

Speaking and listening medium term plan – EYFS and KS1 classes

Class 10 CP

Term: Summer B

Story: Farmer duck

Whole school topic: Our World.

Main topic focus: World, change, growth, differences, farm, Summer

**Main skills to acquire:**

1: Answer 'how' and 'why' questions about their experiences and in response to stories or events.

2 Give attention to what others say and respond appropriately, while engaged in another activity.

2: Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Week	Teaching	Practising
1	<p>use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Use past language when talking about farmer ducks jobs to do. Farmer duck gathered the cows.....</p> <p>Show children <b>why</b> question and explore how this helps to explain how things work and organise our thinking. Why do ducks have feathers? How do they .....Ducks have feathers so that they can fly and keep them dry.</p>	<p><b>Literacy:</b> talking about the order of events in the story and the story structure.</p> <p><b>Literacy:</b> use storypath to explain the events in order.</p> <p><b>UTW-</b> Exploring the lifecycle of a duck and answering why and how questions. How do lifecycles work?</p>
2	<p>2 Give attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Model using talk during an art lesson. Complete Andy Goldsworthy artwork and model listening to TA and their designs respond with appropriate comment.</p> <p>Talk about <b>PRESENT</b> language.. I am using... I am making... I am putting petals....</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p><b>Why-</b> discussing why fathers are special. My dad is special because....</p> <p>Model listening to others and responding with similar comments. "My dad helps me..... too"</p> <p>Modelling- <b>How</b> question</p>	<p><b>Art:</b> Talking to others during art lesson and using this talk to create ideas or respond with positive comment. Children to use present language to explain their thinking and actions.</p> <p><b>Technology:</b> Use future language to explain directions bee-bot needs to go.</p> <p>Art: Explaining why fathers are special and respond appropriately whilst engaged in art activity.</p> <p><b>Numeracy:</b> Use different language forms when exploring times of the day.. This morning I had ... This afternoon afterschool I will....</p> <p>PSHE- How can we make changes in our world? Talking about how we can changes materials, choices of food, ideas for artwork,</p>

	e.g I will change the paper by scrunching this up.	
3	<p>Modelling- <b>How question</b> - how have you changed since you were a baby? e.g My hair length has got longer and I have got taller.</p>	<p>PSHE- children to use pictures to explain HOW they have changed since they were born/ baby.</p> <p>UTW: how are under the sea animals adapted to live under the sea?</p> <p>Literacy: How are you going to make a pirate ship?</p> <p>UTW: How is our world diverse? How is our world different? How are our families different? How does our environment differ?</p> <p>Numeracy: How much do you have in the treasure chest? Exploring money.</p>
4	<p><b>Give attention to what others say and respond appropriately, while engaged in another activity.</b> Modeling responding to others on Summer talk- I have found a buttercup too and mine is taller. I like ladybirds.</p> <p><b>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</b> Model using present language when making a pirate map- I am putting arrows past the trees so that we can see the pirates coming closer to the land.</p>	<p><b>UTW:</b> Responding to others during forest school 'Summer observations'. Children listening to what others have found and responding to this with appropriate comment.</p> <p><b>Literacy:</b> Children listening to what others are putting on their pirate maps and responding to this by explaining about what they have drawn and adding this to their own maps. Children to use present language.</p> <p>PSHE- children to listen to others' ideas of how we can deal with change and respond to this.</p> <p>UTW: using future language to describe caterpillar growth and change into a butterfly.</p>
5	<p><b>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</b></p> <p>Answering; <b>why</b> we are unique question: I am unique because... I am special because.. I like... because..</p>	<p>Literacy- creating pirate day recount using past language.</p> <p>UTW: safety in the sun. Children to use future language to express how they will stay safe in the sun.</p> <p>PSHE- Use present language to explain why they are unique.</p>
6	<p><b>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</b> I eat healthy by eating lots of fruit and vegetables. I go swimming to keep me fit.</p>	<p>UTW: talk about ways we stay healthy today and then how we will grow in the future.</p>

		<p>UTW: children to answer question <b>HOW</b> do we stay healthy?</p> <p>Literacy: Use past language when recalling steps in smoothie/ fruit salad recount.</p>
7	SPEAKING AND LISTENING ASSESSMENTS	<p>UTW: using past/present language when talking about own Summer experiences.</p> <p>Literacy: Using present language when engaging in Summer sensory poem.</p>