

Speaking and Listening Medium Term Plan
 Paddington Class - Mrs Clements and Mrs Beresford



Term: Summer B June 2026

Stories: Ocean Meets Sky / Dear Earth

Whole school topic: Our Community

Main topic focus: *What is out there?* Continents, solar system, moon landing

Main skills to acquire:

1. Describe an incident or tell a story from my own experience.
2. Use different appropriate "voices" for characters.
3. Understand and use a range of words related to time, shape, texture, size.
4. Understand rhyming and opposites.

Wk	Teaching	Practising
1	<p>WALT: Describe an incident or tell a story from my own experience.</p> <p>Children spend time thinking about a real experience they can remember clearly, such as a funny incident, a family trip, losing something important or a time they felt excited or proud. Model a short example story using clear sequencing and descriptive language. Children will then plan their own story by thinking about where the event happened, who was there, what happened first, next and finally, and how they felt during the experience. Could demonstrate use of a boxing up frame to support with this. Working with a talk partner, children will take turns speaking in full sentences while their partner listens carefully and asks a simple follow-up question.</p>	<p>Online Safety - Active Bytes Talk about our own experiences online and using devices.</p> <p>Literacy - WOW Starter 'Unpacking memories' activity - recalling experiences.</p> <p>Wow Starter - Art Describing the marble art process</p> <p>PSHE Sharing experiences of growing up</p>
2	<p>WALT: Use different appropriate "voices" for characters.</p> <p>Show the children a selection of pictures of different characters (e.g. a grumpy giant, a frightened mouse, an excited child, a wise wizard). Discuss how each character might sound and encourage children to think about their tone, volume and expression. Give each pair a character picture with a speech bubble containing a short sentence. Children should first decide what kind of voice their character would have and then practise reading the speech bubble aloud using an appropriate character voice. Ask a few children to perform their character for the class while others guess how the character is feeling and explain what clues in the voice helped them decide.</p>	<p>Literacy Using character voices to retell events in the story</p> <p>Independent Reading Encourage children to use different voices during reading</p> <p>History Using expression and voices when re-enacting the moon landing.</p>
3	<p>WALT: Understand and use a range of words related to time, shape, texture, size.</p> <p>Begin by revising the meaning of the four categories: time, shape, texture and size. Give each pair or small group a set of word cards (e.g. yesterday, circle, rough, enormous, tomorrow, square, smooth, tiny). Children work together to sort the words into the correct category. Once they have sorted all the words, encourage them to explain their choices and use some of the words in simple spoken sentences. Finish by reviewing the answers as a class and discussing any unfamiliar vocabulary to deepen understanding.</p>	<p>Mathematics Correctly categorising and using words during measure activities.</p> <p>Computing Using and categorising new vocabulary to describe animation.</p> <p>Science Categorising words relating the Earth e.g. ocean, land, continent and discussing their properties.</p>
4	<p>WALT: Understand rhyming and opposites.</p> <p>Begin by revising what rhyming words and opposite words are. Give children a set of word cards and two sorting hoops labelled Rhyming Words and Opposites. Children work with a partner to</p>	<p>Literacy Using rhyming/opposites to describe animals.</p> <p>RE</p>

	<p>match and sort the cards, for example cat-hat, tree-bee for rhymes, and hot-cold, big-small for opposites. Once they have sorted the cards, encourage them to explain their choices and say the word pairs aloud. Finish by reviewing the answers together and challenging children to think of additional rhyming words or opposites of their own.</p>	<p>Comparing creation stories from different religions.</p> <p><u>Mathematics</u></p> <p>Comparing charts and graphs using different categories of words.</p>
5	<p>Assessment Week</p> <p>Consolidation of speaking and listening activities from across the half term.</p>	<p>Fantastic Finishers</p> <p>Children will consolidate their learning from this half term when completing the fantastic finisher assessments. Using a wide vocabulary of language based on the topics.</p>
6	<p>Transition Week</p>	
7	<p>Celebration Week</p>	