



<u>KEY STAGE 1</u>	Session 1	Session 2	Session 3	Session 4	Session 5
<b>SPARLING STARTER... PROVOCATION</b>	<b><u>Virridor - Where does our school rubbish go?</u></b>				
<b>SCIENCE YEAR 1</b>	To know a range of materials and identify and abject that is made from them. See SOW	To understand that materials have properties. To look at a material and name its properties. See SOW	Looking at strength, waterproof, transparency and absorbency of materials. To predict and work in a scientific way. To experiment and evaluate. See SOW	To look at materials and investigate if it can change shape or form. To understand that materials come in different forms and that they can change shape and properties See SOW	
<b>SCIENCE YEAR 2</b>					
<b>COMPUTING YEAR 1</b>	3.1. What is data? Learn what it is Where do we collect it? How do we collect it?	Collect data Simple - who likes ice cream? Favourite pets. Who recycles which materials? Physically collect data	Use software to make a collection of data and present. Screen shot for evidence.		
<b>COMPUTING YEAR 2</b>	3.1 What is a branch database? Look at Branching data - find data Use - modify - create.  Identify problem Plan Collect data Present data Analyse data	Make simple branch data base which simple question. Physically carry out simple data branching in classroom. Who has a pet? Who has a dog? Who has a cat? Etc. Understand you need a question.	Create database with Jit5 or draw and tell		
<b>ONLINE SAFETY</b>	Looking at personal information and copyright				
<b>DESIGN TECHNOLOGY</b>	Investigate games - play some games and devise a list of criteria - what makes a good game?	Design their own game to make to teach someone else about recycling and reusing. If possible use recycled materials. Consider the 'What makes a good game?'	Make the games they have designed.	Play and evaluate the games	



# Stocksbridge Nursery Infant School KS1 Medium Term Grid

## Theme Title: Reduce, Reuse, Recycle Spring Term 2

		list from last time's lesson			
<b>GEOGRAPHY</b>					
<b>HISTORY</b>	<p>To begin to understand what the steel industry is.</p> <p>To begin to understand why it is important in Sheffield and Stocksbridge.</p> <p>Compare life in the steelworks now to different periods of time.</p>	<p>To understand the significance of Samuel Fox to the steel industry.</p> <p>To put events in Samuel Fox's life in chronological order.</p> <p>Put events in chronological order.</p> <p>Recognise Samuel Fox as a significant figure in Stocksbridge.</p>			
<b>ART &amp; DESIGN</b>		<b>YSP visit</b>			
<p><b>MUSIC Year 1</b> (Children sing every day)</p> <p><a href="https://www.sheffieldmusicservicecharanga.co.uk">https://www.sheffieldmusicservicecharanga.co.uk</a></p> <p>The song bank on Out of the Ark is at: <a href="https://www.outoftheark.co.uk">https://www.outoftheark.co.uk</a> login:</p>	<p>Listen and Appraise the song Round And Round (Y1)</p> <p>Vocal warm-ups – introduction plus one of the vocal warm-ups</p> <p>Warm-up games finding the pulse, clapping rhythms (challenge 1)</p> <p>Learn the song</p> <p>Perform the song</p>	<p>Listen and appraise Livin' La Vida Loca (Y1)</p> <p>Vocal warm-ups</p> <p>Warm-up games finding the pulse, clapping rhythms (challenge 2)</p> <p>Learn the song (Y1 Round and Round) (Y2 zoo-time)</p> <p>Play your instruments with the</p>	<p>Listen and appraise The Imperial March (Y1)</p> <p>Vocal warm-ups</p> <p>Warm-up games finding the pulse, clapping rhythms (challenge 3)</p> <p>Learn the song (Y1 Round and Round) (Y2 zoo-time)</p> <p>Play your instruments with the</p>	<p>Listen and appraise It had better be tonight (y1)</p> <p>Vocal warm-ups</p> <p>Warm-up games finding the pulse, clapping rhythms (challenge 4)</p> <p>Learn the song (Y1 Round and Round) (Y2 zoo-time)</p> <p>Play your instruments with the</p>	<p>Listen and appraise Why Don't You (Y1)</p> <p>Vocal warm-ups</p> <p>Warm-up games finding the pulse, clapping rhythms (challenge 5)</p> <p>Learn the song (Y1 Round and Round) (Y2 zoo-time)</p> <p>Play your instruments with the song (glockenspiel,</p>



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<a href="mailto:enquiries@stocksbridge-nur.sheffield.sch.uk">enquiries@stocksbridge-nur.sheffield.sch.uk</a> <b>Pothouse1</b>		song – (glockenspiel, chime bars, table bells)  Perform the song	song (glockenspiel, chime bars, table bells)  Improvise – listen to the rhythm (pattern) and clap your own answer  Perform the song	song (glockenspiel, chime bars, table bells)  Improvise – listen to the rhythm (pattern) and clap your own answer  Perform the song	chime bars, table bells)  Improvise – listen to the rhythm (pattern) and clap your own answer  Perform the song
<b>Year 2</b>	Listen and Appraise the song Round And Zoo-time (Y2)  Vocal warm-ups – introduction plus one of the vocal warm-ups  Warm-up games finding the pulse, clapping rhythms (challenge 1)  Learn the song  Perform the song	Listen and appraise Kingston Town (Y2)  Vocal warm-ups  Warm-up games finding the pulse, clapping rhythms (challenge 2)  Learn the song (Y1 Round and Round) (Y2 zoo-time)  Play your instruments with the song – (glockenspiel, chime bars, table bells)  Perform the song	Listen and appraise Shine (Y2)  Vocal warm-ups  Warm-up games finding the pulse, clapping rhythms (challenge 3)  Learn the song (Y1 Round and Round) (Y2 zoo-time)  Play your instruments with the song (glockenspiel, chime bars, table bells)  Improvise – listen to the rhythm (pattern) and clap your own answer  Perform the song	Listen and appraise I.G.Y. (Y2)  Vocal warm-ups  Warm-up games finding the pulse, clapping rhythms (challenge 4)  Learn the song (Y1 Round and Round) (Y2 zoo-time)  Play your instruments with the song (glockenspiel, chime bars, table bells)  Improvise – listen to the rhythm (pattern) and clap your own answer  Y2 – compose with the song Zoo-time  Perform the song	Listen and appraise Feel Like Jumping (Y2)  Vocal warm-ups  Warm-up games finding the pulse, clapping rhythms (challenge 5)  Learn the song (Y1 Round and Round) (Y2 zoo-time)  Play your instruments with the song (glockenspiel, chime bars, table bells)  Improvise – listen to the rhythm (pattern) and clap your own answer  Y2 – compose with the song Zoo-time  Perform the song



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<b>PE - Indoor</b>	<b>Y1</b>	Under the sea lesson 1	Under the sea lesson 2	Under the sea lesson 3	Dinosaur – lesson 1	Dinosaur – lesson 2
	<b>Y2</b>	Dorothy's amazing adventures in OZ lesson 1	Dorothy's amazing adventures in OZ lesson 2	Dorothy's amazing adventures in OZ lesson 3	Countries – lesson 1	Countries – lesson 2
<b>PE - Outdoor</b>	<b>Y1</b>	Tennis lesson 1 -to coordinate arms and legs when running -to stop quietly and balanced with knees bent and feet apart	Tennis lesson 2 -to know the names of tennis shots -Move in different directions and awareness of spaces -Control a ball and watch bounces	Tennis lesson 3 Make contact with the ball with a controlled racket face	Tennis lesson 4 throw underarm with control of speed and direction	Tennis lesson 5 To use appropriate footwork for recovery and getting ready To react and move to the ball and receive it.
	<b>Y2</b>	Tennis lesson 1 -to balance on various parts of the body -to know the names of tennis shots - Develop reaction speed -Develop effective running style	Tennis lesson 2 To read the ball and react by turning to forehand and backhand sides -Control the racket face and contact the ball out in front -Develop a cooperative rally	Tennis lesson 3 Develop a cooperative rally To get ready between hits	Tennis lesson 4 read the flight and direction of the ball catch the ball near the ideal contact point as it falls	Tennis lesson 5 To react and move to the ball and receive it. To show a consistent stance, contact and action.
<b>RE Year 1</b>		Children can tell you what happens at Ramadan. To know that Ramadan precedes Eid Explain why this festival is important to Muslim	Children can tell you what happens at Eid. To know that Eid follows Ramadan. Explain why this festival is important to Muslim	To learn the important facts from the beginning of the Easter story.  Why is Easter and the	To learn the important facts from the end of the Easter story	To be able to talk about religious artefacts from Christianity



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		people.	people.	Easter story important to Christians.	How people celebrate the festival of Easter each year	
<b>RE Year 2</b>		For children to talk about Christian beliefs and the meaning behind them. To understand it is important to respect the beliefs of others.	For children to explain what the Bible is and why it is important to Christians. To begin to understand how the Bible is organised. To write a set of rules in the style of the 10 commandments.	For children to explain what the Bible is and why it is important to Christians.	To build on previous knowledge of the important facts from the Easter story.  Why is Easter and the Easter story important to Christians.	To build on previous knowledge of the important facts from the Easter story.  Why is Easter and the Easter story important to Christians.
<b>PSHE Year 1</b>						
<b>PSHE Year 2</b>						
<b>METACOGNITION</b>	<b>Y1</b>					
	<b>Y2</b>					
<b>Successful learners</b>						
<b>HOME LEARNING</b>						
<b>FABULOUS FINISH</b>						

- Not for me, please!: I choose to act green. ...
- What a Waste: Trash, **Recycling**, and Protecting... ...
- I Am Earth: An Earth Day **Book** for Kids. ...
- The Vanderbeekers and the Hidden Garden (2) ...
- Ada's Violin: The **Story** of the **Recycled** Orchestra... ...
- Why Should I **Recycle**? (



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		IMMERSION	ANALYSE	PLAN	WRITE	REVIEW/INOVATE
Speaking & Listening						
SPAG						
Drama/role play						
Handwriting						
Writing Year one		Persuasion: What is a persuasion? Watch an advert....recognise what it is trying to doing. Look at persuasive language. Copy the language from advert and write a sentence with same language for a caption from advert.  Look at captions	SPAG Question marks. Role play to explore what it is like to persuade someone to do something....to go swimming/ buy chocolate. Build on language. Look at parts of persuasive text - Look at examples .. Rhetorical questions Have you ever?... What would you do if?... Would you like to ....	To design a poster to persuade people to go to the Sculpture Park Captions Reasons to visit ...quotes ...facts to back up argument captions  Look at information	Look at starting with openers To prepare for a letter text. In my opinion.. I strongly believe I'm writing to persuade you.. Have you ever considered? Letter writing.  How would you feel if..?	Write a short text to persuade To persuade Mrs Townsend to buy a sculpture for our school.  An example of the sculpture? A picture? Captions/ quotes
Writing Year two						
Vocabulary?						
Share d readi ng each day.	BOOK TITLE					
	Background Knowledge					
	Vocabulary					
	Read aloud/think aloud					
	Visualise - think in pictures					
	Questioning					

Spring Term 2



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<b>Mental Maths/Big Maths</b> (5-10 mins daily)	<b>See CLIC planning</b>	<b>See CLIC planning</b>	See CLIC planning	See CLIC planning	See CLIC planning
<b>Maths</b> (Include one investigation lesson each week)	Y1 Number: Place Value (Within 50)  (Multiples of 2,5 & 10 included)	Y1 Measurement: Length & Height	Y1 Measurement: Length & Height	Y1 Measurement: Weight & Volume	Y1 Measurement: Weight & Volume
	Y2 Geometry:  Properties Of Shape	Y2 Geometry:  Properties Of Shape	<b>Y2 Number:</b> Fractions	<b>Y2 Number:</b> Fractions	<b>Y2 Number:</b> Fractions