

## Speaking and listening medium term plan

**Class:** Percy the Park Keeper Class

**Term:** Autumn A

**Story:** Where the wild things are/Julian is a mermaid

**Whole school topic:** Celebrating differences

**Main skills to acquire:**

1. Know what good listening is
2. Listen to an adult
3. Understand "categories" of words such as animals, toys, food.

Week	Teaching	Practising
6	<p><b>Know what good listening is</b> Teacher and TA to model both good and poor listening behaviours for the class to discuss, identifying how listeners show they are paying attention (looking at the speaker, keeping still, thinking about what is being said). Children will then take part in short listening games such as <i>Simon Says</i>, <i>I went to the shop and bought...</i>, and <i>Sound Detectives</i> to practise following instructions, concentrating, and responding appropriately.</p>	<p><b>Know what good listening is</b> <i>Science</i> - Before going outside, the teacher can remind children what good listening looks like – looking at the speaker, keeping still, and thinking about what is being said.  <i>Cultural awareness</i>- children can listen to examples from others before sharing their own ideas, showing respect and attention</p>
7	<p><b>Listen to an adult</b> Begin by discussing what it means to listen carefully to an adult and why it is important for safety, learning, and showing respect. Which adults might we need to listen to? The teacher will model both good and poor listening through short role-plays, such as a child ignoring instructions, talking while the adult is speaking, or walking away mid-conversation, followed by examples of good listening where the child looks at the adult, stays still, and follows instructions straight away. Children will then practise listening through games that include two- and three-step instructions such as "Touch your nose, clap twice, then sit down," "Stand up, turn around, and whisper your name," or "Point to the door, wave, and sit cross-legged." After the activity, children will reflect together, answering questions such as "How did we show we were listening to the adult?", "What happened when someone didn't listen carefully?", and "Why is it important to listen to adults in school?" Throughout the week, the teacher will reinforce this skill with prompts like "Show me your good listening to the adult," "Whose turn is it to speak right now?", and "I can see you looking at me and waiting—great listening."</p>	<p><b>Listen to an adult</b> <i>History</i> - Before starting, the teacher can give a quick reminder of what good listening looks like—eyes on the speaker, quiet mouths, still bodies, and thinking about what is being said. Reinforce the skill with prompts such as "Show me your good listening," or "Let's check we've all listened carefully—what do you need to do next?"  <i>Computing</i> - Children can show they are listening to adults by waiting for their turn to speak, responding to what has been said, and following instructions during the discussion</p>

<p>8</p>	<p><b>Follow simple instructions with two or three parts</b></p> <p>Explain that this means listening carefully and remembering what to do in the right order. The lesson will begin with modelling one-step instructions such as “Touch your nose,” before moving to two- and three-step examples like “Touch your nose and clap your hands,” and “Stand up, turn around, then sit down.” Children will then practise through a fun listening game such as <i>Simon Says</i> or <i>Follow the Leader</i>, where each instruction includes two or three actions (e.g. “Simon says jump once, touch the floor, then smile”). The session will end with a short reflection on what helped them remember all the steps and why it is important to listen carefully to each instruction before starting.</p>	<p><b>Follow simple instructions with two or three parts</b></p> <p><b>RE-</b> remind children of good listening and explain that they will need to follow a few instructions at a time. For example: “First, stick your Rangoli sheet into your book, then write your sentences about Diwali, and finally start colouring your pattern.” Children can be reminded to listen for each part of the instruction before beginning and to check that they have completed each step in order.</p> <p><b>DT-</b> “Draw your trainer outline, add your special features, then label them clearly.” The teacher can remind children to wait, listen to all parts before starting, and check that they’ve completed each step in order. Praise can be given to those who show careful listening and follow every stage successfully.</p>
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