

Speaking and Listening Medium Term Plan

Paddington Class - Mrs Gardner

Term: Summer A

Stories: The Minpins/The Bear Under the Stairs.

Whole school topic: Food and Farming.

Main topic focus: Own version narratives/Information text.

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



- Understand the need to talk in a different way to different people.
- Use techniques such as hot seating and freeze frame to explore characters and emotions.
- Focus on key points in a sentence in order to answer a question.
- Use gesture, intonation and expression to aid meaning in stories.
- Explain the meaning of words.

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 1: Identify word classes - nouns, verbs, adjectives, pronouns.</p> <p>Session 2: Join two clauses with a simple conjunction.</p> <p>Session 3: Look at image on pg 13. Think of some words to describe how Billy is feeling in that moment.</p> <p>Session 4: Identify the verbs on pg 12.</p>	<p>Use techniques such as hot seating and freeze frame to explore characters and emotions. 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 - Describe what your partner looks like using noun phrases.</p> <p>Session 2 - Imagine you were a Minpin - how would you describe the boy to the other Minpins.</p> <p>-Session 3 - Share a sentence describing something you did yesterday. Identify the verb. How would we say it if we were doing it right now?</p> <p>-Session 4 - Look at the illustration on page 26/27. With a partner, come up with three nouns in the picture. Now think of three things which could belong to each noun.</p>	<p>Explain the meaning of words. DT - Explore simple stitches e.g. running stitch and backstitch. Children to be able to explain the meaning of these words in context. Adult to give visual aids to support.</p>
4	<p style="text-align: center;">Literacy Starter S&L focus</p> <p>Session 1- Tell your partner everything you know about Minpins.</p> <p>Session 2 - Do actions told by adult. Describe what you are doing while performing the action. Stop and then describe what you just did.</p> <p>-Session 3 - Show good listening reading to the end of the book. Retell a summary of the story to your partner.</p> <p>-Session 4 - Discuss in a group what we need to add to our writing to make it excellent. Eg. Full stops</p>	<p>Understand the need to talk in a different way to different people. PSHE - Children to be taught about secrets and when it is important to speak out. Discuss the ways in which we talk to others and how this can make us feel.</p> <p>Use gesture, intonation and expression to aid meaning in stories. RE - In groups, make up and act out a story about falling out, going to the other person to say sorry and making a fresh start together. Children to be encouraged to use gesture, intonation, and expression to aid meaning. Children to share with one another.</p>
5	<p style="text-align: center;">Literacy Starter S&L focus</p> <p>-Session 1 - Ask and answer questions. Think of 3 questions to ask your partner about their weekend.</p> <p>-Session 2 - Think of something which has frightened you in the past. Use past tense verbs to explain to the class.</p> <p>-Session 3 - Hot seating: In pairs pretend to be William asking his friend for advice about the bear. Ask and answer questions.</p> <p>-Session 4 - Read your letter to the group. Group to come up with some responses.</p>	<p>Focus on key points in a sentence in order to answer a question. Forest School - Ask the children to consider the most important parts to the instructions given. Children to recall the key instructions with a partner. Children to be encouraged to practise this skill throughout the task. The adult may need to stop the children at times and ask questions to facilitate this.</p> <p>Understand the need to talk in a different way to different people. History - Discuss the ways in which different people act, behave, and talk to one another in different cultures and celebrations. Cultural awareness link. Children to work in groups to act out parts of the Chinese festival and parts of the Bridgwater Carnival.</p>