

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



Term: Spring B February 2026

Stories: Jim and the Beanstalk / We are Water Protectors

Whole school topic: The Power of Words

Main topic focus: How does it grow? Frida Kahlo, Mexico, planting seeds, Easter

Main skills to acquire:

1. **Listening & Understanding** Follow complex instructions with two or three parts.
2. **Social Interaction** Work with a team organising, supporting and respecting others roles and responsibilities.
3. **Vocabulary** Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs.

Wk	Teaching	Practising
1	<p>Listening & Understanding Follow complex instructions with two or three parts. Listen, hold, do WALT remember each part of a two or three step instruction WALT follow instructions in the correct order</p> <p>Give simple instructions such as "stand up and clap". How many things were children asked to do? Refer to each action as steps. We are going to practice holding each of the steps in our heads before starting to action the instructions. Introduce the idea of "listen, hold, do" to recall key information before starting. Adult to say an instruction and think aloud e.g. "Put your finger on your nose, then turn around." Break it down.. "First... finger on nose. Second... turn around." Then carry out actions. Recap on "listen, hold, do". Play "Simon Says" with the children but with 2 or 3 step instructions. Support by encouraging children to say all of the instructions before acting. Move from 2 step instructions to 3 steps as appropriate. Recap on "listen, hold, do". What helped you remember the instructions? Was it easier to do when you listened first?</p>	<p>DT – WOW Starter MONDAY Follow instructions to use utensils such as knives safely. Follow instructions with more than one part to cut up fruit and make a fruit salad.</p> <p>Paired reading with Y3 Listen carefully to instructions at a different location or with unfamiliar adults and children.</p> <p>Toys and Games Workshop Follow instructions to carry out different activities from an unfamiliar adult and out of the usual routine of the morning.</p> <p>Class teacher led PE Follow instructions to complete all stations in the hall – moving around the small / large apparatus.</p>
2		<p>Listening & Understanding Follow complex instructions with two or three parts. Listen, hold, do WALT remember each part of a two or three step instruction WALT follow instructions in the correct order</p> <p>Remind children of the strategy "listen, hold, do", asking them to explain what each part means and why it helps them follow instructions. Adult to give familiar two-step instructions and asks children to quietly repeat the steps in their heads before acting, reinforcing the idea of holding the information before moving. Children will then practice working in a pair/small group. Children will have a selection of STC actions to choose from at random e.g. clap your hands, jump up... Children in pairs to select two or three of the STC actions and then give these instructions to their partner/group. Children see who can follow the instructions using the listen, hold, do strategy. Repeat so that all children get to give the instructions and follow them. Recap on what helped them remember all the steps, linking back to "listen, hold, do", followed by one final three-step instruction to assess who can follow complex instructions independently and in the correct order.</p> <p>Science – Planting WEDNESDAY Follow instructions to successfully carry out an experiment involving planting seeds with different variables.</p> <p>Mathematics Following more complex instructions when being introduced to a new mathematical focus – fractions.</p> <p>World Book Day THURSDAY</p>

3	<p>Social Interaction Work with a team organising, supporting and respecting others roles and responsibilities. "Team work makes the dream work!" WALT listen and respond to our peers WALT support others in their role WALT work together to complete a task This session will focus on how to work as part of a team by organising ourselves supporting others and respecting everyone's roles and responsibilities. Introduce what a team is and discusses why teams are important in school and in our wider lives as general. Model teamwork by inviting a small group of children to complete a simple task, such as sorting objects or building a small structure. Each child is given a clear role (for example, leader, helper, or checker), and the adult clearly models and narrates positive social interaction, including listening, turn-taking, encouraging others and accepting a role. Introduce and practise key speaking and listening phrases with the whole class, such as "What is my role?", "Can I help you?", and "That's a good idea." Children to then work in small groups, each taking on one of the roles. Children to work together to use Lego to create a specific model. Encourage children to take an active part in the group but respect the individual roles.</p>	<p>Computing – Technology in our lives THURSDAY Children will need to work well together in groups to carry out a survey about technology use.</p> <p>Playtime Children are encouraged to play games together on the playground, working in teams to accomplish a shared goal. This will also support their work on following instructions.</p> <p>Class teacher led PE Team games / activities to encourage group work and supporting each other.</p> <p>Literacy Children will work in groups to plan their invented narrative. Children will need to take turns and respect each other's ideas to collaboratively plan a piece of writing.</p>
4		<p>Social Interaction Work with a team organising, supporting and respecting others roles and responsibilities. "Team work makes the dream work!" WALT listen and respond to our peers WALT support others in their role WALT work together to complete a task</p> <p>Remind children of the teamwork rules and key language they learnt in the previous lesson. Put children into groups and give them a collaborative task that requires discussion and cooperation, such as planning a simple role-play, completing a shared picture or organising story cards into order. Each child is assigned a role within the group to support organisation and responsibility. During the activity, children practise speaking and listening skills by sharing ideas, supporting their peers, and respecting each other's roles. Adults support by observing interactions, offering prompts where needed and praising positive teamwork. Bring everyone back together, with children sharing examples of how they supported their team or respected someone else's role. The teacher reinforces the learning by linking successful outcomes to effective communication and teamwork.</p> <p>PHSE TUESDAY Children will work in groups to sort the food items into healthy or unhealthy.</p> <p>Red Nose Day FRIDAY Working in a team to take part in Red Nose Day activities.</p> <p>DT WEDNESDAY Listening carefully to instructions to use resources and tools safely.</p> <p>Literacy To use expanded noun phrases to describe and specify</p>
5	<p>Vocabulary Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs. Building Brilliant Sentences WALT understand that words belong to different categories: nouns, verbs and adjectives. WALT identify nouns, pronouns, adjectives, verbs and adverbs when speaking and listening.</p> <p>Recap on our knowledge of different word types – verbs, adjectives and nouns, Play a "Mystery Bag" game by placing a selection of random classroom objects into a bag. Take one object out at a time, for example a pencil, and ask the children, "What is this?" to elicit the noun (pencil). Then ask, "What can it do?" or "What can we do with it?" to generate verbs such as write or draw. Finally, ask, "What is it like?" to encourage adjectives such as long, yellow or sharp.</p>	<p>Fantastic Finishers Children will consolidate their learning from this half term when completing the fantastic finisher assessments.</p> <p>Literacy Assessment writing – using expanded noun phrases and checking for sense</p> <p>PSHE TUESDAY Categorise words – sorting healthy and unhealthy foods.</p> <p>Maths Children will explore new time related vocabulary</p>

	<p>Record the children's responses on the board in three clear columns labelled noun, verb, adjective. Word types to be recorded in different colours to make it visual. Keep definitions simple and repeat them orally several times to secure understanding.</p> <p>For the main activity, give each child a word card containing either a noun, verb or adjective (for example: dog, jump, happy, run, tall, teacher, book, shout, tiny, cat). Label three areas of the classroom as nouns, verbs and adjectives. Ask the children to read their word and move to the area they think matches their word type. Once sorted, invite each group to explain their reasoning, encouraging them to speak in full sentences, such as, "Jump is a verb because it is a doing word." Challenge children to combine one of each word to make a short phrase.</p>	
6		<p>Vocabulary Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs.</p> <p>Building Brilliant Sentences WALT understand that words belong to different categories: nouns, verbs and adjectives. WALT identify nouns, pronouns, adjectives, verbs and adverbs when speaking and listening</p> <p>Begin by modelling the sentence 'The tiny dog ran.' Write it clearly on the board and highlight each word type in a different colour. Explain that tiny is the adjective because it describes the dog, dog is the noun because it names a person, place or thing, and ran is the verb because it is a doing word. Once modelled, ask the children to work in pairs. Each pair should choose one noun, add an adjective to describe it, and then add a verb to complete their sentence. Encourage them to say their sentence out loud to practise their speaking skills. For an added challenge, ask them to swap the adjective for a different one or change the verb to see how the meaning of the sentence changes. For example, The enormous cat whispered. Finish by discussing how changing the adjective or verb alters the picture in our minds and the overall meaning of the sentence.</p> <p>Maths Children will explore new time related vocabulary</p> <p>Easter theme days Children will take part in a variety of activities which will allow them to practise their speaking and listening learning from this half term.</p>