

Speaking and Listening Medium Term Plan
Night Pirates Class – Mrs Foord

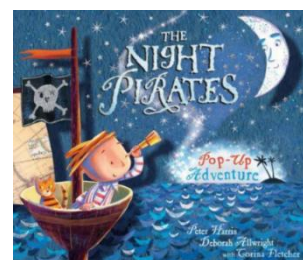
Term: Summer A

Stories: [Iggy Peck Architect](#)/[Rosie Revere Engineer](#)

Whole school topic: Our Community

Main topic focus: [Fact File](#)/[Explanation text](#)

Main skills to acquire: Listening and understanding, speaking/presenting, social interaction, creativity, and vocabulary.



- Listening and understanding - Follow complex instructions with two or three parts.
- Social interaction - Work with a team organising, supporting and respecting others roles and responsibilities.
- Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs.
- Creativity - Show creativity and imagination in structured drama scenarios.
- Vocabulary - Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs.

| Week | Teaching | Practising |
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| 1 | Theme Week – Our Community | |
| 2 | <p align="center">Literacy Starter S&L focus Text: Iggy Peck Architect</p> <p>-Session 1 - Listening and understanding - Follow complex instructions with two or three parts. Show the children a range of emotions on the board. Play a game of when have you ever. Give children more complex instructions during this game.</p> <p>-Session 2 - Social interaction - Work with a team organising, supporting and respecting others roles and responsibilities. Show the children a picture of The Shard and sentence stems with options. Children to work as a team to answer the questions given using think-pair-share.</p> <p>Session 3 - Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs. Show the children a picture of the White Tower and the Tower of London. Ask the children to build sentences describing the buildings using adjectives and adverbs.</p> <p>Session 4 - Creativity - Show creativity and imagination in structured drama scenarios. Re-read the book again. Select two pages for the children to focus on. Children to act this out within a group.</p> | <p align="center">Forest School</p> <p>Work with a team organising, supporting and respecting others roles and responsibilities.</p> <p>Explain children are going to make a bridge to cross the river using crates. Discuss why teamwork would be necessary during this activity. Why would it be better? What could a team do that an individual couldn't?</p> <p>Children move to wild area at side of fire circle. Show children rope 'riverbanks,' explain children can use crates to help them. In groups, children work out how to cross the 'river' using crates.</p> <p align="center">History</p> <p>Follow complex instructions with two or three parts.</p> <p>Children to find out facts about the Clifton Suspension Bridge and Brunel. Model how to use information found on the internet to construct complex sentences that give information to others. How does this help us?</p> |
| 3 | <p align="center">Literacy Starter S&L focus Text: Iggy Peck Architect</p> <p>Session 1 - Social interaction - Work with a team organising, supporting and respecting others roles and responsibilities. Explain that we will be planning and writing our own fact file. Children to discuss the criteria. Children to work together to share ideas and make a plan on sugar paper.</p> <p>Session 2 - Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs. Children to share their plans and try to verbally expand their ideas using adjectives and adverbs. Think-pair-share.</p> <p>Session 3 - Creativity - Show creativity and imagination in structured drama scenarios. Children to act out part of the story, focusing on the buildings seen and the character's reactions.</p> <p>Session 4 - Vocabulary - Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs. Look at the model text. Discuss the categories of words used and how we would improve the vocabulary used.</p> | <p align="center">PSHE</p> <p>Work with a team organising, supporting and respecting others roles and responsibilities.</p> <p>Explore working alone and working as a team. Look at situations when it is best to work alone and when it is not. Children to discuss and share their thoughts and ideas. Teacher to model this using different scenarios.</p> |
| 4 | Literacy Starter S&L focus | RE |

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| | <p style="text-align: center;">Text: Rosie Revere Engineer</p> <p>Session 1 - Listening and understanding - Follow complex instructions with two or three parts. Look at how bridges are made. Children to follow complex instructions to build their own bridge.</p> <p>Session 2 - Creativity - Show creativity and imagination in structured drama scenarios. Give children the invisible invention cards. Children to mime how to use the invention shown.</p> <p>Session 3 - Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs. Give children the invisible inventions cards again. Children to work in pairs - one child should describe how the invention works using adjectives and adverbs and the other should guess the invention. They should then swap roles.</p> <p>Session 4 - Vocabulary - Understand categories of words such as nouns, pronouns, adjectives, verbs and adverbs. Re-read the story again. Focus on two pages. Look at the word classes used. Identify nouns, adjectives, verbs and adverbs in the sentences.</p> | <p>Show creativity and imagination in structured drama scenarios.</p> <p>Godly Play lesson on the Salvation Story. Teacher to model the lesson and allow children to wonder using open-ended questions.</p> |
| 5 | <p style="text-align: center;">Literacy Starter S&L focus Text: Rosie Revere Engineer</p> <p>Session 1 - Listening and understanding - Follow complex instructions with two or three parts. Look at the final pages of the story. Focus on the photos of the class with their different inventions. Children to follow instructions to spot different things in the picture e.g. first find the...then look for the...</p> <p>Session 2 - Social interaction - Work with a team organising, supporting and respecting others roles and responsibilities. Give children the card out and have conjunctions on the board. Children to explain how the inventions work as a team.</p> <p>Session 3 - Speaking and presenting - Demonstrate use of a wide range of adjectives and adverbs. Show the children a double page spread within the book. Children to look at the illustrations and use adjectives and adverbs to describe what they can see.</p> <p>Session 4 - Creativity - Show creativity and imagination in structured drama scenarios. Children to hot seat the characters in the story. They should ask questions and then respond in role.</p> | <p style="text-align: center;">Geography</p> <p>Demonstrate use of a wide range of adjectives and adverbs.</p> <p>Explore basic information on trolls in Scandinavia. What are they? What do people believe? Where do they come from? Explore where Scandinavia is and the reasons behind their theories on trolls. Link to our story and explain that the story originated in Norway. Model how to use information and facts to create questions and answer them about the trolls in Scandinavia. Children to work in pairs to create open-ended 'I wonder' questions and then share and answer them within their group.</p> |
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