

Speaking and listening medium term plan – EYFS and KS1 classes

Stardust Class.

Term: Spring A.

Story: **Astrogirl/ The Comet**

Whole school topic: The Power of Words.

Main topic focus: **Fact-file/ Narrative**

Main skills to acquire: (Speaking/presenting & Creativity)

1. Understand “categories” of words such as animals, toys, food
2. Converse with peers asking and answering questions.
3. Make appropriate eye contact with peers and adults in interactions.



Week	Teaching	Practising
1	<p>Understand “categories” of words such as animals, toys, food</p> <p><u>Speaking and listening lesson (Tuesday Afternoon)-</u> The adult will explain that words can be grouped into categories. The term category will be introduced and explained, linking it to learning that will continue throughout the term in science lessons. The adult and children will work together to sort picture cards, deciding whether each item is an animal, toy, or food, by placing them into labelled hoops.</p>	<p>Science- Children to group animals based on what they eat.</p> <p>PSHE- Discuss being healthy and unhealthy.</p>
2		<p>Understand “categories” of words such as animals, toys, food</p> <p><u>Speaking and listening lesson (Tuesday Afternoon)-</u> Children will recap learning from the previous week. They will discuss what they need to remember when working together as a group and what they need to think about when sorting items into groups. Children will then work together to sort pictures into categories. They will be encouraged to explain their choices using full sentences, giving reasons for why each picture belongs in a particular group. Sentence stems will be provided to support children in explaining their thinking. Mrs Wynn will listen for clear sentences and reasons during the activity.</p> <p>Science- Children to discuss day and night processes by looking at nocturnal and diurnal animals. Chn to discuss different animals that are common including fish, amphibians, reptiles, birds and mammals and group them into categories.</p>
3	<p>Converse with peers asking and answering questions.</p> <p><u>Speaking and listening lesson (Tuesday Afternoon)-</u> The adult will first model a conversation with the TA, continuing to talk without giving the TA a chance to speak. Children will be asked to notice what is happening in the exchange and discuss what someone</p>	

	should do in a conversation, linking back to good listening skills such as paying attention to others and taking turns. The adult and TA will then model a second conversation, this time taking turns asking and answering questions, allowing children to observe and discuss what makes a conversation effective.	
4		<p>Converse with peers asking and answering questions.</p> <p>Speaking and listening lesson (Tuesday Afternoon)- Remind the children of last week’s learning about how we talk to peers and adults, focusing on good listening skills. Children then practise these skills by talking to a partner about their weekend, using the provided sentence stems to support their speaking and help them take turns effective.</p> <p>Science- Children to discuss different climates. Children to work together to discuss which picture matches which climate by listening to one another and answering questions.</p>
5	<p>Make appropriate eye contact with peers and adults in interactions.</p> <p>Speaking and listening lesson (Tuesday Afternoon)- The adult models a conversation between two adults, including asking and answering questions as practised last week, but deliberately avoids making eye contact, turning their heads away from each other. Children are asked what they notice about the exchange and what seems “wrong.” Through discussion, the teacher draws out the importance of eye contact and explains why it is useful in a conversation. Children then practise having conversations with a partner using a picture as a prompt, focusing on making appropriate eye contact while speaking and listening to each other.</p>	
6		<p>Make appropriate eye contact with peers and adults in interactions.</p> <p>Speaking and listening lesson (Tuesday Afternoon)- Children recap previous learning about making eye contact when talking to others and why it is important for listening and having a conversation. They then practise in pairs, using picture prompts to ask and answer questions while focusing on looking at their partner. Adults to support and remind children to maintain eye contact, take turns, and respond in full sentences. Children to be provided with sentence stems to help sentence structure.</p> <p>PSHE- When children talk in a group adult to reminded children about making appropriate eye contact.</p>