

Speaking and listening medium term plan

The Very Hungry Caterpillar Class: Reception: Mrs S Williams

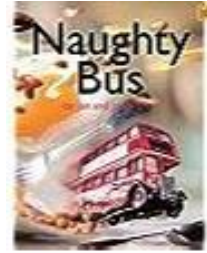


Term: Summer B 2025

Literacy Tree Story: 'Naughty Bus'.

Topic questions: 'Where does the bus travel?'

'How do plants grow?'



Whole school topic: 'Food and Farming'.

Fiction Focus: Journeys and Adventures.

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. 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 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>Week :1 02/06/25-06/06/25</p>	<p>Answer how and why questions about their experiences and in response to stories. Adults to encourage the children to listen carefully to questions and model how to ask questions and respond in a sentence aloud. Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where?</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><u>Link with our Literacy Tree story: 'Naughty Bus'.</u> Take responses from questions such as Who has seen a bus like this before? Have you been on one? Where? What did you see out of the window? What job do buses have? Why are they so important? Where do you see them? What bus numbers do you know? Where do they go? Where would you like to go on a bus? Where do you like to sit on a bus?</p> <p>To talk about experiences. To answer simple questions. I can speak clearly about an experience I have had.</p> <p>PSHE: Explain their ideas about what they know about their body.</p>
<p>Week 2: 09/06/25-13/06/25</p>	<p>Teach the children to ask questions about how do we grow? What can we eat to help us grow? Model to the children how to respond to questions in sentences using conjunction e.g. 'and' to join words in sentences. Model an explanation of how humans grow Use new vocabulary.</p> <p>Model an explanation of how can we take care of plants? How do plants grow?</p>	<p>PSHE: Explain how I can look after my body and describe foods that I can eat healthily to help it grow.</p> <p>UTW: Describe how humans and plants grow. Use vocabulary to explain each stage of growth. Offer explanations for what they know about 'Plants'. Use new vocabulary to describe how plants grow.</p>
<p>Week 3: 16/06/25-20/06/25</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 where can you find minibeasts hiding in the outdoor environment? e.g. under the stones, on the tree trunk, on top of the leaf, under the soil.</p> <p>Model an explanation of the differences between 'buses' in the present day compared with the past.</p>	<p>UTW: Describe where the minibeasts are hiding in the outdoor environment using positional vocabulary e.g. under the stones, beneath the soil, on the tree trunk, next to the plants, in the bug hotel...</p> <p>Respond to their findings by saying a sentence aloud using conjunction 'and' to join words e.g. I found ants and spiders on the tree.</p> <p>History/UTW: Look at past and present photographs/pictures of vehicles, including 'Buses'. Compare and look at the differences. Answer questions about changes and differences. (Link with Literacy) Respond with their ideas in a sentence aloud.</p>
<p>Week 4: 23/06/25-27/06/25</p>	<p>Model an explanation of how to make a fruit or vegetable print on fabric.</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 where does different food types come from?</p>	<p>ART: Children to explain how to create a vegetable print on fabric.</p> <p>Geography/UTW: Children to explain where different food types come from around the world.</p> <p>Work with a partner to ask each other questions about a fruit and vegetable they have chosen e.g. What colour is it? Does the fruit or vegetable have seeds inside? Why do we need to eat fruit and vegetables? Talk about healthy eating.</p>
<p>Week :5 30/06/25-04/07/25</p> <p>*Assessment Week</p>	<p>Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where? Model an explanation of how to make a print in clay.</p>	<p>Forest School/Art: Describe how to make a print in clay using natural materials.</p> <p>Literacy: Children to ask and respond to questions linked to story ideas based on 'Naughty Bus'.</p>

<p>Week 6: 07/07/25- 11/07/25</p> <p>Transition Week</p>	<p>Model how to ask questions. Use different question openings e.g. What, Why, When, How, Where?</p> <p>Model an explanation for how we can keep safe in the sun.</p>	<p><u>Literacy:</u> The children are to share their ideas about what their favourite stories are they have read this year. Respond in a clear sentence explaining their ideas, using conjunction to join words</p> <p><u>PSHE/UTW/Science</u> Explain the ways that we can keep safe in the sunshine. Make a sun safety poster. Use key vocabulary as modelled by adults.</p>
<p>Week 7: 14/07/25- 18/07/25</p> <p>Celebration Week</p>	<p>Talk about our special memories of school this year.</p> <p>Model an explanation for how we can keep safe in the Summer holiday.</p>	<p><u>Literacy:</u> Describe our special memories of the school year in sentences aloud using conjunction to join words</p> <p><u>PSHE/UTW/Science</u> Explain the ways that we can keep safe in the Summer holidays, road safety, sun safety, water safety, stranger danger.</p>