

Speaking and Listening Medium Term Plan

Stardust Class - Mrs Wynn and Mrs Beresford

Term: Autumn A 2025

Stories: *Beegu/Pig the Pug.*

Whole school topic: Celebrating Differences.

Main topic focus: *Own version alien narrative/'A how to' guide.*

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



- Creativity- Show creativity and imagination in role-play, small world play etc.
- Social interaction -Converse with peers asking and answering questions.
- Listening and understanding. Answer different types of questions appropriately.
- Vocabulary - Add description to words and use within sentences
- Social interaction - Make spontaneous comments in discussions.
- Vocabulary - Know the words for things within their experience.
- Speaking and presenting - Organise my thoughts and ideas to communicate them clearly in order.
- Creativity - Understand imaginary and real.

Week	Teaching	Practising
1	Theme Week - Settling in Week. See separate planning	
2	Theme Week - Celebrating Differences. See separate planning	
3	<p style="text-align: center;">Literacy: Starter S&L focus Text: <i>Beegu.</i></p> <p>Creativity- Show creativity and imagination in role-play, small world play etc. Children to arrive to class to find some boxes/ crates with tarpaulin over them. Also place tape around the structure with yellow footprints going towards the structure. Children to explore the structure by going out with clipboards and pencils. What questions do they have?</p> <p>Social interaction -Converse with peers asking and answering questions. Show picture of the structure from yesterday. Discuss with their peers how they feel/ what are their thoughts from yesterday by using think-pair- share. 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>Listening and understanding. Answer different types of questions appropriately. Show the children some verbs on the IWB. Read them to the class and see if anyone else can read them. Explain that these are doing words. Adult to choose a word on the IWB and then 'mime' the verb. Children to think-pair-share to decide what the adult is doing.</p> <p>Vocabulary - Add description to words and use within sentences. Read the book from start to 'She needed to find some friends' Ask the children how could she be feeling? Who remembers what we wrote yesterday with our commands? Do you have any questions?</p>	
4		<p style="text-align: center;">Literacy Starter S&L focus Text: <i>Beegu.</i></p> <p>Creativity- Show creativity and imagination in role-play, small world play etc. Discover Beegu in the classroom and read the text up until 'No-one seemed to understand her'. Explain that Beegu is lost and before we take her to the police, we need to her find her way back. What questions could you ask her about where she is from? Children to think-pair-share.</p> <p>Social interaction -Converse with peers asking and answering questions. Children to listen to the book being read up until page 'but not everyone thought so'. Children to imagine that they are in the city. What can Beegu hear? Smell? Taste?</p>

		<p>Vocabulary - Add description to words and use within sentences. Children and adults to talk about the vocabulary we have been using the past two weeks. Could we use some to describe Mrs Wynns alien? Adult to have an alien on the IWB that has been previously created.</p> <p>Social interaction -Converse with peers asking and answering questions. Recap on the story of Beegu... what happens first/ next / then using pictures to support children's thoughts. Children to discuss with their peers how their alien got onto the school ground.</p>
5	<p>Literacy Starter S&L focus Text: Pig the pug.</p> <p>Speaking and presenting - Make spontaneous comments in discussions. Children to ask some questions about the scene using 'wh' digraph. E.g. 'Where has this come from?' 'What is this doing here?' 'Where does it live?' 'What do we need to do?' SPaG: Questions. Adult to scribe these questions and display them on the literacy wall.</p> <p>Vocabulary - Know the words for things within their experience. Return to the book. What does pig do and what does he say? How could we describe him? Adult to show a picture of pig on the IWB. Adult to show adjectives to describe him. Children to sort adjectives into prefix 'un' words and words that cannot be put into this category.</p> <p>Speaking and presenting - Organise my thoughts and ideas to communicate them clearly in order. Adult to discuss 'Pig the pug' name. What does it have special about his name? Could we clap this out with rhythm? Discuss that it could be a title for a poem. Read sections from the book with rhyming words. Now children to work in a group to vote on a new pet. E.g. 'Scratch the Cat, Peck the Parrot etc. Discuss what the pet needs to survive. Discuss what could happen to the pet?</p> <p>Creativity - Understand imaginary and real. Discuss in partners the new pet. What did we say about our new pet yesterday?</p>	
6		<p>Literacy Starter S&L focus Text: Beegu</p> <p>Speaking and presenting - Organise my thoughts and ideas to communicate them clearly in order. Discuss the order of the story. What happens next? Look at sequencing the story. Children to think-pair-share and then verbally retell the story using the story map to support them.</p> <p>Social interaction - Make spontaneous comments in discussions. Adult to remind the children of Lesson 4 plenary. Explain that in the story mountain something went wrong. Pig the pug fell out of the window... what did your pet do?</p> <p>Creativity - Understand imaginary and real. Explain to the children that a letter has arrived to class... Adult to read this letter. Explain that pig is asking for our help. How could we help pig? Discuss...</p> <p>Vocabulary - Know the words for things within their experience. Children to discuss what their new animal is, what can they remember about their animal?</p>
7		<p>Literacy Starter S&L focus Text: Beegu</p> <p>Speaking and presenting- Organise my thoughts and ideas to communicate them clearly in order. Recap question marks by Think/ Pair/ Share. When have we used question marks this term? Discuss - are there any within our text? Look through the book and identify them. Adult to identify that we can also change our voices within the text by using exclamation marks. Adult to discuss these with the children and get them to identify them in the text.</p> <p>Creativity - Understand imaginary and real. Consider our audience. Discuss adjectives. Look at the chopped set of cards. Children to</p>

		<p>work together to make noun phrases. Consider our audience by discussing which noun phrases go well together.</p> <p>Speaking and presenting - Organise my thoughts and ideas to communicate them clearly in order. Children to discuss their animal. Children to think/pair/ share with the class on how they think the animal they have chosen moves. Adult to then put on some calming music and children can move like their animal to the music.</p>
8		<p style="text-align: center;">Literacy Starter S&L focus Text: <i>Beegu</i></p> <p>Social interaction - Make spontaneous comments in discussions. Discuss in partners how the animals may sleep. Who can remember? Discuss different beds. Children to then work with their partner to pretend to be their pet 'I like to sleep in a comfy bed' 'I like to sleep in my nest' Etc.</p> <p>Vocabulary - Know the words for things within their experience. Recap with children on the purpose of the introduction paragraph for their how to guide. How can we grab the reader's attention?</p> <p>Creativity - Understand imaginary and real. Consider our audience. What vocabulary should we use? How should this be written?</p>