

Speaking and listening medium term plan – EYFS and KS1 classes

Snow Bears Class CH/JH

Term: Spring B

Story: The Naughty Bus

Whole school topic: Power of Words

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

Year 1 targets:

Converse with peers asking and answering questions.

Add description to words and use within sentences.

Order events using appropriate language

EYFS targets:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

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

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Week	Teaching	Practising
1	<p>Converse with peers asking and answering questions (Y1)</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (EYFS)</p> <p>Wonder box: Present the 'wonder box' take out on item. Model asking questions about each item e.g. 'what is this made of?' 'who might use it?' Encourage children to take turns picking out an object and asking a question about it. Provide STC cards with who, what, why, when, how them.</p>	<p>What questions: Show various pictures of animal's people and object. For each picture encourage children to ask a question about it.</p> <p>Where questions: Use a map/I spy pictures – ask relevant where questions – children to take turns with a partner</p> <p>Why questions: Use cause and effect picture cards and ask. Show the rainy picture 'why does the girl have an umbrella?'</p>
2		<p>Science: Discuss why each part of the plant is important, discussing structure of a plant. Discuss why a plant has a life cycle and how each stage of the life cycle looks different.</p> <p>Literacy: answering questions about where buses go, who use buses, why do we have buses</p>
3	<p>add description to words and use within sentences (Y1)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (EYFS)</p> <p>Have a collection of everyday objects. Ask the children 'what can you tell me about this ball?' Encourage simple answers. Ask children can we add more descriptions more interesting with some adjectives. For each object encourage descriptive language – what colour is it? what size is it? How does it feel? What does it look like? Model using the adjectives to simple sentences – emphasize how adjectives give us more information.</p>	<p>Picture cards: show the picture cards one by one. For each picture ask what words can we use to describe this animal?</p> <p>Adjective Flashcards: Read the caption with missing adjective. Ask children to add the missing adjectives.</p> <p>Sensory exploration: With scented playdough. Encourage children to describe the playdough – how does it feel? What colour is it? Encourage children to use the adjectives in a sentence – the playdough is soft and squishy.</p>
4		<p>Geography: describing where a bus can go</p> <p>History: describing past and present buses</p> <p>Literacy: using role play to talk about what teh buses did and describing his actions</p>

<p>5</p>	<p>Order events using appropriate language (Y1) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (EYFS)</p> <p>Ask children about a familiar routine e.g. getting ready for school, what do you do first? Then what do you do? Next? Last? Use STC flashcards to teach the words first, next last etc.</p>	<p>Picture cards: Using picture cards ask children to help put them in the right order. Introduce the sequencing words - first, next and last. When the cards are in the correct order ask children to describe the activity shown the cards.</p> <p>Acting out a sequence: Choose a simple activity to act out. As children act out the sequence emphasize the sequencing words - first next last etc. Children to take turns to act out and describe the sequence.</p> <p>Sequencing in a story: Read a familiar story with clear sequencing events. After reading the story focus on sequencing the events. Have the children retell the story using the sequencing words.</p>
<p>6</p>	<p>Easter week</p>	<p>RE: ordering events of the salvation story</p> <p>Literacy: reciting a springtime poem</p>