

Speaking and listening medium term plan - EYFS class

Class: Very Hungry Caterpillar: Reception SW

Term: Spring A 2026

Literacy Tree Story: 'The Extraordinary Gardener' by Sam Boughton

Whole school topic: 'The Power of Words'.

Main topic focus: Gardening/Growing seeds/Farm/Farm animals



Continue to establish friendships. Taking care of ourselves, others, and our environment. Well-being/Mindfulness activities.

Main skills to acquire:


- 1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.
2. Answer how and why questions about their experiences and in response to non-fiction or events.
3. Learn new vocabulary and use throughout the day.
4. Articulate their ideas and thoughts in a sentence.

\*Ongoing skills to develop throughout half-term

\*Respond to simple instructions. Talk about how we can work safely and sensibly in our classroom; follow the behaviour STC prompts. Follow safety guidelines for washing our hands, travelling safely around the classroom, awareness of others. Encourage the children to stop and listen to instructions e.g. when tidying the classroom. Listen for the signal of when it is time to stop an activity.

\*Remind children to follow instructions during P.E and Music sessions. - Practise responding to simple instructions when preparing for and during lunchtime/ transitioning to going outside for play time and moving to different activities Forest School Rangers/ P.E/Music sessions

| Week  | Teaching  | Practising   |
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| <p>1<br/>05/01/26-<br/>09/01/26</p> <p><u>Theme Week:</u><br/>"The Power of Words".</p>                       | <p>1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.</p> <p>3. Learn new vocabulary and use throughout the day.</p> <p>Adult to read stories as part of 'The Power of Words' theme this week. Use new story vocabulary. Develop the use of new words related to stories. Use STC story word prompts and signing/actions to support storytelling. Talk to the children about 'What is an author?'.<br/>2. Answer how and why questions about their experiences and in response to non-fiction or events. 4. Articulate their ideas and thoughts in a sentence.</p> <p>Adult to model how to answer questions to find out about the children's ideas about stories, authors and word play during the 'Power of Words' theme week. Share experiences following the 'Christmas' holiday by talking in a clear sentence e.g.<br/>Talk with the children about remembering to use good listening skills, look at who you are talking to, for eye contact.</p> | <p>1/2/3/4: PSED:<br/>Discuss our feelings: Share the 'Colour Monster' story. Talk about how we are feeling. Growth Mindset: make positive comments about ourselves and others.<br/>Being proud of ourselves. What makes you feel proud? Share ideas.<br/>1/4: Literacy Listen to stories by our class author: Julia Donaldson. Discuss and compare these story books in a sentence. Take part in a real-life author visit on Monday 5<sup>th</sup> January from award winning author 'Emily Lloyd-Gale, author of Mighty Maurice and The Moose That Saved Christmas. These books carry important messages around anti-bullying and highlight key values such as self-belief, friendship, teamwork, and love.</p> <p>2./4. The children are going to talk about their experiences following the Christmas holiday. Respond to questions in a sentence using a sentence starter e.g. I went to .....</p> <p>*During all activities the supporting adult to notice and praise good listening and speaking skills.</p> <p>Adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.</p> |
| <p>2<br/>12/01/26-<br/>16/01/26</p> <p><u>Literacy Tree</u><br/><u>Text:</u> 'The Extraordinary Gardener'</p> | <p>1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.</p> <p>2. Answer how and why questions about their experiences and in response to non-fiction or events.</p> <p>3. Learn new vocabulary and use throughout the day.</p> <p>4. Articulate their ideas and thoughts in a sentence.</p>   | <p><u>Literacy:</u><br/>1/2/3/4 WOW Story Starter Session -Introduce the Literacy Tree story; 'The Extraordinary Gardener'.<br/>Listen to the story of 'The Extraordinary Gardener', using signs and actions. Learn new story vocabulary. Following adult modelling)</p>   |

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|    | <p>Adult to introduce the Literacy Tree Fiction story: 'The Extraordinary Gardener'. <b>Adult modelling the use of new story vocabulary. Use STC word prompts.</b></p> <p>Adult to encourage the children to talk about what they can see in a garden setting. Use visual picture prompts/STC words to support. Model the use of vocabulary.</p> <p>Adult to model how to say a descriptive sentence aloud using adjectives.</p> <p>Online Safety Lesson to make the children aware of how to keep safe online. Use STC word/visual prompts to reinforce how to be safe.</p> <p><b>*During all activities the supporting adult to notice and praise good listening and speaking skills.</b><br/> <b>Adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.</b></p>  | <p><b>2/3/4</b> The children are going to name and describe features of a garden story setting. Use nouns (naming words)</p> <p><b>2/3/4</b> Listen carefully to the instructions during an outdoor walk to observe features in outdoor environment. Use vocabulary to describe natural items found and observed during school garden/environment walk. Say a sentence to describe what they have found on the walk. Use the sentence starter: 'I can see a .....</p> <p><b>2/4</b> Talk about what else can we see in a garden?<br/> What jobs does a gardener do? Describe jobs e.g. digging, raking, planting seeds, watering, mowing the grass, sweeping up..</p> <p><b>2. Technology:</b> Talk through the Online Safety rules whilst using technology. Talk about how to stay safe online. Look at Active Bytes Online Safety rules poster. Ensure children ask a trusted adult permission before using technology online.</p> <p><b>*During all activities the supporting adult to notice and praise good listening and speaking skills.</b></p> <p><b>Adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.</b></p> |
| <p>3<br/>19/01/26-<br/>23/01/26</p> <p><u>Literacy Tree</u><br/>Text:<br/>'The Extraordinary Gardener'</p>                               | <p><b>1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.</b></p> <p><b>2. Answer how and why questions about their experiences and in response to non-fiction or events.</b></p> <p><b>3. Learn new vocabulary and use throughout the day.</b></p> <p><b>4. Articulate their ideas and thoughts in a sentence.</b></p> <p>Look at pictures of farm animals; cows, pigs, horses, sheep, goat, hens, ducks. Describe features of these animals, talk about where they live and what they eat. Adult to model how to describe a farm animal using descriptive vocabulary.</p>  | <p><u>Literacy:</u><br/>1/3/4. Listen to stories by our class author: Julia Donaldson. Discuss and compare these story books using longer sentences.</p> <p><b>2/3/4: UTW:</b><br/>Share the story of 'Farmer Duck'. Talk about a 'farm' setting. What features do you see at the farm? What animals can you see at the farm?<br/> Use 'farm' related vocabulary to describe places that you would find at a farm e.g. barn, stable, farm house, fields, hen house, Say sentences aloud.</p> <p><b>*During all activities the supporting adult to notice and praise good listening and speaking skills.</b></p> <p><b>Adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.</b></p>   |
| <p>4<br/>26/01/26-<br/>30/01/26</p> <p><u>Literacy Tree</u><br/>Text:<br/>'The Extraordinary Gardener'</p>                               | <p><b>1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.</b></p> <p><b>2. Answer how and why questions about their experiences and in response to non-fiction or events.</b></p> <p><b>3. Learn new vocabulary and use throughout the day.</b></p> <p><b>4. Articulate their ideas and thoughts in a sentence.</b></p> <p>Adult to model how to describe natural objects during feely bag activity. Say a sentence aloud e.g. It feels heavy and spikey.</p> <p>Adult to use visual prompts to support the sequencing of how seeds grow. Model the vocabulary to describe each stage of growth of a seed.</p> <p>Adult to encourage the children to think about what jobs they can do as a gardener? Look at pictures of gardening jobs e.g. digging, planting, pulling up the weeds,</p> | <p><u>Literacy:</u><br/>1/3/4. Listen to stories by our class author: Julia Donaldson. Discuss and compare these story books using longer sentences.</p> <p><b>3/4</b> Children are to pretend to be a gardener and say a sentence aloud to describe the jobs that they can do e.g. I can dig, I pull up a weed, I plant a seed...</p> <p><b>2/3/4 UTW:</b><br/>Use descriptive vocabulary to describe natural objects in a feely bag. Describe how a seed grows and changes. The children will sequence a set of pictures to show how seeds grow using vocabulary modelled by the adult. Talk in sentences to describe what happens at each stage of growth.</p> <p><b>*During all activities the supporting adult to notice and praise good listening and speaking skills. Adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.</b></p>  |
| <p>5<br/>02/02/26-<br/>06/02/26</p> <p><u>Literacy Tree</u><br/>Text:<br/>'The Extraordinary Gardener'</p> <p><u>Assessment Week</u></p> | <p><b>1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.</b></p> <p><b>2. Answer how and why questions about their experiences and in response to non-fiction or events.</b></p> <p><b>3. Learn new vocabulary and use throughout the day.</b></p> <p><b>4. Articulate their ideas and thoughts in a sentence.</b></p> <p>Adults to provide the children with pictures to sequence the growth of a seed. Share the story 'The Tiny Seed'. Model the vocabulary used to name each sequence of growth of the seed e.g. plant seed, shoot grows, stem grows taller, leaves appear, a bud is on the top, a flower opens up.. Ask the children questions to develop their thinking of each stage of growth of a seed. What is needed to help the seed grow?</p>                                | <p><u>Literacy:</u><br/>1/2/3/4 Recount how to plant a seed. Describe what happens at each stage. Say a sentence aloud to recount how to plant a seed and how it grows. Listen to the story of 'The Tiny Seed'. Talk about how the seed changes as it grows. Describe in a sentence what the seed needs to help it grow.</p> <p><b>2/3/4 UTW:</b> People who help us<br/> A 'Gardener' is a job but what other jobs can people do? Discuss the children's ideas. (Jobs) Find out about other jobs that people can do? Describe ideas using names for different kinds of jobs. The children can</p>  |

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|  | <p>Share a power point based on people who help us and other occupations/jobs. Encourage the children to think about other jobs that people can do? In our story there is the job of a gardener but what other jobs can be done?</p>   | <p>say a sentence aloud to describe what job they may like to do when they are older.<br/> <b>*During all activities the supporting adult to notice and praise good listening and speaking skills.</b><br/> <b>Adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.</b></p>   |
| <p>6<br/>09/02/26-<br/>13/02/26</p> <p><b>Theme Week:</b><br/>'Children's Mental Health Week'.</p> | <p><b>1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.</b><br/> <b>2. Answer how and why questions about their experiences and in response to non-fiction or events.</b><br/> <b>3. Learn new vocabulary and use throughout the day.</b><br/> <b>4. Articulate their ideas and thoughts in a sentence.</b></p> <p>Put good listening skills into practise. Recap on good listening skills - who can remember the key things we need to do to show we are listening? Adult to read a story to the children and check children are showing good listening skills. Children to demonstrate good listening skills by answering <b>questions</b> about a story. Adult to encourage children to answer questions with <b>sentences</b>. Adult to model clear, full sentences.</p> | <p><b>1/2/3/4 Literacy:</b><br/> Talk about special jobs that people can do as the previous week. Say a sentence aloud to describe the jobs that people do e.g. A vet helps pets. A doctor helps.<br/> <b>*During all activities the supporting adult to notice and praise good listening and speaking skills.</b><br/> <b>Adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.</b></p> |
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