

Speaking and Listening Medium Term Plan

Paddington Class – Mrs Foord

Term: Autumn B

Stories: *Ocean Meets Sky/Dear Earth*

Whole school topic: Reading for Pleasure

Main topic focus: *Fantasy narratives/Information leaflet*

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	<p style="text-align: center;">Literacy Starter S&L focus <i>Text: Ocean Meets Sky.</i></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 him and his journey.</p> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences. Share images of a journey and another boat with the children with STC to support. Similarities and differences/links.</p>	<p style="text-align: center;">RE</p> <p>-Social interaction - Sometimes take on the role of leader. Role playing the story of the unmerciful servant.</p> <p style="text-align: center;">Cultural Awareness</p> <p>-Social interaction - Understand the need to talk in a different way to different people. Share different creation stories. Look at similarities and differences in cultures. Children to act out the stories. They should consider how they communicate and behave.</p>
2	<p style="text-align: center;">Forest School</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;">Literacy Starter S&L focus <i>Text: Ocean Meets Sky.</i></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening. Work in role to ask and answer questions to the characters in the story.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Work in role to act out the next part of the story.</p> <p>-Session 3 - Creativity - Develop a story from a starting point. What happens next? Develop the story from '... to him from far away...'. .</p> <p>-Session 4 - Social interaction - Sometimes take on the role of leader. Work in groups to map out new ideas. Children to take turns to take on the role of group leader.</p>
3	<p style="text-align: center;">Literacy Starter S&L focus <i>Text: Ocean Meets Sky.</i></p> <p>-Session 1 - Social interaction - Sometimes take on the role of leader. Children to work in pairs, taking it in turns as the leader,</p>	<p style="text-align: center;">Science linked to History</p> <p>- Listening and understanding - Ask questions to show active listening. Children to work in pairs to ask and answer questions</p>

	<p>acting out the story told and then giving fair and clear guidance to their partner.</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 beginning 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 fantasy 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 fantasy narrative. Children to work together to improve the vocabulary. Use STC linking to topic lessons to support.</p>	<p>about what they have learnt about Neil Armstrong. Children to take it in turns to feedback what their partner has said.</p> <p style="text-align: center;">RE</p> <p>-Social interaction - Understand the need to talk in a different way to different people. Children to consider the story and think about how they would explain this to a variety of people. Children to consider the messages of the story and how they can best communicate them.</p>
4	<p style="text-align: center;">PSHE</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;">Literacy Starter S&L focus <i>Text: Dear Earth</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 rucksack.</p> <p>-Session 2 - Social interaction - Sometimes take on the role of leader. Children to take it in turns to lead their 'explorer club' group successfully.</p> <p>-Session 3 - 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>
5	<p style="text-align: center;">Computing</p> <p>-Creativity - Develop a story from a starting point. Children to develop their animation from their starting point, adapting as needed. Children to consider how to use the software to make the animation effective.</p> <p style="text-align: center;">Music</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;">Literacy Starter S&L focus <i>Text: Dear Earth</i></p> <p>-Session 1 - Listening and understanding - Ask questions to show active listening. Think-Pair-Share questions and responses on 'Think global, act local'.</p> <p>-Session 2 - Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Discuss NF and how we use prosody to present our ideas. Present to a partner.</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> <p>-Session 4 - Vocabulary - Use words from one experience to link to other experiences. Consider the writing so far. How does it impact us? What are our next steps? How does this link to our topic lessons?</p>
6	<p>Theme Week - Assessment Week/ Nativity Performances See separate planning.</p>	
7	<p>Theme Week - Christmas Week See separate planning.</p>	