

Speaking and listening medium term plan – EYFS and KS1 classes

Class Gruffalo Class (CH / JH)

Term **Spring A**

Story **The Night Pirates**

Whole school topic **Being Resilient**

Main topic focus **Writing in role, letters, labels, and captions, the beach, fossils, seasons/weather**

Main skills to acquire:

- 1: Offer explanations for why things might happen.
- 2: Express their ideas and feelings about their experiences using full sentences
- 3: Make comments about what they have heard and ask questions to clarify their understanding

Week	Teaching	Practising
<p align="center">1</p> <p>Being Resilient theme week 06.01.25</p>	<p>1: Offer explanations for why things might happen.</p> <p>Colour Monster – talking about feelings and how we react in situations – what happens when I feel angry? Adult model explaining how events happen that trigger a response. Children to create their own colour monster. Using sentence stems “when I feel sad I ... “</p>	<p>Expressing ideas about our mental health and wellbeing – using language to talk about emotions and describe feelings.</p> <p>Using clear instructions and listening to others during team building exercises.</p> <p>Positive language – sharing compliments with others – being friendly and knowing our audience.</p> <p>Talking kindly to ourselves.</p> <p>New vocabulary – length and height</p>
<p align="center">2</p> <p>The Night Pirates 13.01.25</p>	<p>2: Express their ideas and feelings about their experiences using full sentences</p> <p>WOW Starter - Describing a beach – imagining that we are at the seaside and describing what we might see, hear, smell, touch, taste. Adult to model how to use our imagination to pretend we are at the beach – transport themselves to the beach – “imagine the warm sun – how does it feel?” give children time to imagine and think about this – select children to share their ideas. Use sentence stems to support e.g. “at the beach</p>	<p>Literacy tree session 1. Wow starter. Participate in discussions about seaside and reflect on own experiences. Learn new story vocabulary/ language</p> <p>Make comments on shell structures and ocean habitats. Asking own questions. Explain the process of making shell art pictures.</p> <p>Ask questions they would like to find out about the seaside.</p>

	<p>I can see...". Describing our own experiences – adults modelling full sentences.</p>	<p>Express ideas on subitising and arrangements of objects. Listening to and following instructions - using clear and concise language in simple sentences.</p> <p>RE – showing good listening skills during Godly play. Asking and answering questions.</p>
<p>3 The Night Pirates 20.01.25</p>	<p>3: Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Sea creatures - Make comments about under the sea creatures and their adaptations to the habitat. Listen carefully to the information about sea creatures and their habitats. Children to recall some of the facts and share something else that they would like to know about these sea creatures.</p>	<p>Offering explanations of 1 more and 1 fewer – how does this work?</p> <p>Explain why sea animals adapt to their habitat.</p> <p>Express own feelings and ideas about sea creatures.</p> <p>Ask own questions about sea creatures.</p> <p>Descriptive language – describing a pirate, describing sea creatures and pirate ships.</p> <p>Listening to the sounds of the ocean and talking about what we hear.</p>
<p>4 The Night Pirates 27.01.25</p>	<p>3: Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Children listen to The Night Pirates story. Children to recall the story and work together to write the story in their own words. Discuss the story as we are going along – why did this happen? What happens next? What did the pirates want to do? Children to show an understanding of the order of key events in the story.</p>	<p>Offer explanations about arranging patterns in forest school.</p> <p>Express ideas in art medium – sand & clay.</p> <p>Work together as a team to create treasure maps</p> <p>Give ideas for shared writing & own sentences, writing letters back to the pirates using words containing 'ow' sound.</p> <p>Role play – acting in the role as a pirate. Using imaginative language. Orally composing own sentences – having the confidence to share own ideas.</p> <p>Using new vocabulary for capacity.</p> <p>RE – Comparison language. Explaining how we celebrate Easter. What do we notice about how Christians celebrate Easter?</p>

<p>5 The Night Pirates 03.02.25</p>	<p>2: Express their ideas and feelings about their experiences using full sentences</p> <p>Comparing environments. Looking at pictures of three different environments – Australia, UK & past habitats. Create a Venn diagram to compare the environments. What is the same? What is different? Adult to model answering these questions using the pictures to guide our responses.</p>	<p>Offer explanations about sand sculptures and ask questions to clarify understanding.</p> <p>Express ideas and feelings as use stick puppets in a performance during Punch and Judy show.</p> <p>Express ideas about art mediums, used to collage a pirate ship/ sailing ship.</p> <p>Make comments about Australia and ask questions to clarify understanding. Begin to make comparisons between Australia & UK.</p> <p>Reflect on own experiences of the seaside.</p> <p>Offer explanations when exploring composition of number.</p> <p>Working together as a group, giving ideas on how to create a water chute, testing chute using objects to test out the chute.</p> <p>Following instructions</p>
<p>6 Assessment Week 10.02.25</p>	<p>Consolidation of learning from the term. Filling in gaps</p>	<p>Offer explanations about Summer and ask questions to clarify understanding.</p> <p>Express ideas about art mediums.</p> <p>Make comments about summer cultures in various countries.</p> <p>Make comments about a picture of a seaside in the past and use comparative language to explore differences between the seaside in past & a picture of</p> <p>Using mathematical vocabulary – more and fewer, quantity.</p> <p>Express ideas when using art medium - charcoal</p>