

Speaking and listening medium term plan – EYFS and KS1 classes

Class **Gruffalo Reception/Year 1 CH/JH**

Term **Autumn B**

Story **The Extraordinary Gardener by Sam Boughton**

Whole school topic Celebrating Difference

Main topic focus **What do I want to be? Farms. Christmas.**

Main skills to acquire:

- 1: Ask questions to find out more and to check they understand what has been said to them.
- 2: Articulate their ideas and thoughts in well-formed sentences.
- 3: Use new vocabulary in different contexts.

Week	Teaching	Practising
1	<p>1: Ask questions to find out more.</p> <p>Keyworker – What do you want to be when you grow up? Adult to model asking questions – talk about different questions that we can use when talking to others to find out more.</p> <p>Adult modelling asking a question to another adult to find out what they want to be when they grow up – model asking follow up questions e.g. why do you want to do that? What will you do in that job? Support children to ask each other questions and find out about job roles.</p>	<p>History: Ask question to find out more about others experiences of carnival/bonfire night</p> <p>Literacy: Ask partners questions so that they can recall an event.</p> <p>UTW: Ask questions about a gardener / farmer’s job.</p> <p>Online safety – asking question to find out about experience using devices</p> <p>RE: asking questions about what others consider to be special/special times in their family</p>
2	<p>Practising: 1: Ask questions to find out more.</p>	<p>UTW: Asking questions to find out about farmers. Ask questions in relation to farms and farm animals</p> <p>Computing: Asking questions to find out how to move Beebot.</p> <p>UTW/Science: Asking question about dick and their lifecycle</p> <p>Literacy: Ask partners questions when talking about an experience.</p>
3	<p>2: Articulate their ideas and thoughts in well-formed sentences.</p> <p>Literacy – creating our own imaginary creature / flower / plant. Adult to model thinking of an idea and explaining why they have made these choices. Adult to support children to articulate their sentences using sentence stems... “I have given my plant a pink stem <i>because...</i>” “I like because....”</p>	<p>RE: Share ideas about special times</p> <p>UTW: Describe features of a pond. Name and describe features of the creatures that live in a pond</p> <p>UTW: talk about the lifecycle of a frog</p>
4	<p>Practising 2: Articulate their ideas and thoughts in well-formed sentences</p>	<p>UTW Talk about different environments/ habitats</p> <p>UTW: Talk about the feature of marine creatures</p>

		<p>EAD: Articulate ideas to others during pirate role play</p> <p>EAD: Teamwork – work with others to make a pirate ship, speaking in sentences to share ideas.</p> <p>Learn and use recount connectives ‘first, next, after that and finally’.</p>
<p>5 The Extraordinary Gardener Assessment Week</p>	<p>3: Use new vocabulary in different contexts. Science – frog lifecycles. Children will be taught the scientific vocabulary for the frogs lifecycle – e.g. frogspawn, tadpole, froglet, lifecycle, grow, change</p> <p>Adult to model using the words in the correct context to describe the life cycle of a frog and then support the children with using these words in other contexts e.g. comparing a frog lifecycle to a human lifecycle</p> <p>Begin to explore new vocabulary – nouns, verbs.</p>	<p>UTW Name and describe different features of the ocean setting.</p> <p>UTW Learn and use recount connectives ‘first, next, after that and finally’ across all activities. Including pirate ship craft and ocean picture.</p> <p>UTW Talk about and ocean / island environments using new vocabulary</p> <p>UTW Use comparative language to compare ocean and pond environments.</p> <p>Literacy Use story vocabulary and language of ordering and sequencing.</p> <p>PSHE Share ideas and respect the ideas of others when choosing a new occupation.</p>
<p>6 Nativity Performances</p>	<p>Practising: 3: Use new vocabulary in different contexts.</p>	<p>Forest school: Use subject specific vocabulary in context.</p> <p>RE: Using new vocabulary to discuss the Nativity story.</p> <p>Music: Using subject specific vocabulary to share ideas and feeling about music and songs</p> <p>UTW Name and describe different features of the pirate island and ocean environments.</p> <p>UTW Learn and use connectives ‘first, next, after that and finally’ when creating pirate map.</p> <p>PSHE Articulate ideas about jobs in our community.</p> <p>UTW Use position language when creating pirate ship construction and treasure map.</p>
<p>7 Christmas week!</p>	<p>Consolidation of learning this half term.</p> <p>Continued focus on speaking and listening, with all adults modelling high standards of oracy, wide vocabulary and good listening skills.</p>	<p>Talk about own experiences of Christmas.</p> <p>Talk about why Christmas is important.</p> <p>Listen to others' ideas about Christmas/special times</p> <p>Ask questions to find out about a friends experience</p> <p>Following step-by –step instructions to make a Christmas craft</p>