

Speaking and listening medium term plan

Class: Percy the Park Keeper Class

Term: Autumn B

Story: Beegu/Pig the pug

Main skills to acquire:

- Concentrate and pay attention in groups/whole class.
- Remember, tell you what was heard or do what was said.
- Maintain calmness and control over body movements and position.

Week	Teaching	Practising
1	<p><i>Concentrate and pay attention in groups/whole class.</i></p> <p>Begin by explaining that good concentration means noticing small details and changes. Tell the children you are going to play a game to see how well they can <i>pay attention</i>. Show them a tray or table with 5-6 familiar classroom items (e.g. pencil, rubber, small toy, book, glue stick). Give them one minute to look carefully and remember what's there. Cover the tray with a cloth or turn it around, then quietly remove or swap one item. Reveal it again and ask, "What has changed?" Repeat with increasing challenge (remove two items or swap positions).</p> <p>After a few rounds, discuss <i>what helped them concentrate</i> — staying quiet, using eyes carefully, focusing on details. Reinforce how paying attention helps us remember and learn. End with a calm praise moment: "Let's show our best listening bodies now — eyes watching, hands still, minds focused."</p>	
2		<i>Concentrate and pay attention in groups/whole class.</i>
3	<p><i>Remember, tell you what was heard or do what was said.</i></p> <p>Explain that good listeners can <i>remember what they hear</i>. Give simple two-step and three-step instructions (e.g., "Touch your nose, then clap twice" or "Stand up, turn around, and sit down"). Model listening carefully, repeating the instruction quietly to yourself before doing it. Then invite children to have a turn — start easy, then make the instructions gradually trickier or themed (e.g., "Hop once, pick up a red counter, then wave"). After a few goes, ask what helped them remember (listening, repeating in their head, watching carefully). End with a short paired challenge: one child gives instructions, the other carries them out, focusing on remembering every part.</p>	

4		Remember, tell you what was heard or do what was said.
5	<p>Maintain calmness and control over body movements and position.</p> <p>Gather the group in a circle and discuss what <i>calm bodies</i> look and feel like. Say, "Sometimes our bodies want to move a lot, but we can choose to be calm." Model both — first fidgeting and wiggling, then showing calm sitting with a steady posture, still hands, and relaxed breathing. Guide the children through a short 1-minute calm body exercise: sit tall, put hands on knees, take a slow breath in and out, and focus on keeping still. Play a brief game like "Statue Listening" — when the adult speaks, children must freeze and listen. Praise self-control and awareness. Reflect together: "When is it helpful to use a calm body?"</p>	
6	<p>Answer different types of questions appropriately.</p> <p>Begin by explaining that different questions need different types of answers. Hold up visual cards with question words — <i>who, what, where, when, why, how</i> — and go through each one, giving examples. For instance: "Who tells you stories?" "What do we eat for breakfast?" "Why do we wash our hands?" Model short and full-sentence answers ("Because...", "It is..."). Then, read a short story sentence or show a picture (e.g., a playground scene) and ask the class a mix of question types. Discuss which question words match which kinds of answers. Finish with a quick partner challenge: one child asks a "who" or "what" question, the other answers in a full sentence. Praise clear, thoughtful responses.</p>	
7		Answer different types of questions appropriately.