



**Speaking and listening medium-term plan - Year One Percy Park Keepers**  
**Summer A**

Story: Stanley's Stick/Dinosaurs and all that rubbish

Main topic focus: What is the world made of?

**Main skills to acquire:**

Listen and respond to characters in drama

Work with other children to do something together

Organise a leader and sometimes take on that role

Listen to and respect other peoples opinions.

Retell a familiar story

Repeat a story

Order events using appropriate language.

Week	Teaching	Practising
1 20/04- 24/04	Theme week	
2 27/04- 01/05	<p><i>Monday PM session - Work with other children to do something together / Sometimes take on the role of leader</i></p> <p>Take the children onto the field and explain that today they will work in small groups to create a "statue scene" together. Organise the children into groups of 3-5 and ask each group to choose a leader whose role is to help organise ideas and make sure everyone has a turn to speak. Give each group a different theme, such as a jungle, space, a park or the seaside. Explain that before they begin, they must talk together and decide what their scene will look like, using language such as "let's..." and "what if...". The children then work together to create their frozen statue scene using their bodies. Bring the class back together and ask each group to show their scene, discussing how</p>	<p>Opportunities to practise will be built into short sessions throughout the week, both indoors and outdoors. Children will take part in small group activities where they must work together to complete a shared task, such as creating simple scenes, solving challenges or building something collaboratively. Roles such as leader will be rotated so children have opportunities to organise ideas, encourage others and support turn-taking. Regular reminders and reflection time will reinforce key skills such as listening, sharing ideas and cooperating, helping children to develop confidence in working with others.</p>

	they worked together and highlighting good listening, turn-taking and teamwork.	
<b>3</b> <b>04/05-</b> <b>08/05</b>	<p>Monday PM session - Understand rhyming and opposites</p> <p>Gather the children on the carpet and explain that today's WALT is to understand rhyming words and opposites. Begin by modelling a few examples, such as cat/hat for rhyming and big/small for opposites, discussing how they sound the same or mean the opposite. Then place the children into small groups and give each group a starting word. Ask them to talk together and think of a rhyming word and an opposite word for it, taking turns and listening to each other's ideas. After a few minutes, bring the class back together and invite each group to share their words, checking together whether they rhyme or are true opposites and celebrating creative suggestions.</p>	Children will take part in short, quick-fire activities such as responding to a "word of the day" by suggesting a rhyming word or an opposite, turn-and-talk with a partner, and whole-class call and response games. Informal opportunities, such as lining up, will also be used for children to give a rhyming or opposite word before leaving. These regular, low-stakes activities will support recall, confidence and understanding of rhyming words and opposites.
<b>4</b> <b>11/05-</b> <b>15/05</b>	<p>Monday PM session - Understand categories of words such as animals, toys, food &amp; make new suggestions of words to fit into different categories.</p> <p>Gather the children on the carpet and explain that today's WALT is to understand categories of words and think of new words that fit into them. Begin by naming a category, such as animals, and ask children to suggest examples, then repeat with categories like toys and food. Place children into small groups and give each group a category. Ask them to talk together and think of as many words as they can that belong in their category, encouraging them to listen, take turns and build on each other's ideas. After a few minutes, bring the class back together and ask each group to share their ideas, checking together that the words fit the category and adding any new suggestions as a class.</p>	Opportunities to practise will be built into short, daily sessions throughout the week, particularly before lunch and home time. Children will revisit word categories through quick activities such as naming items that fit a given category (e.g. animals, food, toys), sorting spoken words into the correct category, and turn-and-talk tasks where they generate ideas with a partner. Informal moments, such as lining up, can be used for children to suggest a word to match a category before leaving. These regular opportunities will support children in developing confidence, vocabulary and understanding of how words can be grouped.
<b>5</b> <b>18/04-</b> <b>22/04</b>	Assessment week	