

Speaking and listening medium term plan – EYFS Class

Class: **Snow Bears Reception KB**

Term: **Spring B**

Story: **The Extraordinary Garden by Sam Boughton**

Whole school topic: **The Power of Words**

Main topic focus: Science: Life cycles, Geography: Farm setting, different jobs of farmers, jobs throughout the seasons, History: Farmers in the past

Main skills to acquire:

1: Articulate their ideas and thoughts in well-formed sentences

2: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

3: Make comments about what they have heard and ask questions to clarify their understanding.

Week	Teaching	Practising
1 The Extraordinary Gardener 23.02.26	Listening, Attention & Understanding <ul style="list-style-type: none">Listen attentively and respond to what they hear.Make comments about what they have heard. Speaking <ul style="list-style-type: none">Offer ideas in full sentences. 1. Listening Warm-Up (5 mins) <p>“Pass the Plant” game Children pass a small plant/prop. When holding it, they say one sentence about gardens.</p> <p>Model:</p> <p>“A garden can have flowers.”</p> 2. First Read (10 mins) <p>Read the beginning of <i>The Extraordinary Gardener</i> (up to Joe’s dream of a garden).</p> <p>Pause to ask:</p> <ul style="list-style-type: none">What is Joe’s dream?Where does Joe live?What can he see around him? <p>Encourage full sentences:</p> <p>“Joe lives in a grey city.”</p>	<ul style="list-style-type: none">Sharing our half term holiday newsLiteracy tree – session 2 talking about what they might see, hear or smell from the front coverE-Safety lesson – acting out scenarios of our rules when using technologyForest school – Talking about the signs of Spring that they can see on our walkPSHE – Jigsaw lesson 1

	<p>3. Talk Partners (5 mins) Question: “If you had a garden, what would you grow?”</p> <p>Children tell partner. Adult models extending: “I would grow sunflowers because they are tall and bright.”</p>	
<p>2 The Extraordinary Gardener</p> <p>02.03.26</p> <p>MW to observe for monitoring purposes</p>	<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges. <p>Speaking</p> <ul style="list-style-type: none"> • Use new vocabulary in different contexts. • Describe events in some detail. <p>1. Recap (5 mins) Show pictures from yesterday. Children retell what happened so far.</p> <p>2. Vocabulary Exploration (10 mins) Focus words:</p> <ul style="list-style-type: none"> • extraordinary • tiny • grey • hopeful <p>Act them out. Ask:</p> <ul style="list-style-type: none"> • What does extraordinary mean? • Can you think of something extraordinary? <p>3. Sentence Stretching (5 mins) Adult says: “Joe planted a seed.”</p> <p>Children improve it: “Joe carefully planted a tiny seed in a pot.”</p>	<ul style="list-style-type: none"> • PSHE – Jigsaw lesson 2 • Literacy tree – Lesson 1: Talking about the text (front cover) and making predictions • Literacy tree – Lesson 2: Describing a bird • Literacy tree – Lesson 3: Describing their dream garden • UTW – Naming and describing farm animals • UTW – Talking about the role of the farmer past and present • RE – Listening to the story of Passover. Making comments about what they hear
<p>3 The Extraordinary Gardener</p> <p>09.03.26</p>	<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group discussion. • Express ideas clearly. <p>1. Finish the Story (10 mins) Read the rest of the book.</p> <p>Pause to predict:</p> <ul style="list-style-type: none"> • What do you think will happen? 	<ul style="list-style-type: none"> • PSHE – Jigsaw lesson 3 • Literacy tree – Session 1: Talking about and describing objects from the feely bag • UTW – Name and describe features of animals that live in a pond • Forest School: Commenting on the sinking and floating experience. Listening to and talking to each other in the transport water challenge • UTW – Talking about what clothes we wear for different seasons and why

	<ul style="list-style-type: none"> • Why are people watching Joe? <p>2. Story Sequencing (10 mins) Give 4–6 picture cards:</p> <ol style="list-style-type: none"> 1. Joe dreams 2. Joe plants seeds 3. Plants begin growing 4. The city changes <p>Children work in small groups to:</p> <ul style="list-style-type: none"> • Put in order • Retell using full sentences <p>Support with sentence starters:</p> <ul style="list-style-type: none"> • “First...” • “Then...” • “After that...” • “Finally...” 	
<p style="text-align: center;">4</p> <p style="text-align: center;">The Extraordinary Gardener</p> <p style="text-align: center;">16.03.26</p>	<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> • Respond appropriately during conversations. <p>Speaking</p> <ul style="list-style-type: none"> • Use full sentences. • Participate in role play. <p>1. Hot Seating (10 mins) Adult in role as Joe.</p> <p>Children ask questions:</p> <ul style="list-style-type: none"> • Why did you start planting? • How did you feel? • Were you worried? <p>Model answering in character.</p> <p>Then choose a confident child to be Joe.</p> <p>2. Garden Role Play (10 mins) Small world/prop gardening area.</p> <p>Children act out:</p> <ul style="list-style-type: none"> • Planting • Watering • Talking to neighbours <p>Adult models extended dialogue:</p> <p>“I think this plant needs more sunlight.”</p>	<ul style="list-style-type: none"> • PSHE – Jigsaw lesson 4 • Literacy tree – session 2: Sequencing and then orally rehearsing telling the story • Literacy tree – session 3: Role playing different jobs • UTW – Roleplay pirates • UTW – Working as a team to build a pirate ship together
<p style="text-align: center;">5</p> <p style="text-align: center;">Assessment Week</p>	<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> • Listen carefully and respond with relevant comments. 	<ul style="list-style-type: none"> • PSHE – Jigsaw: lesson 5 • Literacy tree - Session 1: Making up their own story of the extraordinary gardener based on the role play from last week

<p>23.03.26</p>	<p>Speaking</p> <ul style="list-style-type: none"> Express ideas and feelings about experiences. <p>1. Emotion Discussion (10 mins) How did Joe feel:</p> <ul style="list-style-type: none"> At the beginning? When nothing was growing? When the city changed? <p>Encourage:</p> <p>“Joe felt disappointed because nothing was growing.”</p> <p>2. Agree or Disagree Game (10 mins) Statements:</p> <ul style="list-style-type: none"> “Joe should have given up.” “Plants can change the world.” “Gardening is hard work.” <p>Children move to agree/disagree side and explain why.</p> <p>Encourage justification:</p> <p>“I agree because...”</p>	<ul style="list-style-type: none"> Forest school: Sound hunt and exploring the sensory trail speaking in full sentences
<p>6 Theme Week: Easter</p> <p>30.03.26</p>	<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> Listen attentively in a range of situations. Make comments and ask questions. <p>Speaking</p> <ul style="list-style-type: none"> Offer explanations. Speak in clear sentences to a group. <p>1. Design a Dream Garden (10 mins) Children draw their own extraordinary garden.</p> <p>Adult prompts:</p> <ul style="list-style-type: none"> What will grow there? Who will visit? Why is it special? <p>2. Mini Presentations (10 mins) Each child presents to small group:</p> <p>Sentence frame: “This is my extraordinary garden. It has... I chose this because...”</p> <p>Peers encouraged to:</p> <ul style="list-style-type: none"> Ask one question Give one positive comment 	<ul style="list-style-type: none"> PSHE – Jigsaw: Lesson 6 RE – Talking about Easter and discussing why it is a special time of year for Christians