

Speaking and listening medium term plan – EYFS and KS1 classes

Class **Snow Bears Reception JC / CH**

Term **Autumn B**

Story **The Extraordinary Gardener by Sam Boughton**

Whole school topic **Reading for pleasure.**

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
<p align="center"><b>1</b></p> <p>Welcome to Snow Bears</p> <p align="center">4.11.24</p>	<p><b>1: Ask questions to find out more.</b></p> <p>Keyworker – What do you want to be when you grow up?</p> <p>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?</p> <p>Support children to ask each other questions and find out about job roles.</p>	<p>Ask partners questions so that they can recall an event – talking about the carnival / firework night with a partner.</p> <p>Learn and use recount connectives ‘first, next, after that and finally’. Farmers jobs.</p> <p>Learn and use mathematical vocabulary ‘more than’ ‘fewer than’</p> <p>Listen to the story of ‘Farmer Duck’. Join in with small/whole class retelling of the story using signs and actions. Learn repeated refrains.</p> <p>Explore new gardening vocabulary linked to the story.</p>
<p align="center"><b>2</b></p> <p>Reading for pleasure</p> <p align="center">11.11.24</p>	<p><b>2: Articulate their ideas and thoughts in well-formed sentences.</b></p> <p>Literacy – creating our own imaginary creature / flower / plant.</p> <p>Adult to model thinking of an idea and explaining why they have made these choices.</p> <p>Adult to support children to articulate their sentences using sentence stems...</p> <p>“I have given my plant a pink stem <i>because...</i>”</p> <p>“I like .... because....”</p>	<p>Talk about features of a farm and the animals. Name jobs that are done on a farm and types of machines. Coming up with additional ideas of jobs for farmer duck</p> <p>Working as a team. Helping each other to get jobs done. Play team games. Work as a team to construct a model / to get farm jobs done - Empathy towards others.</p> <p>Use new vocabulary in different contexts. Describe the role of a farmer.</p> <p>Describe the position of the animals on the farm using positional vocabulary e.g. behind the house, next to the tree, in front of the door.</p> <p>Describe features of different farms. Use new vocabulary with adult modelling.</p>

		Learn and use recount connectives 'first, next, after that and finally'.
<p><b>3</b></p> <p>I am Henry Finch</p> <p>18.11.24</p>	<p><b>3: Use new vocabulary in different contexts.</b></p> <p>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>Ask partners questions when talking about an experience.</p> <p>Learn and use recount connectives 'first, next, after that and finally' across all activities. Including pond collage, farmyard machine constructions.</p> <p>Ask questions in relation to pond environments.</p> <p>Ask questions about lifecycles.</p> <p>Begin to explore new vocabulary – nouns, verbs.</p>
<p><b>4</b></p> <p>I am Henry Finch</p> <p>25.11.24</p>	<p>Literacy - teaching new vocabulary for sequencing and ordering. Time adverbs</p> <p>First, Then, Next, After that, Finally etc.</p> <p>Adult to teach children how to use these words when sequencing events e.g. looking at pictures of a seed growing and using the time adverbials to describe.</p> <p>Ask children to use these words when describing an event in their recent experience e.g. nativity practise or the story of The Extraordinary gardener</p>	<p>Name and describe different features of the ocean setting.</p> <p>Learn and use recount connectives 'first, next, after that and finally' across all activities. Including pirate ship craft and ocean picture.</p> <p>Ask questions in relation to ocean / island environments.</p> <p>Articulate their ideas on environments in well-formed sentences.</p> <p>Use comparative language to compare ocean and pond environments.</p> <p>Use story vocabulary and language of ordering and sequencing.</p> <p>Share ideas and respect the ideas of others when choosing a new occupation.</p>
<p><b>5</b></p> <p>The Extraordinary Gardener Assessment Week</p> <p>2.12.24</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>	<p>Name and describe different features of the pirate island and ocean environments.</p> <p>Form questions to discover more about pirates.</p> <p>Learn and use recount connectives 'first, next, after that and finally' when creating pirate map.</p> <p>Articulate ideas about jobs in our community.</p> <p>Use position language when creating pirate ship construction and treasure map.</p> <p>Articulate ideas to their peers during pirate ship construction.</p>

		Ask partner questions in order to work together to build pirate ship construction.
<p>6</p> <p>Nativity Performances</p> <p>9.12.24</p>	<p>Nativity Performances</p> <p>Performing and listening skills</p>	<p>Children to use language related to team work.</p> <p>Use of material language and strength.</p> <p>Use recount language to recall design and constructions.</p> <p>Articulate ideas in well-formed sentences.</p>
<p>7</p> <p>Christmas week!</p> <p>16.11.24</p>	<p>Learning and retelling the Christmas story.</p>	<p>Talk about own experiences of Christmas.</p> <p>Talk about why Christmas is important.</p>