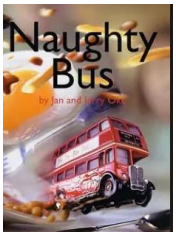
Speaking and listening medium term plan – EYFS class



Class **Very Hungry Caterpillar: Reception SW/JW**



Term **Autumn B 2026**

Literacy Tree Story**: 'The Naughty Bus'**

Whole school topic: '**Fantastic Foundations'**.

Main topic focus: **'How can people make the world a better place?'**

Continue to establish friendships. Taking care of ourselves, others, and our environment. Well-being/Mindfulness activities.

Non-Fiction: Learn about a 'Farm' setting, the role of a 'Farmer' and 'Farm animals'.

Main skills to acquire:

1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.

2. Answer how and why questions about their experiences and in response to non-fiction or events.

3. Learn new vocabulary and use throughout the day.

4. Articulate their ideas and thoughts in a sentence.

***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 behaviour STC prompts, Follow safety guidelines for washing our hands. 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 such as Forest School/ P.E/Music sessions**

Week	Teaching	Practising
9 **02/11/26-** **06/11/26**	**1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.** **3. Learn new vocabulary and use throughout the day.** Adult to introduce the story of 'Naughty Bus'. Use new story vocabulary. Explain the meaning of new words. Use STC story word prompts and signing/actions to support story telling. Talk about the children's experiences of travelling on a bus. Talk about the local area community event of 'Bridgwater Carnival' and 'Fireworks', talk to the children about features of the carnival; watch video clip of the night and introduce new vocabulary e.g. carnival cart. Lights, dancing, parade, costumes, music, singing.. **2. Answer how and why questions about their experiences and in response to non-fiction or events.** **4. Articulate their ideas and thoughts in a sentence.** Adult to model how to answer questions to find out about the children's experiences following the half-term holiday	**Literacy**: 1: Join in with story retelling of 'Naughty Bus' using new signs and actions. Retell the story using small world toys. 3. Use new story vocabulary during small group retelling of the story. **WOW Story Starter Session** – To share our ideas in a sentence about experiences of travelling on a bus journey. Can we describe features of buses? Name the different parts and features of a bus. 2./4. The children are going to talk about their experiences following the half-term holiday. Respond to questions in a sentence using a sentence starter e.g. I went to …….

	by talking in a clear sentence e.g. I went for a walk at the beach. I played in the garden. Online Safety Lesson to make the children aware of how to keep safe online. Use STC word/visual prompts to reinforce how to be safe. **Talk with the children about remembering to use good listening skills, look at who you are talking to, for eye contact.**	**2.Technology:** Talk through the Online-Safety rules whilst using technology. Talk about how to stay safe online by not clicking on things you are unsure about and understanding what a trusted adult is to help you. ***During all activities the supporting adult to notice and praise good listening skills.**
10 **09/11/26-** **13/11/26**	**1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.** **2. Answer how and why questions about their experiences and in response to non-fiction or events.** **3. Learn new vocabulary and use throughout the day.** **4. Articulate their ideas and thoughts in a sentence.** Adult to have a feely bag full of words (cvc decodable and STC nouns/objects). Children to choose a word and display it on the board. Model putting the word into a longer sentence e.g.' cat ' I have a black cat. My cat has fur. Talk about how using longer sentences means we can find out and share more important information. Repeat with several words, asking children to come up with their own sentences and ensuring they are always modelled back correctly.' Adult to model how to say a descriptive sentence aloud using adjectives. Adult to show the children pictures of things that we can see at night time. Introduce the vocabulary; nocturnal animals, night sky; moon, stars, lights, headlights on cars, lights in the sky, lamp posts..	**Literacy**: 1.Listen to stories by our class author: Martin Waddell. Discuss and compare these story books using longer sentences. 3/4 Describe events from the story of 'Naughty Bus'. Speak in a longer sentence e.g. 'The Bus fell in the pond' 3*Speaking and Listening activity based on describing objects using adjectives (descriptive vocabulary) **2/3/4:UTW**: Talk about what we can see at night time? e.g. stars, moon, lights, nocturnal animals. Speak in longer sentences; 'I can see the stars'.. ***During all activities the supporting adult to notice and praise good listening and speaking skills.** **During all activities, adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.**
11 **16/11/26-** **20/11/26**	**1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.** **2. Answer how and why questions about their experiences and in response to non-fiction or events.** **3. Learn new vocabulary and use throughout the day.** **4. Articulate their ideas and thoughts in a sentence.** To talk in a sentence to describe the jobs that a farmer can do e.g. drive the tractor, take care of the animals on the farm, grow seeds, plants and crops.. *Start a sentence with the 'The farmer can……. Talk about animals that live on a farm.	**Literacy**: 1/3/4.Listen to stories by our class author: Martin Waddell. Discuss and compare these story books using longer sentences. **2/3/4: UTW**: The children are going to look at pictures of farmer jobs and animals that live on a farm; describe features using their own words and related STC vocabulary. Say sentences aloud. ***During all activities the supporting adult to notice and praise good listening and speaking skills.** **During all activities, adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.**

12 **23/11/26-** **27/11/26**	**1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.** **2. Answer how and why questions about their experiences and in response to non-fiction or events.** **3. Learn new vocabulary and use throughout the day.** **4. Articulate their ideas and thoughts in a sentence.** Talk about the events that the 'Naughty Bus' does in the story. Speak aloud in a sentence to describe places the bus went. Name different musical instruments. Use recycling materials to create our own musical instruments. What can we use to make sounds for the instruments? Can you make woodland sounds?	**Literacy**: **1/3/4.**Listen to stories by our class author: Martin Waddell. Discuss and compare these story books using longer sentences. Describe events and places that the 'Naughty Bus' does in the story. **2/3/4 UTW:** The children will name different musical instruments. ***During all activities the supporting adult to notice and praise good listening and speaking skills.** **During all activities, adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.**
13 **30/11/26-** **04/12/26** **Assessment Week**	**1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.** **2. Answer how and why questions about their experiences and in response to non-fiction or events.** **3. Learn new vocabulary and use throughout the day.** **4. Articulate their ideas and thoughts in a sentence.** Share the 'Nativity' Story. Introduce key vocabulary and explain the main characters in this special story; Mary, Joseph, Baby Jesus, God, Shepherds, Wise men, gifts, Bethlehem, stable, star. Use STC visual vocabulary to support the story telling. Talk about the children's experiences of 'Christmas' time. What special activities can we do with our family and friends? Model sentences to describe experiences e.g. I decorate the Christmas tree..	**1/2/3/4: R.E**: The Nativity Story: Talk about what we are celebrating at 'Christmas' time? Use the stable, small world figures to retell the story. Use key vocabulary as modelled by the adult during the sharing of the story. **2/3/4 EAD/PD** Share our experiences of '**Christmas**'. Take part in the school Christmas decoration day; decorate the class Christmas tree, make decorations to hang up, paper chains, tree decorations.. ***During all activities the supporting adult to notice and praise good listening and speaking skills. During all activities, adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.**
14 **07/12/26-** **11/12/26** **Nativity Performances Week**	**1: Listen to stories with increasing attention and recall. Join in with repeated refrains/follow story with signing/actions/pictures/prompts.** Share and enjoy other 'Christmas' themed stories. Introduce new story vocabulary. **3. Learn new vocabulary and use throughout the day.** **4. Articulate their ideas and thoughts in a sentence.**	**1/3/4 Literacy**: Talk about features of 'Christmas' themed stories. Use new vocabulary. ***During all activities the supporting adult to notice and praise good listening and speaking skills. During all activities, adults will model good standards of speaking and support children to rephrase sentences and add more detail to sentences.**
15 **14/12/26-** **18/12/26** **Christmas themed week.**	Put good listening skills into practise. Recap on good listening skills – who can remember the key things we need to do to show we are listening? Adult to read a story to the children and check children are showing good listening skills. Children to demonstrate good listening skills by answering questions about the story. Adult to encourage children to answer questions with sentences. Adult to model clear, full sentences.	