

Speaking and listening medium term plan - EYFS class

Class Very Hungry Caterpillar: Reception SW

Term Spring B 2025

Literacy Tree Story: 'I am Henry Finch' by Alexis Deacon

Whole school topic: 'Being Resilient'.

Main topic focus: **Where do we live?**

Our local environment, features of the town of 'Bridgwater', bridges, transport, recycling

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

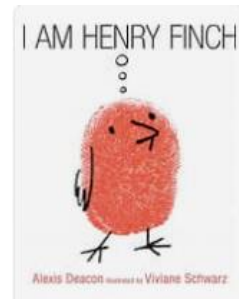
Main skills to acquire:

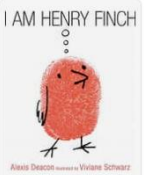
- 1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.
2. Answer how and why questions about their experiences and in response to non-fiction or events.
3. Learn new vocabulary and use throughout the day.
4. Articulate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

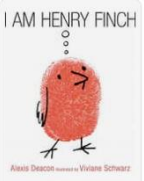
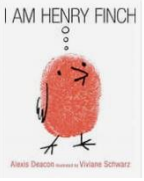
\*Ongoing skills to develop throughout half-term

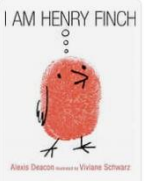
\*Respond to simple instructions. Talk about how we can work safely and sensibly in our classroom; follow the behaviour STC prompts, follow safety guidelines for washing our hands, travelling safely around the classroom, awareness of others. Encourage the children to stop and listen to instructions e.g. 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/ P.E/Music sessions



Week	Teaching	Practising
<p align="center">7 24/02/25- 28/02/25</p> <p><u>Literacy Tree</u> Text: 'I am Henry Finch'.</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><u>Literacy: Wow story session</u> to introduce Literacy Tree Fiction text 'I am Henry Finch'. Adult to model naming and describing features of birds related to the story. Use STC word prompts.</p> <p>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><u>Geography: Our local area:</u> Adult to model how to answer questions to find out about the children's ideas about where do they live? What can they see in their local area? What is a town?</p> <p>Share experiences following the 'half term' holiday by talking in a clear sentence e.g. I went for a walk to town. I played at the park...</p> <p>Talk with the children about remembering to use good listening skills, look at who you are talking to, for eye contact.</p> <p><u>Online Safety Lesson</u> to make the children aware of how to keep safe online. Use STC word/visual prompts to reinforce how to be safe.</p>	<p>2/3/4: <u>PSED:</u> Talk about how we are feeling as we return to school following the half term holiday.</p> <p><u>Literacy:</u> 1/2/3/4</p> <p>Learn and use new vocabulary from the story of 'I am Henry Finch', following adult modelling</p> <p>The children will take part in activities relating to the story of 'I am Henry Finch'. Talk about their ideas about birds. Describe features using key vocabulary e.g. beak, wings, tail, feathers...</p> <p>2. Listen to stories by our new class author: Roger Hargreaves. (Mr Men and Little Miss') Books. Discuss and compare these story books in a sentence.</p> <p>2./4. The children are going to talk about their experiences following the half term holiday. Respond to questions in a sentence using a sentence starter e.g. I went to .....</p> <p>3/4: <u>UTW:</u> The children will communicate their ideas to describe features of the town of 'Bridgwater' which they have seen and know about e.g. shops, cinema, supermarket, canal, bridge... Talk in a sentence; e.g. I can see a cinema in town.</p> <p>*During all activities the supporting adult to notice and praise good listening and speaking skills.</p> <p>2/4. <u>Technology:</u> 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. Adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.</p>

<p>8 03/03/25- 07/03/25</p> <p><b>Literacy Tree</b> <b>Text: 'I am Henry Finch'</b></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><b>Literacy Tree Story: 'I am Henry Finch'.</b> Talk about Where do birds live? Can children draw a birds house for their bird? Show children different pictures of bird houses. What do they look like? Can they describe this? Adult to model drawing a bird house for Henry Finch and label this. Talk about 'Where do we find bird houses? ' Talk about trees. What are the features of a tree? A tree has a trunk. The roots are long. Adult to model labelling parts of a tree. Adult to encourage the children to talk about what they know about a tree. Use visual picture prompts/STC words to support. Model the use of vocabulary. Adult to model how to say a descriptive sentence aloud using adjectives to describe a tree and its setting place.</p> <p><b>World Book Day activities: Thursday 6<sup>th</sup> March 2025</b> Share our favourite stories and characters. Share non-fiction books. Talk about why we enjoy reading and our favourite places to read. Adult to share their favourite book and place to read. Adult to model to the children a sentence to describe to explain why it is their favourite book.</p> <p><b>UTW/Geography:</b> Look at features in the town of 'Bridgwater'. Look at photographs/pictures of bridges in the town. Do the children know about any famous bridges? e.g. London bridge, Suspension bridge in Bristol. Adult to model the use of key vocabulary related to 'Bridges'. Drawings of bridges.</p> <p><b>Maths: Mastering Number:</b> Focus on sets of visual objects to compare. Who has more than? Who has fewer/less than? Who has an equal amount? Adult to model how to use this vocabulary to compare amounts using pictures on the IWB</p>	<p><b>Literacy:</b> <b>1/2/3/4:</b> The children are to describe features of a bird house. Say a sentence aloud to describe a bird house. Draw and label a picture of a bird house for 'Henry Finch'. Write a sentence to describe the bird house e.g. It is tall and dark inside.</p> <p><b>2/3/4UTW/Science:</b> Trees The children are to draw a tree and label this using scientific words as modelled by the adult. Can children describe features of a tree e.g. trunk, branches, bark, tall, leaves. Children to write a sentence about their tree e.g. birds sit in the tree. Use your imagination. Where is your tree? Is it at the park? Is it in a garden? It is in a forest school area? Children to draw their picture of where their tree belongs. Can they label this. Children are to practice saying a sentence aloud to describe their tree and its setting e.g. 'My tree is in the park' 'My tree is in a field'.</p> <p><b>Literacy:</b> <b>1/2/3/4:</b> The children are to join in with world book day activities and take part in activities where they discuss their favourite stories and draw pictures of story characters. Talk in a sentence explaining their reasons why they enjoy reading their book e.g. My favourite story is 'The Gruffalo' because I like the animal characters he meets.</p> <p><b>2/3/4: UTW/Geography:</b> The children are going to describe features of a bridge using key vocabulary as modelled by the adult. Compare pictures/photographs of 'Bridges' and talk about features using vocabulary.</p> <p><b>2/3/4 Maths:</b> Practical activities: Use vocabulary to compare sets of objects e.g. more than, fewer than, less than, equal to</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>9 10/03/25- 14/03/25</p> <p><b>Literacy Tree</b> <b>Text: 'I am Henry Finch'</b></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><b>Literacy:</b> Display the following words on cards: morning, afternoon, evening and night. Put in time-order. Talk about what it says that the Finches did at each time of day in the story. What else might they do? Relate to the children's own routines. Model saying a sentence aloud to sequence events from the finches daily routine. Use key sequencing vocabulary e.g. first, then, next, after that...</p> <p><b>UTW/Geography/Science/Literacy:</b> Barnaby Bear goes on a journey. Use vocabulary for physical and human features in the environment that he sees. He needs to cross over a river, like the gingerbread man in the story. How can he cross over the river without getting wet? The children are to investigate what they could build to help him cross the river. e.g., build a bridge, raft, boat. Explore using a range of construction equipment. Adult to encourage the children to think about features of a boat. What does it need? Model by drawing a picture of a boat and label with vocabulary.</p>	<p><b>1/2/3/4: Literacy:</b> The children are to say a sentence aloud to describe what the finches did in the story following adult modelling. Use key vocabulary using sequencing vocabulary e.g. first, then, next, after that.... The children are going to make their own timetable by drawing pictures to sequence parts of their daily routine e.g. wake up, get dressed, eat breakfast, walk to school. Encourage the children to say a sentence aloud to describe their daily routine using the vocabulary ' first, then, next, after that...'. <b>3/4Forest School:</b> <b>Can we build a bridge to save the Gingerbread Man?</b> Use natural materials to build bridges. Children are to talk about their ideas and describe materials that they use using vocabulary modelled by the adult.</p> <p><b>2/3/4Art and D.T:</b> Explore building boats using different materials. Work together, sharing ideas and skills. Draw a picture of a boat and write labels applying phonic knowledge. Invent a journey for your boat to go on. (Where is the boat going to travel? What can you see on the journey?) Create a story idea. Share ideas in sentences using related vocabulary.</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>10 17/03/25- 21/03/25 <u>Literacy Tree</u> <u>Text:</u> 'I am Henry Finch'</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>  <b>2. Answer how and why questions about their experiences and in response to non-fiction or events.</b>  <b>3. Learn new vocabulary and use throughout the day.</b>  <b>4. Articulate their ideas and thoughts in a sentence.</b></p> <p><b>History:</b> Look at photographs of bridges in the past in Bridgwater and compare. How have the bridges changed? Barnaby Bear visits a bridge. Talk about what materials the bridges are made from.  <b>Literacy:</b> Henry Finch said. I will listen to my thoughts. Finish reading the book - How did Henry use his thoughts to save himself and the others?  Talk about what makes the children unique- how and what they think is part of this. How can we help ourselves to think? How can we help others to think? What does it mean to be thoughtful?  Create motivational signs. Adult to model ideas e.g. I have good ideas.</p>	<p><b>Literacy:</b>  <b>1/3/4.</b> Listen to stories by our class author: Roger Hargreaves. Discuss and compare these story books using longer sentences with using 'and' to connect ideas.</p> <p><b>1/2/3/4</b> The children are to think about their ideas for how they can be thoughtful. Say a sentence aloud to describe their idea e.g. I can help my friends.</p> <p><b>1/2/3/4 History:</b>  The children are to draw pictures of bridges and describe features and materials that are used for building bridges. Say a sentence aloud.</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>11 24/03/25- 28/03/25 <u>Literacy Tree</u> <u>Text:</u> 'I am Henry Finch'</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>  <b>2. Answer how and why questions about their experiences and in response to non-fiction or events.</b>  <b>3. Learn new vocabulary and use throughout the day.</b>  <b>4. Articulate their ideas and thoughts in a sentence.</b></p> <p><b>R.E/PSHE/EAD (ART): Mothering Sunday: 30/03/25</b>  Talk about how special our Mums, Nans, Auntie's are in our lives. What special things do they do for us?  Draw pictures for making a special card. Talk to the children about the features that we need to include in our drawings of people. Adult to model.  <b>UTW/Science:</b> Explore floating and sinking. Find out which materials float or sink? Investigate. Name everyday materials. Identify everyday materials including wood, plastic, glass, metal, water, and rock. Adult to model the use of vocabulary. Use STC vocabulary.  <b>Recycling:</b> How can we take care of our local environment? Explore sorting junk materials into boxes for recycling. Name materials that we can sort for recycling. Adult model names of materials for recycling.</p>	<p><b>2/3/4 R.E/Art:</b> Special Times: The children are going to draw pictures of their Mums, Nans, Aunties, special ladies in their lives. Encourage the children to describe why these people are special to us in our lives. Children to say a sentence aloud Share pictures at the end of the session.</p> <p><b>2/3/4 Science: Floating and sinking investigation:</b>  Children to talk about what objects are made of. Discuss what makes these materials similar and different. Discuss the properties of these materials learning new vocabulary.</p> <p><b>2/3/4 UTW: Practical Recycling activity:</b>  The children are to sort a set of junk items into material groups for recycling using vocabulary as modelled by the adult</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>12 31/03/25- 04/04/25 <u>Assessment</u> <u>Week</u> <u>'Easter' theme</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>  <b>2. Answer how and why questions about their experiences and in response to non-fiction or events.</b>  <b>3. Learn new vocabulary and use throughout the day.</b>  <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 the story. Adult to encourage children to answer questions with <b>sentences</b>. Adult to model clear, full sentences.</p> <p><b>UTW/Science:</b> Signs of the 'Spring' season. Go outside to observe features in the environment. What changes can we see? e.g. blossom, daffodils, tulips, hear birds singing, baby animals are born. Adult to model the use of related vocabulary using STC visual prompts.</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 style="text-align: right;">→</p> <p><b>2/3/4 UTW/Science/EAD/PD:</b>  The children will take part in 'Spring' seasonal creative activities and use vocabulary to describe features that they have observed. Say sentences aloud to describe their ideas.</p>