

Speaking and listening medium term plan – EYFS and KS1 classes

Class 10 CP

Term: Autumn B

Story: Owl Babies

Whole school topic: Who am I?

Main topic focus: Nocturnal animals and light and dark.

Main skills to acquire:

- 1: Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
- 2: Focusing attention – still listen or do, but can shift own attention.
- 3: Listens to others one to one or in small groups, when conversation interests them.

Week	Teaching	Practising
1	<p>Listening to others on a one to one. Show focussed attention. Teach body position facing the speaker with good eye contact. Nod and show facial expression when speaker is talking. Respond at the end using talk which connects to speaker's ideas.</p>	<p>PSED: Half term news- partner knee to knee sharing experiences in half term. Literacy: Face a partner on a chair, look at the partner and share favourite part of the story and why. UTW: Construction of an Owl's home. Look at the partner and respond to their partner and listen before making. Use talk to connect ideas.</p>
2	<p>Listen to others as a group. Use talk to connect ideas , explain what is happening and anticipate what might happen next, recall and relive past Experiences. Model body position facing the speaker in the group and using eye contact. Model putting up hand in a group to respond to ideas. Teach children how to use talk to explain what they think is happening. Dark happens at night and light happens at day. What do you do when it is dark? What do you do when it is light? Model example sentences 'I get up when it is light and I go outside' 'I turn on a lamp in my room when it is dark' 'I use candles at night'.</p>	<p>Science: Light and dark investigation: Children to listen to others in the group talk about what causes light and dark. Children to use talk to explain what is happening as it gets dark in the classroom. Children to talk about own experiences of light and dark. Forest school: Use talk to explain bird feeders and how birds might feed off of the feeder. Encourage children to talk about own experiences of birds. Children to listen to each other in a small group, using eye contact and correct body position. Remembrance day creativity: Children to listen to remembrance facts and recall facts as a group.</p>
3	<p>Use talk to anticipate what might happen next. Show focussed attention. Show children a stimulus such as a picture of an egg in Literacy. Teach children how to think about what might happen next. I think it will turn into a because....</p>	<p>Literacy: Children to talk on a one to one, showing body position and eye contact. What might come next. Literacy: Children to use pictures to think about what might happen to the character in the story. Beginning to sequence. Expressive Arts: Being imaginative. Acting out a role play as a group adult led. Hedgehog is injured. What might happen next? Who helps him? Where does he go? What does the vet do first, next, after that?</p>
4	<p>Use talk to connect ideas. Listening to others one to one and group. Share experiences. Recap on eye contact, listening to others and using talk. Teach sharing experiences during - what makes me healthy? Think of something related to question: 'I like to dance and run' . I got to a dance club with my friends. Model sentences using pictures and STC.</p>	<p>PSED: Children to share experiences of what they do to stay healthy. I Literacy: Owl café. Children to share their experiences of what food they eat to stay healthy. I like to eat..... .. is good for me to stay healthy.</p>
5	<p>Use talk to connect ideas. Listening to others one to one and group. Share experiences and feelings of this. Recap on eye contact, listening to others and using talk. UTW:: Families focus.</p>	<p>UTW: Families Share family experiences. What do they like doing with their families and why? Encourage children to use talk to describe experiences. Literacy: Non -fiction book- Which book did you like to read and why? I liked this part of the book because...</p>

	<p>Model sharing feelings related to experiences. As a family we do this.... I like.....</p> <p>Model sharing book experiences and feelings: I liked this book because it had pictures of hedgehogs and I like them.</p>	
6	<p>Use talk to connect ideas about Christmas.</p> <p>Listen to a Christmas story. What did they like about the story? I..... because..</p> <p>Teaching Christmas vocabulary... <i>I like Christmas time because...</i></p>	<p>UTW: Children to have a go at sharing their own experiences of Christmas in a one to one using vocabulary '<i>I like Christmas time because...</i></p> <p>Literacy: Making a Christmas list and talking about why they have the items on their list.</p> <p>PSED: Children to have a go at sharing their own experiences of Christmas in a group using vocabulary '<i>I like Christmas time because...</i></p> <p>UTW: Share experiences of their own Christmas day. What do children do at Christmas?</p>
7	<p>Revisit skills taught so far... What makes a good talker and listener?</p>	<p>PSED: What makes me a good learner? discussions</p> <p>PSHE: Children to reflect on their favourite thing this term and why. Children to recall past experiences.</p> <p>EAD: Children to use talk to connect ideas about why they have chosen the Christmas crafts they have.</p>