

## Speaking and listening medium term plan – EYFS and KS1 classes

Class **Snow Bears Reception JC / CH**

Term **Autumn A**

Story **I am Henry Finch by Alexis Deacon**

Whole school topic **Reading for pleasure.**

Main topic focus **Settling in – class routines, creating a guidebook, around**

**Main skills to acquire:**

- 1:** Understand how to listen carefully in a group and why listening is important
- 2:** Use longer sentences of four to six words.
- 3:** Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Week	Teaching	Practising
<b>1</b> Welcome to Snow Bears  4.9.24	<b>1: How can I be a good listener?</b> Using STC to support, the adult's model how to be a good listener – looking at the person who is talking, not talking whilst they are etc. Model with TA – can the children spot good listening? Adults model a conversation first talking over each other, looking away etc... was this good listening? Pair up and practise good listening. Read the Snow Bears story and supporting adult notices and praises good listening.	<b>1:</b> General reminders during settling in activities.  <b>1:</b> Assembly time – practising for assembly in class times as needed  <b>1:</b> During all activities the supporting adult to notice and praise good listening skills  <b>1:</b> Forest school – first forest school session explaining why it is important to listen carefully to keep everyone safe.
<b>2</b> Reading for pleasure  9.9.24	<b>2: Using longer sentences.</b> Adult to have a feely bag full of words (cvc decodable and STC nouns/objects). Children to choose a word and display it on the board. Model putting the word into a longer sentence e.g. ball. I play with the ball. It is a red ball. Talk about how using longer sentences means we can find out and share more important information. Repeat with several words, asking children to come up with their own sentences and ensuring they are always modelled back correctly.	<b>1:</b> PSHE – listening to each other during 'Help me learn' and showing kindness and respect when others are sharing their ideas.  <b>1:</b> PE – applying listening skills in a different situation. Remind of good listening skills and how this is important when in a larger outdoor area.  <b>2:</b> Reading for pleasure theme week – book talk. Using stem sentences to share their ideas about books in full sentences. Providing STC.  <b>2:</b> During all activities adults will model good standards of oracy and support children to rephrase sentences and add more detail.
<b>3</b> I am Henry Finch  16.9.24	<b>3: Understanding 'why' questions.</b> Speaking and listening – understand why questions. Introduce children to 'talk to the hand' with STC question words. Go through question words and focus on why. Looking at different scenes / pictures and asking 'why' questions e.g. why has the tree got no leaves? Adults model appropriate responses and then children have a go.	<b>1:</b> WOW Starter – listening carefully to the instructions to create their own finch.  <b>1:</b> Music – listening carefully to different sounds and copying the sounds.  <b>2:</b> Literacy – Creating timetables. Using longer sentences to explain what we do each day. "On Monday I go to the park".

		<p><b>3:</b> RE – sharing ideas about why children think they are special. Adult asking ‘why’ questions Clearly articulating a sentence to give another a compliment. Adult modelling.</p> <p><b>3:</b> Literacy – Making choices about the Finch timetable – “Why would Henry do that?”</p>
<p><b>4</b> I am Henry Finch  23.9.24</p>	<p><b>1:</b> Why is listening important? Act out scenarios where one of the adults does not listen to the other e.g. following instructions but getting it wrong because they were not listening or being in a dangerous situation and not listening...what would happen? Link to welly walk. What can we do to make sure we are listening? Create a mind map together of good listening and display in the classroom. Continuous provision – make good listening posters.</p>	<p><b>1:</b> Welly Walk – Talk about the importance of listening carefully when out in a different environment. Link to safety.</p> <p><b>2:</b> Grandparents Day – listening carefully and discussing a story about grandparents. “I love my granny” “I love my grandad”. Giles Andrea (link to author focus).</p> <p><b>2:</b> PSHE – using longer sentences to explain why they enjoy being at school and how they can make school a good place to be.</p> <p><b>3:</b> Literacy – why questions in teacher led hot seating of Henry Finch.</p>
<p><b>5</b> I am Henry Finch  30.9.34</p>	<p><b>2:</b> Using longer sentences to give more detail. Playing lucky dip descriptions. Have 2 piles of STC/word cards; 1 pile of nouns and 1 pile of adjectives. Introduce the terms noun and adjective in a simple way. We are going to use these cards to make silly sentences! Children take turns to choose a noun card and an adjective card and put them together in a silly sentence. It doesn’t matter if it makes sense, but it does need to be a full sentence.</p>	<p><b>1:</b> Building bridges collaboratively. Listening carefully to each other to ensure that they work together as a team and get the job done effectively.</p> <p><b>2:</b> Listening to stories from our focus author – Giles Andrea e.g. Giraffes Can’t Dance, Commotion in the Ocean. discussing and comparing these books using longer sentences.</p> <p><b>2:</b> RE - Listening to each other discussing our special things &amp; sharing our ideas in full clear sentences. <b>3:</b> Answering questions about ‘why’ they chose their special objects.</p> <p><b>3:</b> Geography - Children to explore the question: why do we have bridges?</p>
<p><b>6</b> I am Henry Finch  7.10.24</p>	<p><b>3:</b> Answering ‘why’ questions. Making up ‘why’ jokes! Explain to the children that we can ask questions and they can have funny answers. Example of a why joke e.g. “why did the chicken cross the road?” what could be the answer? Share some other ‘why’ jokes e.g. “Why shouldn't you give Elsa a balloon? Because she'll "Let It Go"!” and then pose a ‘why’ question. Can we think of a funny answer that still makes sense. Practise answering ‘why’ questions to make silly jokes.</p>	<p><b>1:</b> Forest school – listening carefully to instructions to correctly and safely carry out the activity.</p> <p><b>1:</b> Music – listening carefully to nature sounds.</p> <p><b>2:</b> Mental health day &amp; Black history month – listening to stories and discussing.</p> <p><b>2:</b> Barnaby bear Geography – comparing environments with descriptive sentences, using wow words to describe markets around the world.</p> <p><b>3:</b> Geography – answering why questions when talking about environments e.g. why do you need to wear sun cream in a hot place? why would a polar bear live in a cold place?</p>

<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;">I am Henry Finch</p> <p style="text-align: center;">14.10.24</p>	<p><b>Putting good listening skills into practise.</b> Recap on good listening skills – who can remember the key things we need to do to show we are listening. Adult to read a story to the children and check children are showing good listening skills. Children to demonstrate good listening skills by answering <b>why questions</b> about the story. Adult to encourage children to answer questions with <b>longer sentences</b>. Mirror and model back clear, full sentences.</p>	<p><b>2:</b> PSHE – discussing our responsibilities – sharing our ideas using sentence stems “my responsibility is...” “in our class we need to...”</p> <p><b>2:</b> Story time – Wednesday story assembly. time to discuss the story.</p> <p><b>3:</b> RE –sharing our special people - why are these people special to me?</p> <p><b>3:</b> Recycling keyworker activity – sharing ideas about how to help our community. Answering why questions about materials and why they can or cannot be recycled.</p>
<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;">Assessment Week</p> <p style="text-align: center;">21.10.24</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>	