

Speaking and Listening Medium Term Plan
Paddington Class – Mrs Clements and Mrs Beresford

Term: Autumn B 2025

Stories: Lubna and Pebble

Whole school topic: Celebrating Differences



Main topic focus: How can we help? The environment, habitats, pollution, positive action

Main skills to acquire:

1. **Listening & understanding** Use active listening strategies to show I am listening to others.
2. **Listening & understanding** Focus on key points in a sentence in order to answer a question.
3. **Speaking/ Presenting** Demonstrate good grammar – consistent tenses, plurals.

Week	Teaching	Practising
1	<p>Use active listening strategies to show I am listening to others. WALT understand what active listening means and identify strategies to show we are listening. Starter - "What does a good listener do?" List children's ideas on the board. Introduce the phrase 'active listening' — explain it means showing with your body and words that you're listening carefully. Model each listening behaviour and model what it looks and sounds like: Eyes on speaker, nodding or smiling, asking a question when someone finishes, not interrupting. Activity - Collect ideas as a simple poster as a class. Explain that we need to add pictures of active listening to the poster to help others. Pair children up: one speaks for 30 seconds about a favourite toy or TV show. The listener's job: show they are listening using the strategies discussed. Adult to take pictures. Plenary - "How did you know your partner was listening?" Circle back to the strategies and praise clear examples.</p>	<p>Art - Kandinsky Recall information to answer questions about Kandinsky and share opinions on his artwork and style.</p> <p>History - Guy Fawkes Adults to support and model using the correct tense when talking about events that have already happened.</p> <p>PSHE - Jigsaw Use active listening strategies to show I am listening to others during circle time.</p>
2		<p>Use active listening strategies to show I am listening to others. WALT: Use active listening strategies to remember, repeat, and build on what others say. Starter - Recap what active listening looks like (eyes looking, waiting turns, nodding, remembering what was said). Explain that we are going to put this into practise today by listening to others and adding to it. Activity - Sit in a circle. Start by saying a simple sentence about a topic, e.g., "I went to the park." The next child repeats what you said and adds one new idea, e.g., "I went to the park and I saw a dog." Keep going around the circle — each child repeats the chain and adds their own idea. Plenary – Reflect on what helped us to remember what our friends had said.</p> <p>History/Cultural Awareness – Remembrance Day Use correct tenses when talking about the past.</p> <p>Geography – pollution Demonstrate active listening when others are sharing ideas. Focus on key information to answer questions about the human impact of pollution.</p>
3	<p>Focus on key points in a sentence in order to answer a question. WALT listen for and recall key points in a short sentence or instruction. Starter – Adult to say simple descriptive sentence aloud to match a picture, e.g.: "There is a red apple on a table." What were the important words? red, apple, table.) Explain that we will need to listen carefully to short sentences and use the important words to help us draw. Activity – Give children one short instruction at a time. They'll listen carefully and draw exactly what they hear. After each instruction, give children time to process then move on when ready. Example one-step instructions (start simple and build slightly):</p>	<p>Computing - Core Present my information Listening to key information to follow instructions and complete tasks on the computer.</p> <p>Science – food chains Follow key information to create a mobile food chain. Show active listening to discuss with others.</p> <p>PSHE - Jigsaw Show active listening skills when sharing in circle time</p>

	<p>"Draw a sun." "Draw a tree." "Draw a small flower next to the tree." "Draw a cloud in the sky." "Draw a bird under the cloud." "Draw a house." "Draw a red door on the house." Plenary - Adult to show their drawing – does it match? Who listened to the important information?</p>	
4		<p>Focus on key points in a sentence in order to answer a question. WALT: listen to a sentence, identify the key point, and answer a related question. Starter - "I'm going to say a sentence. Listen carefully and tell me the most important word." Adult to say some sentences, such as "The dog is sleeping in the garden." "The girl dropped her ice cream." What are the key words in these sentences? Children repeat the key word aloud — this tunes their ears to identifying main ideas, not filler words. Activity - Show children a set of four pictures (e.g., a cat, a frog, a bird, a fish). Tell them: "Listen carefully to the sentence. I'll ask you a question afterwards!" Example: Say: "This animal has four legs and likes to chase mice." Ask: "Which animal am I talking about?" → (cat) As children get more confident, increase sentence length or add distracting details so they must listen for key information: "This animal has feathers and a beak but cannot fly." Plenary - How Did We Know? Think together about what helped us to remember the key information.</p> <p>RE – The Synagogue Listening to key information and answering questions about why the Synagogues is important to Jewish people.</p> <p>Computing – News Report Show active listening to complete the task with a friend/group. Use correct tenses when presenting the news report.</p>
5	<p>Demonstrate good grammar – consistent tenses, plurals. WALT: Hear and correct mistakes in sentences that use the wrong tense or plural form. Starter - Introduce the idea that sometimes people make little mistakes when they talk. Tell the children they are going to be Grammar Detectives and listen carefully to find sentences that don't sound quite right. Say a simple example: "Yesterday I go to the park." Ask: "Does that sound right to you? What might we say instead?" Activity - Say (or show) simple sentences with mistakes: "She eat her lunch." "The boy runned fast." "He goeed to school." Children correct the sentences. Encourage them to say the whole corrected sentence, not just the single word. Model the correct version clearly: "We say Yesterday I went to the park because it already happened." Emphasise the corrected word by repeating it or showing it on the board. Plenary - Recap: "What kind of mistakes were we listening for today?" Ask: "How do we talk about something that already happened?" and "What do we add when there is more than one thing?" End with a fun quick-fire round — say a few short sentences and have children shout "Stop!" when they hear a mistake.</p>	<p>Christmas Decoration Day Showing active listening and listening to key information when given instructions. Using correct tenses when discussing our Christmas experiences.</p> <p>PSHE – Jigsaw Showing active listening to others using circle time</p> <p>Fantastic Finishers Listening to information to answer questions related to learning that we have done this half term.</p>
6		<p>Demonstrate good grammar – consistent tenses, plurals. WALT: identify past or present tense Starter – Model having a conversation with another adult and keep mixing tenses when telling them about something you have done / going to do. Ask children to pick out what is wrong with the conversation. Activity - Say a mix of sentences aloud, e.g.</p> <ul style="list-style-type: none"> - "I walked to school." - "I am walking to school." - "I played football." - "I am playing football." <p>Children use the paddle whiteboards – on one side write past and the other side write present. Children to show the correct side to match the tense of the sentence. Support children to think about what words help us to recognise the</p>

		<p>tense. (Draw attention to -ed endings or helping verbs like <i>am, is.</i>)</p> <p>Plenary - Children come up with their own "Then" and "Now" sentences.</p> <p>Nativity Active listening to follow instructions for the nativity performances</p> <p>RE – Hanukah Use good grammar, including correct tenses, to discuss Hanukah and our own winter celebrations and beliefs.</p>
7		<p>Christmas Week Consolidation of learning from this half term.</p>