

Speaking and listening medium term plan

The Very Hungry Caterpillar Class: Reception- Mrs S Williams



Term: Summer A 2025

Literacy Tree Story: 'Night Pirates.'

Topic question: What lives under the sea?



Whole school topic: 'Food and Farming'




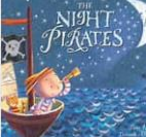
Main skills to acquire: (Learning objectives with reference to EYFS)



1. Offer explanations for why things happen.
2. Answer and ask questions.
3. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
4. Describe some events in more detail.
5. Articulate their ideas and thoughts in well-formed sentences, making use of conjunctions with modelling and support from the teachers.

*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 rules for positive behaviour using STC prompts/signing, use of the class reward display board. Follow safety guidelines for washing our hands and maintaining good hygiene skills. 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, Music and Forest school sessions. Practise responding to simple instructions when preparing for and during lunchtime/ transitioning to going outside for play time and moving to different activities.

Week	Teaching	Practising
<p>1 22/04/25- 25/04/25</p> <p>'Food and Farming' Theme Week</p>  <p><u>History</u>: Visit from Somerset Museum Service: Dinosaur and fossils themed' activity morning session. Thursday 24th April: 9.00-10.30</p>	<p>Listens to others one to one or in small groups, Model how we talk to each other within the group; wait our turn, give eye contact, face the person you are speaking to. Use talk to explain your ideas. Remember to use our listening ears! Put your hand up in response to a question.</p> <p>Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where? Model an explanation of what can be seen at a farm and how to be safe at the farm, using key vocabulary, naming features; animals, animal homes, machinery used at the farm, farmers jobs.</p> <p><u>Online Safety Lesson</u>: To reinforce and explain the importance of using technology online safely.</p>	<p><u>C&L/UTW</u>: The children are to share and explain their ideas what they know about a 'Farm'. Name and describe features that they see at the farm e.g. naming animals, tractors. Talk about the farmer's jobs on the farm. Use key vocabulary with the support of STC visual prompts. <u>UTW/History</u>: Somerset Museum visit based on 'Dinosaurs and Fossils'. Ask questions to find out information about Dinosaurs. Offer explanations for what they know about 'Dinosaurs' following visit during small group discussions. Use new vocabulary to describe dinosaurs.</p> <p><u>EAD/C&L</u>: The children are going to explore 'Farm' art activities and name features from a farm.</p> <p><u>PSHE/C&L</u>: Explain their ideas about how to keep safe when at the farm, preparing fruits for a fruit salad.</p> <p>Share ideas about how to be safe when using technology.</p>
<p>2 28/04/25- 02/05/25</p> <p><u>Literacy Tree Story</u>: 'Night Pirates'.</p> 	<p>Listen to others one to one or in small groups. Model how we talk to each other within the group; wait our turn, give eye contact, face the person you are speaking to. Use talk to explain your ideas. Remember to use our listening ears! Put your hand up in response to a question.</p> <p>Introduce the theme of 'The Seaside'. What are the children's experiences of going to the seaside? What can you find by the sea? e.g. beach, sand, sea, sea creatures, rocks, shells, pebbles etc. Have the children been on holiday at the seaside or go for a day out? Answer how and why questions about their experiences and in response to stories/non-fiction about the seaside. Adults to encourage the children to listen carefully to questions and model how to ask questions and respond in a sentence aloud. Teach question openers e.g., Who has been to visit the seaside? What did you see at the seaside?</p> <p>Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where?</p> <p>Adult to model an explanation of a seaside place and the activities that you can do their using key vocabulary.</p> <p>Adult to model the explanation of what is a pirate? Explain that our new Literacy Tree Story is 'Night Pirates'. We are going to be going on a hunt around the outdoor play area to search for pirates using our treasure map.</p>	<p><u>UTW/C&L</u>: Ask questions that they would like to find out about a seaside place? e.g. What activities can you do there? When do you go to the seaside? Where do you go? Why do you visit the beach? Offer their ideas for what they know about a 'Seaside' place. Name and describe features of a 'Seaside' place. Explain what you can do at a seaside place using key vocabulary e.g. You can build sandcastles on the beach. I can watch people flying a kite.</p> <p><u>Literacy</u>: The children are to explain where the pirates were hiding in the outdoor play area. Describe the hiding place using positional vocabulary e.g. under the treasure chest, behind the tree, inside the bucket..</p>

<p>3 05/05/25- 09/05/25</p> <p>*Bank Holiday Monday: 05/05/25</p> <p><u>Literacy Tree</u> <u>Story:</u> 'Night Pirates'.</p> 	<p>Listen to others one to one or in small groups. Model how we talk to each other within the group; wait our turn, give eye contact, face the person you are speaking to. Use talk to explain your ideas. Remember to use our listening ears! Put your hand up in response to a question.</p> <p>Teach the children to ask questions about how we can be a good friend? Why is it important to share, be kind and helpful towards our friends? Model an explanation for how to be a good friend.</p> <p>Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where? Ask questions to find out more about 'Seaside' holidays in the past and present times. Model explanations for activities that we can do when we visit a seaside place.</p> <p>Model an explanation for what is a fossil.</p>	<p><u>PSHE/C&L:</u> Relationships: Explain how we can be a good friend? The children are to practice saying sentences aloud to describe how to be a good friend using conjunctions in sentences e.g. You need to remember to share and be kind to your friends.</p> <p><u>UTW/C&L:</u> Ask questions to find out more about seaside places and the activities we can do when we go for a day out or holiday to a seaside place, using new vocabulary. Encourage the children to ask their own questions about what they would like to find out about a seaside place/holiday.</p> <p><u>Forest School/C&L:</u> Fossils Children to explain what is a fossil? Encourage the children to ask their questions about fossils.</p>
<p>4 12/05/25- 16/05/25</p> <p><u>Literacy Tree</u> <u>Story:</u> 'Night Pirates'.</p> 	<p>Listen to others one to one or in small groups. Model how we talk to each other within the group; wait our turn, give eye contact, face the person you are speaking to. Use talk to explain your ideas. Remember to use our listening ears! Put your hand up in response to a question.</p> <p>Adult is to model the explanation of what creatures live under the sea. Name and describe features of creatures that live under the sea using key descriptive vocabulary.</p> <p>Compare sea creatures that live in a contrasting country (Australia) The Great Barrier Reef. Find out about Ocean habitats. What creatures live there? Barnaby Bear visits Australia. Adult to model an explanation of sea creatures that live in the Great Barrier Reef using key vocabulary.</p>	<p><u>C&L/UTW/EAD:</u> The children are going to name and describe creatures that live under the sea. Draw and paint sea creatures. Explain where they live and features e.g an octopus has eight tentacles.</p> <p>The children are to explain what creatures can be found in a special place in the country of Australia in the Great Barrier Reef.</p>
<p>5 19/05/25- 23/05/25</p> <p><u>Assessment</u> <u>Week</u></p>	<p>Listen to others one to one or in small groups. Model how we talk to each other within the group; wait our turn, give eye contact, face the person you are speaking to. Use talk to explain your ideas. Remember to use our listening ears! Put your hand up in response to a question.</p> <p>Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where? Model an explanation of how to build a sand sculpture.</p> <p>Model an explanation of what is a pirate e.g. what do they look like? What clothing do they wear? Where do they live? What do they say? What jobs can they do? What do they sail?</p>	<p><u>Forest School/C&L/UTW:</u> Children to explain how to make a sand sculpture during the lesson.</p> <p><u>Literacy/C&L:</u> The children are to explain what a pirate is using key vocabulary.</p>