

Speaking and listening medium term plan – EYFS and KS1 classes

Snow Bears Class CH/MC

Term: Spring B

Story: The Naughty Bus

Whole school topic: Resilience

Main topic **focus:** How do plants grow?

Main skills to acquire:

1: 1: Articulate their ideas and thoughts in well-formed sentences/ use some joining words for compound sentences.

2: Use new vocabulary in different contexts/ Pick up new words quickly and easily.

3: Ask questions to find out more and to check they understand what has been said to them

Week	Teaching	Practising
1	<p>Teach children about gardens and the role of the gardeners. Talk about why they have certain materials and jobs to do.</p> <p>Teach the children different question types and give examples related to garden.</p>	<p>UTW: Offer explanations for how people maintain their gardens. Discuss how gardens are similar/ different within the community.</p> <p>UTW: Ask questions they would like to find out about gardens.</p>
2	<p>Model an explanation of plant structure and introduce new plant vocabulary e.g stem, petal, root, structure, leaves.</p> <p>Model to the children a life cycle of the plant. Talk about what do they think will happen next and why?</p>	<p>UTW: Discuss why each part of the plant is important, discussing structure of a plant.</p> <p>UTW: Discuss why a plant has a life cycle and how each stage of the life cycle looks different.</p> <p>UTW: Why do plants not survive?</p>
3	<p>Model an explanation of food origins and talk about growth above and under ground. Introduce new vocabulary.</p> <p>Model questioning relating to fruit/vegetables e.g Has it got seeds? Does it grow under ground?</p>	<p>UTW: Offer explanations on why we have fruit and vegetables plants and why they have a particular origin.</p> <p>UTW: Discussing decay - what does it look like, what has happened and why it has happened.</p> <p>UTW: Ask questions to discover what fruit or vegetable partner is thinking about.</p>
4	<p>Talk to the children about garden communities and what different types of flowers are grown during the Spring season.</p>	<p>Literacy: Offer explanations about story structure.</p> <p>UTW: Use new vocabulary during flower observational drawing.</p> <p>UTW: Ask questions to find about more about decay.</p> <p>UTW: Understand the effect of changing seasons on the natural world around them.</p>
5	<p>Model making own mini garden and offering explanation how things work and why things are included.</p> <p>Talk about what they have included in their garden and why.</p>	<p>UTW: Offer explanations to explain why they have included the things they have in their garden.</p> <p>UTW: Ask their peer questions to gather more information about their peer's garden.</p> <p>UTW: Explain similarities and differences between two children's gardens</p>

<p>6</p>	<p>Talk to the children about the seasons and what seasons are needed for different plants to grow.</p> <p>Model an explanation to the children why Christians believe in Easter. This can be used in their role play area to recreate.</p>	<p>UTW: Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>UTW: Understand the effect of changing seasons on the natural world around them.</p> <p>EAD: Develop storylines in their pretend play.</p>
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