



# Stocksbridge Nursery Infant School F.S. Medium Term Grid      Theme Title: When is a stick not a stick? Term 1

	Week 3 Not a Stick	Week 4 Not a Stick	Week 5 Stick Man	Week 6 After the Storm	Week 7 Stanley's Stick
<b>Sparkling starters</b>					
<b>Communication and language</b>	<p>What is a stick? • What makes it a stick? • How do you tell something is a stick and not something else? A plank? A rod? A twig? • Does naming something "stick" make it a stick? • Could a stick be a stick, even if we had no word for it? • Are there any properties that are special to sticks? Pointiness? Woodenness? • If any object is pointy or wooden, does it make it a stick? • If we use a stick as a fishing rod. Does it stop being a stick?</p> <p>To talk about what you are doing now so that others can understand what they are saying (volume, clarity, eye contact, vocabulary)</p>	<p>Tell Stories about your stick</p> <p>Commentary on action Individual stories</p> <p>Sharing stories about their family.</p> <p>Telling stories as role play experience taking on characters in the home.</p>	<p>Create stories with mini me stick people</p> <p>Snack and chat</p> <p>Shared art and science activities - sustained shared thinking.</p> <p>Sand, water, loose parts, construction</p> <p>Use the correct pronoun when talking about a person - him her his them, he she they me I</p> <p>children listen attentively in a range of situations.</p>	<p>What other objects (than sticks) could be changed into something else?</p> <ul style="list-style-type: none"> <li>- A box?</li> <li>- A leaf</li> </ul> <p>extend vocab to name animals and actions</p> <p>Respond to others attempts to communicate.</p> <p>To begin to use some past tense language in their own narratives.</p>	<p>Respond appropriately to Stanley's stick- make predictions and say why things are happening.</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Use the correct pronoun when talking about a person - him her his them, he she they me I</p>
<b>useful http links</b>	<p><a href="https://www.youtube.com/watch?v=NX5ujt2h3xo">https://www.youtube.com/watch?v=NX5ujt2h3xo</a> Not a stick</p>			<p><a href="https://www.bing.com/videos/search?q=after+the+storm+perc+y+the+park+keeper&amp;view=detail&amp;mid=B060CBBB713C047E33E3B060CBBB713C047E33E3&amp;FORM=VIRE">https://www.bing.com/videos/search?q=after+the+storm+perc+y+the+park+keeper&amp;view=detail&amp;mid=B060CBBB713C047E33E3B060CBBB713C047E33E3&amp;FORM=VIRE</a></p>	<p><a href="https://www.bing.com/videos/search?q=stanleys+stick+you+tube&amp;view=detail&amp;mid=D313E4095689B0036C0FD313E4095689B0036C0F&amp;FORM=VIRE">https://www.bing.com/videos/search?q=stanleys+stick+you+tube&amp;view=detail&amp;mid=D313E4095689B0036C0FD313E4095689B0036C0F&amp;FORM=VIRE</a></p>
<b>Physical</b>	<p>Managing clothes (coat, shoes, socks, jumper) according to weather and heat.</p> <p>Using sticks as tools- large body movements</p> <p>Playing on the floor, at tables with no chair, at</p>	<p>marching in time to music.</p> <p>Follow instructions to - change direction/ stop Create shapes</p> <p>Using sticks as tools- large body movements</p>	<p>'dressing' / wrapping sticks</p> <p>Baking - mixing and stirring (links to maths).</p> <p>making enclosures and filling them.</p>	<p>Collect leaves- rub under paper with wax candle. Paint wash. Cut out Leaf collage.</p> <p>Create leaves with different coloured papers and templates.</p> <p>Still life drawing of leaves/ paintings / chalks / pastels</p>	<p><b>Begin ReflectED- fastening coat</b></p> <p>Walking through autumn with bare feet- feel textures - crunchy leaves, squelchy mud, hard sticks</p> <p>Baby clothes with zips and buttons</p>



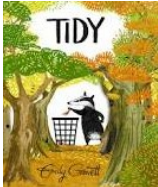

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<p>TARGETS FOR PE THIS TERM - rotation for classes separately</p> <p>*Move your body in a range of ways.</p> <p>*To throw at a target.</p> <p>*To weight bear on arms and legs.</p>	<p>tables with chair.</p> <p>dressing babies in role play area (or other characters)</p> <p>manage your coat, including turning sleeves the correct way round</p> <p>To weight bear on arms and legs.</p>	<p>manage your coat, including turning sleeves the correct way round</p> <p>To negotiate space safely.</p>	<p>make strong attempts at managing zips and buttons on clothing</p> <p>To use single handed tools effectively. Securing dominant hand.</p> <p>Understand that equipment needs to be moved and used safely.</p>	<p>Stretching to collect objects for play whilst on the floor. Make this into a game (Simple Simon Says).</p> <p>Small yard/ outdoor, encourage climbing and obstacle courses/ hopscotch</p> <p>To negotiate space safely.</p>	<p>in home area.</p> <p>Challenge zips added to provision - various sizes.</p> <p>Understand that equipment needs to be moved and used safely.</p> <p>To use single handed tools effectively. Securing dominant hand.</p>
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<b>Personal, social and emotional</b>	<p>Talk about their ideas- what could your stick be? Circle time-pass around a stick- this is not a stick it is a.....</p> <p>Children are confident to try new activities To talk in a familiar group.</p> <p>They work as part of a group and understand the rules.</p>	<p>→</p>	<p>Circle time: Sticks have feelings too. A stick and a range of emotion cards. Read the story and find the correct expression/emotion to match how stick man is feeling at points in the story.</p> <p>To talk in a familiar group.</p> <p>They adjust their behaviour to different situations</p>	<p>Talk about who lives in your family (your family tree)</p> <p>Who needs a new home? Why? Tidy up time, even if they haven't been playing there. Marble jar (similar) as motivation.</p> <p>Children are confident to try new activities including adult set challenges</p> <p>They work as part of a group. They understand the rules and are following them in wider situations.</p>	<p>What would happen if there were no sticks? - linked text 'Tidy' about cutting down trees.</p>   <p>How are your people same/different? How are you the same/different from class mates?</p> <p>To talk in a familiar group. Recognise arrange of emotion in themselves and others and talk about them.</p>
<b>Reading</b>	<p>Not a Stick</p> <p>They use phonic skills to recognise and continue a rhyme.</p>	<p>Not a Stick</p> <p>They use phonic knowledge to segment and blend verbally</p> <p>They understand the difference between word and picture.</p> <p>Begin to introduce key words. Blending phonic sounds so far</p>	<p>Stick man After the Storm</p> <p>They use phonic knowledge to decode simple three sound words within phase 2.</p> <p>They know that the words tell us about the picture and the picture tells us about the words.</p> <p>Begin to introduce key words. Blending phonic sounds so far. Phonics play games.</p> <p>Book skills- which way up, title, features of a book, fiction</p>	<p>Stick man After the Storm</p> <p>They use phonic knowledge to decode simple three sound words within phase 2.</p> <p>They know that we read from left to right and top to bottom.</p> <p>Begin to introduce key words. Blending phonic sounds so far</p> <p>Pick up on vocab and any misconceptions- similes</p>	<p>Stanley's Stick</p> <p>They use phonic knowledge to decode simple three sound words within phase 2.</p> <p>They recall at least 3 key reading words</p> <p>Blending phonic sounds so far</p> <p>Vocabulary- understanding Understanding that you can 'play' with words 'stickosaurus' 'fantastick'</p>








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<b>Writing</b>	Name writing Letter formation  To write their own name	Name writing Letter formation  Helicopter stories- Adult scribe a story about a stick	Name writing  Rhyming pictures  Writing initial sounds/cvc/sentences  form continuous movements including waves circles and zig zags.	Name writing Writing initial sounds/cvc/sentences  to create anti-clockwise movements.	Name writing Writing initial sounds/cvc/sentences  To write their own name To hear, identify and write initial sounds in words.
<b>Maths</b>	Recognise 1  Identify the quantity 1 (the oneness of 1)  Recognise a 1p coin  Find 1 on the clock  Introduce a circle – with 1 side  Other ideas Sorting sticks for length- long/er/est, short/er/estto Order a set of sticks shortest-longest  To order by length  To count out sets for number 1  Rote count to 10  Recognise when we can match and have enough.	Recognise 2 Identify the quantity 2 (the twoness of 2)  Know that 2 is 1 more than 1  Know that 1 + 1 is 2  Know that 2-1 is 1  Recognise a 2p coin - understand it is equivalent to 2 x 1ps  Find 2 on the clock  Be able to continue 2 step repeating patterns  Shapes and patterns with sticks. Fishing game in water - collect shapes.  Counting sticks	Recognise 3  Identify the quantity 3 (the threeness of 3)  Know that 3 is 1 more than 2  Know that 3 is 2 more than 1  Know that 1 + 2 (or 2+1) is 3  Know that 3-1 is 2 and 3-2 is 1  Find 3 on the clock  Understand number conservation – However you arrange the three objects, there are still 3 (use triangular arrangements and dice).  Introduce different triangles with 3 sides.  Be able to continue 3 step repeating patterns  Other ideas- Family tree counting game (twinkl) counting beats with claves. Matching beats to dots (dice and dominoes, counters)	Consolidating 1,2,3  Count to 3 – forwards and backwards using the 1 to 1, the stable order, the cardinal, the abstraction and the order- irrelevance principles. (see WRM)  Compare numbers 1,2 and 3 – ‘bigger’ and ‘smaller’  Order numbers 1 to 3  Know 3 is made of 2 and 1 or 1+1+1  Know that 2 is 1 less than 3, 1 is 1 less than 2  Count out 3 objects from a larger set.  Use a 5 frame and recognise how many spaces there are when it contains 3 objects.  Recognise which arrangements of objects contain a group of 3.  There isn’t a 3p coin – how can we pay 3p?  Other ideas - counting stick families to match number/ dot	Consolidating 1,2,3



				<p>pattern/ photo *Match hedgehog spikes to dots/ numbers/ numicon (potatoes)</p> <p>Guess how many sticks. Count to check.</p>	
<b>Understanding of the world</b>	<p>To talk about significant events for them and their family.</p> <p>and talk about changes.</p>	<p>how other cultures use sticks - chop sticks; rain sticks - links to expressive art and tole play</p> <p>To talk about significant events for them and their family and talk about changes.</p>	<p>talk about their dads/ significant male.</p> <p>To talk about significant events for them and their family and talk about changes.</p>	<p>Go for a walk in the woods. Look at where sticks grow. What grows on a stick, sticks above/below. Collect different shapes and Sizes</p> <p>To talk about significant events for them and their family</p>	<p>Making enclosures- den building with large sticks. Role play camping and create a campfire with sticks. Share a story and a drink in the dens.</p> <p>To talk about significant events for them and their family and talk about changes.</p>
<b>Welly Wednesday</b>	<p>Collect sticks of different shapes and sizes. Stick play, make marks with sticks, make letter shapes with sticks.</p>	<p>‘horse’ riding and galloping (story link). Hobby horses - going on a horse based imagined journey/ magic carpet style.</p>	<p>Collect a stick family. Name them. Why those names? Ordering.</p>	<p>Talk about changes.</p> <p>the weather. Have a daily weather chart. Link this to feelings and experiences (storms/ scared)</p> <p>Make a trail to follow.</p>	
<b>Expressive arts and design</b>	<p>Not a stick song based on twinkle twinkle</p> <p>what can you use your stick for? Various sticks in role play area with pictures of ‘sticks’ being used</p> <p>using claves to tap a rhythm of their name/ others. Counting and stopping. Moments of silence.</p> <p>Experiment with design, form and function.</p> <p>They represent their own ideas in role play, design</p>	<p>Collects sticks from outside. Stick them on to large sheets of paper. Chn to draw, making the stick into something else. Finish the sentence ‘it is not a stick, it is....’</p>  <p>rainsticks</p> <p>Van Gogh paintings at easel (story link)</p> <p>Experiment with design, form and function. They represent their own ideas in role play, design</p>	<p>Create a stick man using a stick; dress it. -mini me stick with photo as a face</p> <p>sensory bin</p>  <p>Experiment with design, form and function. To use a variety of tools They represent their own ideas in role play, design</p>	<p>Create a family tree with finger prints on a tree shape. Name each finger print with a family member.</p> <p>Andy Goldsworthy pictures</p> <p>Mixing black and white to crate shades. Storm skies.....pathways of shade? Dark and light.</p> <p>To use a variety of tools They represent their own ideas in role play, design</p> <p>Experiment with design, form and function.</p> <p>Sheds and homes</p>	 <p>Nature Necklace LITTLE KIDS CAN MAKE teaching2and3yearolds.com</p>   <p>Experiment with design, form and function.</p> <p>To use a variety of tools</p> <p>They represent their own ideas in role play, design</p>





<b>PE - Indoor</b>		Moving in a high way and explore making high shapes.	Moving in a low way and explore making low shapes.	Exploring how to move safely using apparatus.	To explore movements and shapes in high and low ways on the apparatus.	To explore movements and shapes in high, low, over and under ways on the apparatus.	To explore movements and shapes in high, low, over and under ways on the apparatus. Children will self select where to work, exploring what movements and shapes to make and starting to identify features of other pupils work when questioned.
<b>PE - Outdoor</b>		The focus of learning is to explore walking.  Pupils will explore walking using different body parts in different directions, at different levels and at different speeds.	The focus of learning is for pupils to begin to walk efficiently.  Pupils will explore how we walk using our head, arms and feet, applying an effective walking technique.	The focus of learning is to explore walking in different pathways and to explore relationships with others.  Pupils will develop walking at different levels and at different speeds.	The focus of learning is to experience sustained walking following a route and instructions.	The focus of learning is to apply pupils' learning about walking developing into marching.	The focus of learning is for pupils to apply their understanding of walking, applying it into a game.



	Week 3 W.B	Week 4 W.B	Week 5 W.B	Week 6 W.B	Week 7 W.B	Week 8 W.B
<b>Workshop</b>	Lots of different sizes and shapes of sticks for the children to investigate.	Paint sticks	Wind thread around sticks to make own wand for gross motor skill activities	make a shelter for particular animal  create a ladder for a character to climb - art straws of varying lengths  create a puppet (face provided)	collage; combine resources onto their picture. Stick to be an integral part of the picture.  make your own instrument - drumk	
<b>Sand/Water Play</b>	Sticks in sand- large mark making	Water-making boats- which sticks float? Can you fasten sticks together to make a bigger boat?	<b>Sand- make a flag with a stick to go on your sand castle</b>	capacity. Count how many. Making mounds and digging tunnels	fishing - numbers, letters, key words, names, shapes	
<b>Tough Tray</b>	Lots of sticks- natural and man made  Lots of materials in trays to mark make- flour/glitter/mud/salt/sand/	Sticks/leaves and other signs of autumn  - Add magnifying glass	Mini me stick people and forest scene- sticks/grass/stones etc	Magnets- materials to test including natural materials  autumn creatures and nature.  wood not wood sorting	musical instruments with various beaters. Changing the sound. Fabrics to cover – felt, plastic, bubble wrap.	
<b>Fiddle fingers</b>	Branch stuck in play dough- fasten or hang things to it  Threading with various size beads	Small natural object art- pick up with tweezers	Stick mobiles- link with rubber bands/pipe cleaners	threading the story onto a string in sequence  hammer pins small brushes/ ear buds to uncover treasure in the sand/ etc		



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<b>Writing area</b>	<p><b>Name cards</b> Sticks in paint to write name</p> <p><b>Lots of materials in trays to mark make</b></p>	<p>Pencil control sheets- laminated</p> <p>Rainbow letters of phonics as taught</p>	<p>Read it- say it- write it frames with cvc pictures- initial sound for laps</p>	<p>Cvc picture writing frames</p> <p>signs for your bedroom/ secret place</p> <p>writing in the dark - secret messages in the badgers set</p>	<p>writing in sand, flour, wet corn flour like Stanley - name writing</p>
<b>construction</b>	<p><b>Lolly pop stick shapes</b></p> <p>Build with sticks. Sticks and play dough to build</p>			 <p>bridges</p> <p>carrying and moving objects - wheels, rollers, handles; pulleys</p> <p>enclosure dived into smaller rooms/ sections.</p>	 <p><b>STEM Challenge: Marbles, Craft Sticks, and Cardboard Boxes</b></p> <p><b>Use large sticks to den build outside.</b></p>