



<u>KEY STAGE 1</u> Week beginning:	6/1/20	13/1/20	20/1/20	27/1/20	3/2/20	10/2/20
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SPARLING STARTER... PROVOCATION						
SCIENCE YEAR 1	To know a range of animals and name them. To group mammals and know why it is a mammal	To understand and name the five different groups of animals and sort the animals accordingly Insects Birds Mammals Reptiles Amphibians Fish	To know and identify carnivores, herbivores and omnivores To sort animals in to the correct group.	To look at a range of animals and name their body parts.	To understand we have different types of weather and that we can predict and record it.	
SCIENCE YEAR 2	To know the common characteristics shared by all living things	Explore and compare the differences of things that are living, dead and have never been alive	To identify and name a range of animals and plants in their habitats	To know what a food chain is	To identify organisms as producers, consumers or decomposers	To use our local environment to understand habitats and micro- habitats
COMPUTING YEAR 1	record sounds and images using computers and digital devices - these provide different kinds of information use ipads to take photos	Alter photos/text and save -editing				
COMPUTING YEAR 2	alter text to help tell my story or give information use a computer to be a writer	explore how to create content using two forms of media (text and images) edit, organise and store content for a given purpose, and learn to give and act on feedback	tell stories using images and sounds using a computer use stop motion on the ipads	Use animation software to make a short film		
ONLINE SAFETY						
DESIGN TECHNOLOGY						



<p>GEOGRAPHY</p>	<p>To know how to find North. How to read a compass To know the North Pole is in the North and the South Pole is in the south</p>	<p>To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles That the Poles are cold because they are furthest away from sun. To know some characteristics of the Poles.</p>	<p>To know characteristics of a cold desert. Only the South Pole is on land covered with ice. Cold little if no vegetation. Know where Antarctica is - use globes. Which sea Antarctica is located in.</p>	<p>To know characteristics of a hot desert. Sandy Dry Little Vegetation 25 cm of rain per year Know where the Equator is located - use globes. Name some continents that the Equator passes through. To know there are 5 Oceans.</p>	<p>Compare and contrast hot and cold environment.</p>	
<p>HISTORY</p>						
<p>ART & DESIGN</p>						
<p>MUSIC Year 1 (children sing every day) Our World</p>	<p>In The Groove - Joanna Mangona How Blue Can You Get - B.B. King a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song In The Groove Sing the song</p>	<p>In The Groove - Joanna Mangona How Blue Can You Get - B.B. King a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts Sing the song and play instrumental parts within the song</p>	<p>In The Groove - Joanna Mangona Livin' La Vida Loca - Ricky Martin a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise (optional extension activities for improvisation) Sing the song and improvise using voices and/or instruments within the song</p>	<p>In The Groove - Joanna Mangona Jai Ho - J.R. Rahman a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose Sing the song and perform composition(s) within the song</p>	<p>In The Groove - Joanna Mangona Lord Of The Dance - Ronan Hardiman a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise option (optional extension) Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>In The Groove - Joanna Mangona Diggin' On James Brown - Tower of Power a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song Choose and play any of the options below, then decide which one to</p>



						practise for the end-of-unit performance Prepare for the end-of-unit performance
Year 2 Zoo time	<p>Mangona</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Start to learn the song</p> <p>Zootime</p> <p>Sing the song</p>	<p>Kingston Town by UB40</p> <p>Zootime</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Sing the song</p> <p>Zootime</p> <p>d. Play instrumental parts</p> <p>Sing the song and play instrumental parts within the song</p>	<p>Shine by ASWAD</p> <p>Zootime</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Sing the song</p> <p>Zootime</p> <p>d. Play instrumental parts</p> <p>e. Improvise (optional extension activities for improvisation)</p> <p>Sing the song and improvise using voices and/or instruments within the song</p>	<p>I.G.Y. by Donald Fagen</p> <p>Zootime</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Sing the song</p> <p>Zootime</p> <p>d. Play instrumental parts</p> <p>e. Improvise option (optional extension activities for improvisation)</p> <p>f. Compose</p> <p>Sing the song and perform composition(s) within the song</p>	<p>Feel Like Jumping by Marcia Griffiths</p> <p>Zootime</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Sing the song</p> <p>Zootime</p> <p>d. Play instrumental parts</p> <p>e. Improvise option (optional extension activities for improvisation)</p> <p>f. Play your composition(s) within the song</p> <p>Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>I Can See Clearly Now by Jimmy Cliff</p> <p>Zootime</p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Sing the song</p> <p>Zootime</p> <p>d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:</p> <ul style="list-style-type: none"> . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song <p>Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p> <p>Prepare for the end-of-unit performance</p>



Stocksbridge Nursery Infant School KS1 Medium Term Grid Theme Title: Extreme Environments Spring Term 1

KEY STAGE 1		6/1/20	13/1/20	20/1/20	27/1/20	3/2/20	10/2/20
Week beginning:							
PE - Indoor	Y1 gymnastics	Explore safe travelling with feet over and around equipment	Explore safe travelling at different levels	Explore safe travelling using different shapes	Explore holding basic shapes	Explore rocking and rolling	Put sequences of movements together
	Y2 gymnastics	Explore safe travelling at different levels	Explore travelling using different shapes	Explore and adapt gymnastics shapes	Explore shapes and link together smoothly	Explore rocking and rolling	Explore rocking and rolling
PE - Outdoor	Y1 Throwing and catching Aiming games	Val sabin unit 2 session 1	Val sabin unit 2 session 2	Val sabin unit 2 session 3	Val sabin unit 2 session 4	Val sabin unit 2 session 5	Val sabin unit 2 session 6
	Y2 Making up games Aiming, hitting, kicking	Val sabin unit 2 session 1	Val sabin unit 2 session 2	Val sabin unit 2 session 3	Val sabin unit 2 session 4	Val sabin unit 2 session 5	Val sabin unit 2 session 6
RE Year 1		To build on previous knowledge of ways in which they can look after one another. To ask questions and discuss kindness. Think about what happens when people are kind, fair, thoughtful etc, and when people are unkind, unfair etc. Think about how we are with others.	To discuss what they have done in terms of being kind and caring for others in the past week. To develop their idea that people from different religions can all live happily together.	To understand that every religion have moral stories to demonstrate ways in which we can live.	To understand that every religion has moral stories to demonstrate ways in which we can live. explain the message in the story 'Be my Guest'	learn that people come from different religions, but we can all live together.	learn that people come from different religions, and have different places of worship and symbols



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RE Year 2		To talk about which groups we belong to and why they are special	To know that there are a group of people called Sikhs To know that Sikh people believe in God, they have special teachers called Gurus Identify questions that you would like to find the answer to.	To know that most sikh people wear a special uniform called the 5 k's. To know that the first two are called Kesh and Kanga. To know that 'kesh' is growing your hair and 'kanga' is the comb which is used to keep your hair	To know that most sikh people wear a special uniform called the 5's. To know that the kara is a bangle worn to remind people to make good choices. Identify when you make wrong choices.	To know that most Sikh people wear a special uniform called the 5 k's To know that the kachera and the kirpan are reminders that Sikh people will fight for what is right! To know that all of the five k's are a sign that shows Sikh people are faithful (obedient) to God	To show understanding of the 5K's which mark Sikh identity, which demonstrate faithfulness to God.
PSHE Year 1							
PSHE Year 2							
METACOGNITION Successful learners	Y1	to understand what being a successful learner looks like	reflect on a piece of work	learning what it means to be challenged	begin to identify things that might stop them learning	begin to understand how motivation affects learning	earn how feedback can help us to improve
	Y2	begin to identify what characteristics make a successful learner	learning how to reflect on a piece of work	learning what it means to be challenged and how to use different strategies to overcome a challenge	identify things that might stop them learning and find ways to overcome them	begin to identify things that motivate them	l learn how feedback can help us to improve
HOME LEARNING							
FABULOUS FINISH							



KEY STAGE 1 Week beginning:		6/1/20	13/1/20	20/1/20	27/1/20	3/2/20	10/2/20
		IMMERSION	ANALYSE	PLAN	WRITE	REVIEW/INOVATE	EXTENDING
Speaking & Listening		Huge Enormous					
SPAG		Ing Verbs with suffix ing	Suffix s and es				
Drama/role play		Immersion - different stages of life from 0 - 6	Freeze frame of key events in story	Freeze frame key events in own timeline	Immersion activities to support new story	Freeze frame/ hot seating key characters	
Handwriting		Year one c family C,o a d g					
Writing		Immerse/analyse Once There Were Giants - Martin Waddell Talk about baby photos of the children. Can we guess who is who. When I was a baby... Why is story title Once there were Giants?	Plan/write Sequencing story Story map	Review/Innovate Descriptive words for the giant Setting for the giants home. Write descriptive piece for the Giant in a story.	Immerse/analyse Moving Molly - Shirley Hughes	Plan/write	Review/innovate
Vocabulary?							
Shared reading	BOOK TITLE	All in one piece	A quiet night in	Mr Large in Charge	A piece of cake	Peace at Last	Whatever next
	Background Knowledge						



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each day.	Vocabulary						
	Read aloud/think aloud						
	Visualise - think in pictures						
	Questioning						
Guided Reading (1 per week. Below ARE 2x wk)							
Other text / Story / reading (Children listen to a story every day)							
Other ideas related to the story:							



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Mental Maths/Big Maths (5-10 mins daily)						
Maths (Include one investigation lesson each week)	Y1 - Number place value within ten Day one -intro - sorting children into groups. sorting objects page 14 practical - bugs/ counter/ mini beasts/ people Challenge - page 6 Others ind. Maths activity 2 groups each session. Day 2 Repeat above Intro... sort groups then count how many in each group. Day 3 - place objects into a line to organise counting ..ppt? Counting objects and writing the number. Representing numbers p.18 wrapping paper CP Table for number Day 4 PPT - counting. same table activity	Number place value within ten	Number place value within ten	Number place value within ten	Number - addition and subtraction within 10	Number - addition and subtraction within 10



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	Y2 - Number - place value Focus on partitioning numbers into 10's and 1's and the value of each digit in a two-digit number	Number - place value Focus on using maths apparatus to represent numbers in different ways	Number - place value Focus on different ways of partitioning numbers into 10's and 1's - (complex partitioning)	Number - Place Value Focus on counting in 2's 3's 5's and 10's. Looking at sequences of numbers using these multiples - focus on the patterns and 'What do you notice?'	Number - addition and subtraction Focus on subtraction being the inverse of addition. Addition is commutative. Focus on fact families using known facts.	Number - addition and subtraction Focus on working out missing numbers in an equation using known facts as a scaffold.
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