



Stocksbridge Nursery Infant School KS1 Medium Term Grid Theme Title: What's that on top of the hill? Autumn Term 1

<u>KEY STAGE 1</u> Week beginning:	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
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SPARLING STARTER... PROVOCATION						
SCIENCE YEAR 1	To know a range of materials and identify an object that is made from. Investigating	To understand that materials have properties. To look at a material and name its properties. Investigating	To know how to predict if a material is strong, absorbent, waterproof or strong. Predict and investigate	To understand that materials come in different forms and that they can change shape and properties Predict, investigate and evaluate.		
SCIENCE YEAR 2	Recap lesson To know a range of materials and identify an object that is made from. Investigating	To predict and experiment with materials to see which material is the strongest for our box monster Prediction, investigation, evaluation	Which fastening is the strongest for our box monster? Predict, investigation and evaluation			
COMPUTING YEAR 1	0:1 What is a computer? Mouse & Keyboard Skills; Logging on; Opening & saving work; Organising files; Searching for information. Recognise the basic parts of a computer or tablet	Communicating: Text and Images 1.1 How do I use the school computer independently? LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us find out and present information Know how to take a photo on the ipad and print	→ understand that you can edit and change digital content			



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<p>COMPUTING YEAR 2</p>	<p>0:2 Using a computer. Mouse & Keyboard Skills; Logging on; Opening & saving work; Organising files; Searching for information.</p> <p>Recognise the basic parts of a computer or tablet.</p>	<p>Communicating: Text and Images 1:2 How do I use the computer as a writer? LEARNING OBJECTIVE: I can combine images and text to help tell my story or give information</p> <p>I can combine images and text to help tell my story or give information</p>	<p>understand that a computer is a type of machine and we use computers to help us find out and present information</p>			
<p>ONLINE SAFETY</p>	<p>Year One - Online Safety & Digital Literacy: Personal information; copyright</p> <p>Year Two - Online Safety & Digital Literacy: Personal information, being a good online friend, acceptable use, copyright</p>					

<p>DESIGN TECHNOLOGY</p>	<p>Using scissors correctly and effectively to cut different lines and materials.</p>	<p>Use a range of tools and techniques to join materials together- pva/staples/treasury tags/hole punch/tape dispenser/split pins/paper clips</p>	<p>Make a box monster using skills shown in previous sessions.</p>			
<p>GEOGRAPHY</p>	<p>Describe a place using geographical vocabulary - from the book</p>	<p>Introduce children to what a map is. Atlases, maps, books with maps in in classroom. Draw simple plans from an aerial view.</p>	<p>Go on a walk to Trig point identify geographical features. Eye spy of features on the walk – field, dry stone wall, stile, hill etc. Use Google Earth to</p>	<p>Use photos to identify local landmarks. Produce expanded pictures from walk to Trig point. labelling geographical features.</p>	<p>Go on a walk to the valley to identify simple geographical features. Photograph the features on the walk. Use to help the children draw map of the walk.</p>	<p>Draw map of route taken round school. Use appropriate features</p>



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			explore the Trig point walk/area.			
HISTORY			Go on a walk of the local area and identify old and new features.	Use photographs from the local walk and sort into old and new, then and now. Explain how we know things are from the past and things are in the present.		
ART & DESIGN	Revisit organisation of workspace , care of brushes, choosing the right brush/pencil for the job, using a sponge to clean brush etc. Recap basic primary and secondary colour mixing . Could make colour links to emotions, weather etc.	Introduce or revisit mark making/line work to create different textures (straight, curved, zig-zag, dashed, dotty, spikey etc. Work on Tone . Include experimenting with pencil pressures, light and dark lines/shading. Can lines link to emotions?	Creating shades and hues with mixed media . Adding white (or lighter colour) to create lighter hue. Explore what happens when a darker shade or black is added. Use the skills learnt so far to enhance and decorate boxes.	→	Colour mixing skin tones . Experiment with paint and pencil crayons. Colour mix to match as closely to own skin tone, as well as others. Create a skin tone crowd scene. Add details (hats, glasses, moustaches etc.) to create cartoon characters.	Proportions of the face Study parts of the face e.g. eye, lips, in detail - learning how to observe closely and draw using light lines to add tone and detail. Draw a self-portrait (Y1) or use a black and white photo of face to draw in the other half of the face (Y2)
MUSIC - CHARANGA (children sing every day) Your login details should have been sent to your email address Listening & appraising Singing Playing instruments Learning about the different dimensions of music: Pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations	Y1 – HEY YOU Y2 – HANDS, FEET, HEART Listen and appraise Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm Learn the song	Y1 – Listen and appraise “Me, myself and I” – a rap song – discuss talking and singing voices Warm-up games Recap learning Hey You – perform – you could split the class into 2 for the question and answers in the song Play your instruments – Glockenspiel easy part – just playing the note C (you could also use chime bars or bells tuned to C) Y2 – Listen and	Y1 – Listen and appraise “The fresh prince of Bel Air” Warm-up games Practise Hey You with tuned instruments as last time using the note C Perform with a split class again and some children playing the instruments. Y2 – Listen and appraise “Mbube” Warm-up games Recap learning “Hands, Feet, Heart” Play your instruments	Y1 – Listen and appraise “Rapper’s Delight” Warm-up games Hey You – sing and play instruments Improvise with the song Hey You Y2 – Listen and appraise “Bring Him Back Home” Warm-up games Hands, Feet, Heart” – sing and play instruments Improvise / extended improvisation	Y1 – Listen and appraise “You Can’t Touch This” Warm-up games Learn the song – look at the rap verse and the singing verse separately – how are they different? Perform the song with instruments Compose with the song Y2 - Listen and appraise “You Can Call Me AI” Warm-up games Learn the song “Hands, Feet, Heart” Perform the song	Y1 – Listen and appraise “It’s Like That” Warm-up games Sing with instruments Improvise the song – try the extended improvisation Compose Perform, record and listen back to your performance – what was good? What could you change? Y2 – Listen and appraise “Hlokoloza” Warm-up games Sing with instruments Improvise the song – try the extended improvisation



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		<p>appraise "The Click Song" Warm-up games Recap learning Hands, Feet, Heart" Play your instruments (using the notes G A C) Glockenspiel or other tuned instruments such as chime bars and bells suing these notes) You can use recorders here</p>	<p>Improvise the song</p>		<p>with instruments Compose with the song</p>	<p>Compose Perform, record and listen back to your performance – what was good? What could you change?</p>
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<p>KEY STAGE 1 Week beginning:</p>						
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PE - Indoor	Y1	The focus of learning is to apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus.	The class will explore movements and balances in a narrow way on the floor and on apparatus.	The class will explore movements and balances in a curled way on the floor and on apparatus.	Pupils will explore different ways of transitioning between each shape using apparatus.	The focus of learning is for pupils to explore combining wide, narrow and curled movements together. Introduce, 'linking.'	The focus of learning is to link two movements together. Pupils will explore the concept of 'linking.'
	Y2	To explore different movements that pupils can link together.	To develop the different movements that pupils can link together on apparatus.	To explore different ways pupils can perform the sequence. Jump, Roll, Balance	To develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.	To create pupils own sequences	To perform their completed sequences. Children to experience performing their work.
PE - Outdoor	Y1	The focus of learning is to explore running. Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently.	The focus of learning is for pupils to develop their running technique applying it into a game. Pupils will develop their understanding of where we need to run and why.	The focus of learning is to apply pupils knowledge of how to run and where to run, while exploring running at different speeds.	The focus of learning is to apply the correct technique of running as fast as we can in a racing context.	The focus of learning is to apply pupils understanding and application of running over a longer duration and as part of a team.	The focus of learning is for pupils to apply their understanding of running, applying it into a competitive game. During this suggested sequence of learning pupils will begin to understand the basic principles of attack and defence. Pupils will start to develop their understanding of what the consequences could be in a game if we do not run and avoid the defender.



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	Y2	The focus of the learning is to explore dodging and learn how to dodge effectively.	The focus of the learning is to develop pupils' dodging technique applying this into games. Pupils will develop an understanding of why it is important in to dodge in games.	The focus of the learning is to apply pupils' knowledge of how, where and why to dodge, into game situations. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend.	The focus of the learning is to apply pupils' knowledge of how, where and why to dodge in game situations working as a team.	The focus of the learning is to consolidate pupils' knowledge of how, where and why to dodge in game situations, working in teams.	The focus of the learning is to apply pupils' knowledge of how where and why to dodge, into a level 1 competition.
RE Year 1		To express creatively their own ideas about the questions: Who am I? Where do I belong? How are we all connected?	→	To learn and talk about different religions	Begin to learn that Christian people say thank you to God for the harvest.	To know that a harvest festival is to say thank you to the farmers and to God for our food. To know that Christian people celebrate the harvest every year with a festival.	To understand why the harvest festival is an important time to say thank you. Think about times when we say thank you.
RE Year 2		To learn about the story of Rama and Sita which is told at the time of the festival Diwali. To be able to talk about 'good' and 'bad' characters from a story, and say why they think that.	→	To understand that Diya lamps form part of the celebration, and why they are used.	To understand that light form part of the celebration, and why.	→	To understand why the harvest festival is an important time to say thank you. Think about times when we say thank you
PSHE Year 1		Help others to feel welcome in our class and school.	I understand and am beginning to keep team work rules - share, take turns, listen to others.	Understand everyone's right to learn	Understand that my actions affect others feelings and care about that.	Work positively with at 3 others of my choosing	Choose to follow the rules
PSHE Year 2		I feel part of my class and school I can tell you how.	I keep the rules. I join in with activities positively	I work and take part in activities positively in class. I enable others to get on.	I show that I care about others feelings in my actions	I work as a positive team member with little help	I follow the rules the majority of the time.
METACOGNITION	Y1						



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Successful learners	Y2						
HOME LEARNING							
FABULOUS FINISH							

KEY STAGE 1 Week beginning:						
	IMMERSION	ANALYSE	PLAN	WRITE	REVIEW/INOVATE	EXTENDING
Speaking & Listening Year One	Describe and sequence the imaginary games Birt and Etho play together.	Analyse the text. How is it organised? What features are included - repetition of the pattern of refrains.	Sequence and retell the story using story maps. Record children's responses show how the characters are feeling at each point			Use the illustrations to describe the setting and the feelings of Birt, Etho and then Stu. Describe what big friends means - record on a senses map
Year Two	Act out parts of the story. Sequence the events in the story.					
SPAG		Identify verbs - ing ending. Sort the words into nouns verbs. Y1 identify nouns. Identify punctuation Use of some capital letters - why. Y2 - identify nouns, verbs and adjectives. Use of capital letters and full stops.				



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		Expand sentences with conjunctions.					
Drama/role play	Role play the story. Freeze frame parts of the story. Sequence the story	Role playing intonation with and without exclamations - Kagan					Ask questions about Shu, starting with who, what, when, where, how<
Handwriting	Following the sequence of Martin Harvey's handwriting scheme						
Writing Year One	Identify verbs - ing ending. Sort the words into nouns verbs. Y1 identify nouns. Identify punctuation Use of some capital letters - why. List and map the key events and ideas in the story such as Birt and Etho's routines, imagination, a new boy joins the games, jealousy, and its consequences, the hand of friendship, new games.	List and label the setting. Describe what it is like at each key event throughout the story. Describe what big friends means - record on a senses map	Sequence and retell the story using story maps.	Creating naming - refer back to the ideas in the book Retell the story using story map.	Use their own box creation to innovate the story.	Describe Birt, Etho and Shu. Use a passport or giant top trump card to identify their characters. Make a list of the things they love to do	
Year Two	Character descriptions - feelings/attitudes of Birt, Etho and Shu.	Words to describe the setting Recognise important phrases in the story	Sequence the story using story maps.	Retell the story.	Use their own box creation to innovate the story.		
Vocabulary?							
Shared reading each day with fluency task	BOOK TITLE	Year One : A Piece of Cake Jill Murphy Year Two: The Paper Dolls Julia Donaldson	Year One : 5 Minutes Peace Jill Murphy Year Two: Cave Baby Julia Donaldson	Year One : Mr Large In Charge Jill Murphy Year Two: Gorilla Anthony Browne	Year One Year Two: Look What I've Got Anthony Browne	Year One	Year One
	Background Knowledge Vocabulary						
	Read aloud/think aloud						
	Visualise - think in pictures						



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	Questioning						
Other text / Story / reading (Children listen to a story every day)							
Other ideas related to the story:							



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KEY STAGE 1						
Week beginning:						
Mental Maths/Big Maths (5-10 mins daily)	CLIC	CLIC	CLIC	CLIC	CLIC	CLIC
Maths YEAR ONE (Include one investigation lesson each week)	Number Place Value within 10 Following White Rose 2020/21 & Deepening Understanding website	→	→	Number Addition and subtraction within 10	→	→
Maths YEAR TWO (Include one investigation lesson each week)	Number Place Value to 100 Partitioning/ Complex partitioning Following White Rose 2020/21 & Deepening Understanding website	→	→	Number Addition and Subtraction - adding tens, two digits and ones, two-two digit numbers and 'crossing 10'	→	→