;">Focus on key points in a sentence in order to answer a question</p> <p style="text-align: center;">Use techniques such as hot seating, freeze frame to explore characters and emotions.</p> <p>RE - Children to role-play the moment during Palm Sunday when the crowds gathered. They should consider the thoughts and feelings of the people gathered at that time.</p>
3	<p style="text-align: center;">Literacy Starter S&L focus Text: <i>Jim and the Beanstalk</i></p> <p>Session 1 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Hot seat the characters and ask them a range of questions e.g. Are you a hero or a villain? How have you changed?</p> <p>Session 2 - Listening and understanding - Focus on key points in a sentence in order to answer a question. Discuss the Auburn Hair story. Look at the techniques used. How do we know? Why is this part beneficial when writing a story?</p>	<p style="text-align: center;">Demonstrate good grammar – consistent tenses, plurals</p> <p>Science - Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene. Children to consider their lifestyle and healthy living in comparison to others. Link this to Bingo Bear.</p>

	<p>Session 3 - Vocabulary - Explain the meaning of words. Look at the opening line of the second part of the story. What does this mean? How do we know? What could the possible synonyms be?</p> <p>Session 4 - Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals. Look at the example conclusion on the board. Discuss the grammar and tense. How can we make improvements?</p>	
4	<p>Literacy Starter S&L focus Text: We are Water Protectors</p> <p>-Session 2 - Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals. Display the word 'protectors' on the board. What does this mean? What is the root word? How could we put this word into a sentence? Model the sentence 'To protect our world, we need to take care of the environment and look after the wildlife'. Ask children to think about the sentence. What tense is it written in? Can we include a plural in a sentence? How?</p> <p>-Session 3 - Listening and understanding - Focus on key points in a sentence in order to answer a question. Children to come into the classroom and see that their river has 'Danger' signs around it and 'Construction in progress'. What do we know about oil? What would it mean for the water?</p> <p>Session 4 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Read the story from the start up to 'It will not be easy'. Why will it not be easy for the girl? What makes standing up for what she believes in difficult? Children to hot seat the girl in role.</p> <p>Session 5 - Vocabulary - Explain the meaning of words. Look at certain pages from the story. Discuss what these sentences mean. Identify where 'ed' and 'ing' suffixes are used. How does this change the sentence?</p>	<p>Explain why teams are sometimes better than working by myself.</p> <p>Forest School - Children to learn about potatoes and how they grow. They should be taught to show active listening and interest. Children to engage in conversations with others about how they think potatoes grow and learn why working together is sometimes better.</p>
5	<p>Literacy Starter S&L focus Text: We are Water Protectors</p> <p>Session 1 - Social interaction - Explain why teams are sometimes better than working by myself. Children to work in groups to brainstorm sources of water and come to the point that water is always there - we just have to look after it. Children to consider how we can do this. Discuss why being a team makes this task easier.</p> <p>Session 2 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Return to the tribes and how storytelling is vital in the culture. Children to freeze frame storytelling within a tribe. Pause groups and ask them questions on the thoughts and feelings of their characters.</p> <p>Session 3 - Listening and understanding - Focus on key points in a sentence in order to answer a question. Read onto 'We are stewards of the Earth'. Discuss how women are seen as water protectors and men are seen as protectors of the fire. Question the children's ideas and thoughts.</p> <p>Session 4 - Vocabulary - Explain the meaning of words. Ask the children to consider how we can be water protectors. Discuss technical vocabulary and what it might mean. Look at the context of the words within sentences to help.</p>	<p>Explain why teams are sometimes better than working by myself.</p> <p>Computing - Children to understand that other people have created the information we use and that just because something is on the internet, it doesn't mean it is true. Children to link their experiences to others. Children to have opportunities to explore the school website and link that to themselves as learners. Children to work together to complete this activity.</p>
6	<p>Explain the meaning of words.</p> <p>Science - Share key facts on staying healthy with the children. Children to be encouraged to use subject specific vocabulary. Discuss the meaning of these words. What can we do if we are unsure? How can we find out? Explore this together.</p>	<p>Literacy Starter S&L focus Text: We are Water Protectors</p> <p>Session 1 - Creativity - Use techniques such as hot seating, freeze frame to explore characters and emotions. Children to hot seat one another, exploring their thoughts and feelings on becoming water protectors. What can we do to help? How can we ensure that we are making the right choices? What can we tell others?</p> <p>Session 2 - Speaking and presenting - Demonstrate good grammar - consistent tenses, plurals. Model writing a conclusion with some facts within the campaign. Discuss the use of tense and plurals. Encourage children to identify mistakes in tense and use of plurals.</p>