



<u>Foundation stage 2</u>	6/1/20 13/1/20 Big Bear Little Bear	20/1/20 27/1/20 (Chinese New Year) Penguin Small	3/2/20 10/2/20 Giraffe's Can't Dance Info about animals in the jungle (ppt)
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Stocksbridge Nursery Infant School F.S. Medium Term Grid

Theme Title: Extreme Environments Term Spring 1

SPARKLING STARTER... PROVOCATION	Receive a letter- find the polar bears outside. Match numbers 1-10	Penguin Small	Plan a jungle dance- invitations, decorations, a dance, playing music etc Perform to Alpine Lodge
Question	How do you look after a polar bear? What does it eat? Look like? Live?	What would happen if a polar bear went into the jungle?	Can you think of a situation in school where people don't like each other because of their differences? Can you think of a situation in the world where people don't like each other because of their differences? How do the other animals feel about Gerald not being able to dance? How does Gerald feel about not being able to dance? How have the other animals made Gerald feel?
UW- The World Comment and ask questions about aspects of their familiar world and beyond Talk about why things happen and how things works Similarities, differences and change Talk about the features of their own environment and how environments may vary	GEOGRAPHY Use a globe to look at Earth. Discuss the top and bottom being referred to as the North and South. Use the word compass Stick compass directions up in the classroom and refer to them as opportunities arise. Look at Google Earth, head North to the Arctic. What does the Arctic look like? Does it look different to Sheffield? Birds eye views- looking down on models- take photos from the top to show what a plan/map looks like. Encourage chn to photograph own models to create plans compass app on ipad digimaps online resource.	What is a map? A drawing of a special/ place. What places are special to you? Draw a map / picture of your special place. Draw a map of the classroom. Draw a map of the playground. Make maps using pictures or construction blocks with photos- this could be of a park, the classroom, school What does a map show- look at different maps. Discuss lines and colours and symbols. Look at a map of Stocksbridge. Where do they think school is? What can you see? Why can't you see any windows or doors?	RETRIEVAL QUIZ The author wrote 'Giraffes Can't Dance' after a trip to Kenya. Can you find Kenya on a map / globe? How is it similar / different to where you live? Think about the different animals in the story. What do the animals have in common? Live in the jungle.
	RE Good Samaritan Acts of kindness. What are they? Who can be kind? How can this be done? Who can you be kind too. Spotting it when it happens. Kindness diary.	RE Making a sacrifice for others. <i>I can tell you what making a sacrifice means.</i> <i>I can tell you why it's important to think of others, before yourself.</i> <i>I can say how the story can help me in my own life.</i> PPT story - Be My Guest Penguin small sacrificed himself to save the snowman. Tidy up even if you haven't made the mess. Chinese New Year	RE Understand that we all have different beliefs. Looking for similarities. PPT provided to discuss. Looking at artifacts and religious items/ objects. Treat them with respect. What do you do with your all of your family together?
New vocab supported by Word Aware	direction compass west left right east forwards north backwards south Local area, map, special place, Feature, man-made, natural, church, shop, woods shopping centre	Hot, dry, Cold, exposed, Extreme environment, habitat, animals, ice, freezing, frozen, solid, floating, sinking, melting, food chain, difference, warm, heating, dark, wet, toxic	Munching: chew or eat in a noisy way Clumsy: moving in awkward ways, falling, bumping into things Clearing: an opening in the trees that allow you to see the sky Hooves: hard covering on animal feet Shuffling: sliding your feet on the ground without lifting up your foot completely Rooted to the spot: can't move



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<p>Communication and language</p>	<p>Developing story telling. Group storytelling, individual storytelling and class story telling</p> <p>Use helicopter stories- stage. Chn to begin telling their own stories with an adult scribing for them. Act out the stories as a class.</p> <p>As chn are familiar with the process encourage stories that include given details e.g the weather, animals</p>	<p>Use helicopter stories- individual about a theme.</p>	<p>Retell a specific part of the story with help from the children, 'what happened when Gerald tried to dance?</p> <p>Ask children to do a freeze frame of the scene in groups. Go around and ask children how they felt in that situation. 'you are looking sad, why is that?' · Ask the children in talk partners to discuss what would happen if they met Gerald, what would they want to say to him or ask him?. Getting into character.</p> <p>Have a child be 'Gerald' in hot seating, give the child in the seat the giraffe mask. (prepare before the lesson). · the children ask the individual questions and they have to answer as if they were Gerald. Swap around different learners and different characters.</p> <p>The lion - how did you feel when you saw Gerald dance? Did you feel jealous?</p> <p>The cricket - How did you know Gerald would like dancing after he found music he liked? And scaffold productive questioning.</p>
<p>Physical</p> <p>Chn can dance and express themselves to music</p>	<p>Dance moves Animals: farmyard, jungle and arctic</p>	<p>Dance moves Animals: farmyard, jungle and arctic</p>	<p>Dance moves Animals: farmyard, jungle and arctic</p>
<p>Personal, social and emotional</p> <p>Dreams and Goals</p>	<p>WALT - I understand that if I persevere, I can tackle challenges. SC – stay motivated when doing something challenging. Link to REFLECTED</p> <p>ASSEMBLY PLAN.</p> <p>Look at pictures of children who are proud. Name it. Why do you think?? Jigsaw resource.</p> <p>What is your dream? What would you like to do? Blow up your dream balloon.</p> <p>Session plan page 4 Dreams and Goals.</p> <p>Learn poem over 2 wks – learning to learn – page 6</p> <p>week2</p> <p>keep trying even when its difficult what have you found tricky to learn to do (ride a bike). How did you learn to do it? Practise try a different way, ask a friend for help, take a break and then try again.</p>	<p>week 3</p> <p>work well with a partner or in a group setting your own goal.</p> <p>What might happen if I don't try? DISPLAY GOALS</p> <p>Hand prints. Paintings of them doing their goal.</p> <p>week 4 - have a positive attitude</p> <p>Introduce calm me scripts - script 1. Jigsaw resource.</p> <p>2 teddies 1 is busy and the other is chuntering about the activity (negative). Teddy 2 is putting itself down I can't. ect.</p> <p>How did that make you feel hearing the teddy talk</p>	<p>week5 - help others to achieve their goals</p> <p>My name is a... and I'm good at....</p> <p>making links between what we learn now and how that might help in a job.</p> <p>Calm script 2</p> <p>rocket to the future.</p> <p>Act out a job - cards in a box. Guess the job. What might we need to do to learn that job?</p> <p>week 6</p> <p>working hard to achieve my goal</p> <p>Award ceremony I can say how I feel when I achieve or improve towards my goal.</p>



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resources: - Love monster Don't worry hugless Douglas The hare and the tortoise The jungle run We're going on a bear hunt Frozen - clip trolls - clip		like that? What could teddy 2 do to help itself? Will it help to keep going as it is? How can it make it better? Teddy 1 replays the activity and teddy says unkind things to teddy 2. How did that make you feel hearing it? What could we suggest to make it better? Power of negative words. List what can be done to change it. Importance of saying something nice to self/others to encourage. Practise.	CALM ME SCRIPT 3. Discuss gaols and who has improved/ got there. Small steps are important. Kept on trying is important ad should be praised too! Design a well-done footprint to add to DISPLAY on their learning journey.
SMSC	Prince Harry exploring the North Pole. Arctic Heroes (Afghanistan injured soldiers) https://www.youtube.com/watch?v=Sj3ykpoilHM (27 minutes) Who is the Prince? What are soldiers? Being kind - links to RE planning (see separate SOW)	Chinese New Year. Year of the rat. https://www.youtube.com/watch?v=1cRMRp9-Z08 preparing for CNY https://www.youtube.com/watch?v=c8ssHXZ9_qU the story of the Chinese zodiac animals https://www.youtube.com/watch?v=m-MS2Vd8qVM Dragon dancing https://www.youtube.com/watch?v=n-0DJzxUdTE dragon dance music https://www.youtube.com/watch?v=NQ_Rhw6RUxw	Massai tribe African music
Reading Introduce key words. Recap known key words and play key word games Practise blending and key words to read simple sentences Phonics: recap week one and two. Work on key words. 4 sounds per week	Main text: Little Bear Big Bear- learn the story by using a story map and adding actions. Make a simplified version to retell. Understand the story by sequencing and ordering. Why did Little bear not want to grow up? What changes as you get older? Visualise- take sections from the story and read. Chn to draw the pictures to match the words. Book for Key words and picture clues (linked to writing): That's Not my Polar Bear That's not my Polar Bear book.....use as a writing stimulus. Point at words, read simple sentences. Use picture clues. Extend vocabulary of descriptive words of how things can feel (rough, sticky, fluffy etc). Begin a word wall. <u>Week 2</u> Books for simple facts: Who's that Arctic Animals. Match facts to pictures- kagan opportunities Create own clues to describe arctic animals	https://www.youtube.com/watch?v=O8qilxaBR20 penguin clip Polar bear polar bear or Brown bear brown bear what do you see? rhythm in words - poetry Repetition and structure of sentences Prediction of descriptive language and nouns for animals. Penguin Small https://www.youtube.com/watch?v=4hq7DZ7PSQU	Tell the class that you will leave out some of the rhyming words as you reread the book. Ask them to fill in the missing rhyming words. Reread the story and have the class make a list of all of the rhyming word sets. After reading each page ask the children to identify the two words that rhyme. Record each set on chart paper. Review all of the rhyming words, then invite the class to think of more rhyming words to add to their list. Invite the children to think of one more rhyming verse for each page using the new rhymes from their list. Offer assistance if needed. https://www.youtube.com/watch?v=bNYXweQ81vl giraffe clip How many words rhyme with giraffe? Create another word list with the class. Can they compose a rhyme using their words? Provide the children with drawing materials to create a picture to illustrate their rhyme. <u>Comprehension questions:</u> 1. Describe what happened when Gerald tried to dance? His knees buckled and he fell on his head. Why did he have those problems? Crooked knees and thin legs - that's the way giraffes are built. 2. Why did he want to dance? All the other animals were dancing at the yearly Jungle Dance. He wanted to join in and be part of the group. 3. How did Gerald feel when he first arrived at the dance? Why did he feel that way? He felt sad because he knew he couldn't dance as well as the other animals. 4. When have you felt like Gerald - wanting to do something that EVERYONE else could do and you weren't very good at it? Answers will vary - allow for discussion to develop empathy and connection to Gerald's feelings. Remind students that when they do their best it might not be the same as someone else's best. It doesn't matter if you do YOUR best! 5. The other animals were unkind when it was Gerald's turn to dance. Describe what they did and said that was unkind.



			Lions roared when they saw him coming, animals sneered, called him clumsy, said he couldn't dance, called him a fool, said he was weird. 6. How did it make Gerald feel when they were unkind to him? He lost confidence, agreed with their thoughts and words, and accepted their words as truth. Discuss in depth, encouraging students to not believe it when someone says something unkind about them. Just because an unkind person says it doesn't make it truth. 7. Cricket treated Gerald very differently from the other animals. What did he do and say to be kind to Gerald? Recognized difference as not being wrong or bad - just different. Encouraged Gerald to dance his own way to different music. 8. How did the kind, encouraging words change how Gerald felt? He danced without falling smile on his face, did moves he never did before, felt wonderful. Cried with joy, "I am dancing!" 9. How did the other animals respond to the dancing Gerald? Watched in amazement, surprised at first and then celebrated with him. They complimented him with kindness - He's the best dancer we've ever seen. They tossed flowers to him to say he was a great dancer. 10. How was Gerald kind and encouraging to the animals when they asked him how he learned to dance like that? He could have been unkind and just said he was better than them but instead he encouraged them by saying We ALL can dance when we find music that we love.			
Writing •The child uses phonic knowledge (sounds) to write words in ways that match their spoken sounds. •The child writes labels, captions and simple sentences that can be read by themselves and others.	Guided writing That's not my Polar Bear book..... Point at words, Model simple sentences Make a simple book using the same structure That's not my...it's too....	Illustrate book and include textures to match sentence writing Applying phonics- segment cvc cvvc ccvc digraphs	poetry? Innovate the brown bear text -penguin penguinwhat do you see? I see a long neck looking at me; I see a stripy looking at me. How would the snowman describe the jungle animal? Create a class book on penguin shaped paper.		Invitation to Jungle dance	Make a simple zig zag book - captions and/or labels about animals found in the jungle. E.g. A giraffe has a long neck. A cheetah runs fast.
Maths led by White rose scheme	Introducing 0 in context of addition 5+0=5 The number remains constant. Remember the last count Number bonds to 5 part part whole Extension 1 +? =5 find the missing number	Revision to counting to 10 Comparing sets to 10- more and less	Number bonds to ten Joining two amounts from two groups the same (all shells) Joining two amounts from two groups that are different (shells and pebbles) Part Part whole representation Number bond to 10 songs - youtube Stealing game - from 10. Whoever has 10 is the winner. Start with 10 in the middle and then steal. Using a 10 frame. How many have you got? How many do you need.		Ten frame combining two groups to make 10 Objects, numicon, pictures Arrays of ten	Spatial awareness positional language. Bebots Shelves North south east west Left right Clockwise and anti-clockwise
Maths M&O	Counting to 10- revision Non moveable objects and objects not in rows	Flashing numbers with fingers Number fans to 10	Counting out a set of ten objects the same Counting out a set of 10	Find your partner to make various numbers to 10.	Number hunt recognising numbers to 10	Positional games North, south, east and west. Port and starboard.



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			with different objects	Human dominoes Flipper flappers		Being a robot
Welly Wednesday	science hot and cold objects. How can we change their temperature.	Use a map of our school grounds to find different points- animals found where it is cold. (simple orienteering)	looking after the environment. Litter picking. Looking for items that use electricity.	WALT- To find out if we could have ice in a hot habitat?	Sculpture Big art.	Tick list. Properties to materials to look for.
Science	WALT- To understand the difference between hot and cold materials. To understand these climates are where some humans and animals live.	WALT- To understand how animals live in these climates? How have they adapted?	WALT- What is a habitat?	Salt, indoors, outside, under leaves etc.	WALT- To look at what would happen if we didn't look after our environments.	WALT <i>Recap due to evaluation by staff</i> Naming properties of materials.
Expressive arts and design	Sharing their ideas through story, music and materials. fork paintings - glue and paint for added thickness to create texture. Collage art animals. Dance like a polar bear - imoves PE sessions. Choosing instruments to symbolise part of a story. How will you play it - fast of slow? How does a polar move?		paintings of myself doing my goal. learning to sing in different styles - lullaby, rap, - charanga session plans. role play - re enact stories. Choose fabrics to dress in to depict characters.		Plan a dance that Gerald might be able to do. Could you rehearse and perform it to an audience? Compose a song that might be played at the Jungle Dance - take a tune they know and adapt.. Make decorations to go on display for the jungle dance.	
Art						
Metacognition <i>(session plans in curriculum: extreme environments)</i>	'Help' what do you do when you are stuck? Session 1	'Help'- stuck Session 2	'Ooops' what to do when things go wrong Session 3	'Ooops' Beautiful oops Session 4	'I'm not very good at that' what to do when you find something hard. Session 5	'The Dot' I'm not very good at that Session 6
Music - Charanga listen explore create	We are family Sister Sledge – music to appreciate. What was the song about? Ask them about their feelings. Did the music make you feel? Who is in your family? What instruments? Voices? Male or female ? Wind The Bobbin Up, Can you wind the bobbin up in time to the music? Use any actions or themes from the nursery rhymes Pitch Activities ● A car, tractor, motorbike engine - can you make these sounds? low or high? ● Imitate the sound of an engine ● Hold a pretend elastic band in your hand and stretch it very slowly - follow the stretching with your voice. ● Animal sounds - a bee buzzing, an elephant trumpeting, a cat meowing etc... the children will think of lots more Instrument – 1 chime bar each. 'If you're happy and you know it play your glock' Share and perform – watch each other and feedback. Did they know the words? Could you hear them? Did they keep to the beat? <u>week 2</u> Thula Baba – African lullaby. Reflect as week 1 on feeling. Instruments +voices. Pulse + rhythm + pitch games – Rock abye baby. Use an instrument and body action. Perform + feedback. Consider performance techniques with body stance and facial expression. If you're happy and you know it paly your glock.		<u>week 3</u> Music appreciation - ABC by The Jackson 5 Pulse + rhythm + pitch games – 5 Little Monkeys Pulse and rhythm with 1chime bar/ unpitched instrument. RAP style If you're happy and you know it play your glock. Performa and feedback. <u>Week 4</u> Music appreciation - My Mum is amazing featuring Zain Bhika Pulse + rhythm + pitch games – Twinkle Twinkle little star Pulse and rhythm with 1chime bar/ unpitched instrument - Head shoulders k'knees and Toes 2 CHIME BARS NOW – C,D If you're happy and you know it play your glock. Performa and feedback. Head Shoulders knees and Toes – RAP style		Music appreciation - Conga by Miami Sound machine (my favourite folks!!!) Pulse + rhythm + pitch games – Twinkle Twinkle little star Pulse and rhythm with 1chime bar/ unpitched instrument - Head shoulders k'knees and Toes 2 CHIME BARS NOW – G A If you're happy and you know it play your glock. Performa and feedback. Head Shoulders knees and Toes – RAP style + 1 Twinkle Twinkle for opposite set of performance techniques. <u>week 6</u> Musical appreciation - Horn concerto No 4 by Mozart. Tell them this is classical music. Note lack of words. Pulse and rhythm with 1chime bar/ unpitched instrument - You choose a rhyme If you're happy and you know it play your glock. Performa favourites and feedback.	
Fabulous Finish	polar bear story book		Class penguin book.		Have a jungle dance and invite chn to dress up as an animal. Perform to an audience - old peoples home	



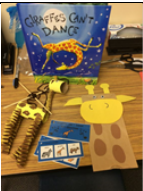
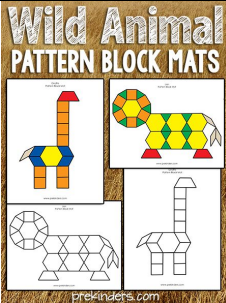
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Communication with home	phonics event for targeted parents.	phonics event for targeted parents. Costumes/masks for jungle dance Stay and play - maths counting. Pack of activities.	Invite parents to come and watch dance.
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Foundation Stage 2		6/1/20 13/1/20	20/1/20 27/1/20	3/2/20 10/2/20
PE - Indoor		Imovesdance- animals- arctic, jungle, learn the individual moves of the characters. Practise the sections in relation to music. Put sequences together to create a dance. Practice. Perform and feed- back. Perform again to make improvements. Using level, space in the room, range of body action. Develop balance and spatial awareness.		
PE - Outdoor		Val Sabin- hoops and quoits (session plans on workspace) Ways and possibilities of using them. Keeping others safe. Balancing a hoop for rolling and skipping. Rolling. Chasing. Feet apart. Shift weight of your feet to be ready to move. Aim at the target. How hard did I throw it and adapt next time. Am I getting closer? Challenging myself so I improve. Rules for games - pairs, 4's. make your own rules. Importance of sticking to rules. Can I score?		

Other text / Story / reading (Children listen to a story every day)	Love Monster Frozen and Trolls clips (PSHE planning). Don't worry Hugless Douglas The hare and the tortoise The jungle run We're going on a bear hunt	Jungle Run Cheeky Chimp Monkey with the bright Blue Bottom Rumble In The Jungle Dear Zoo Handa's Surprise	2 left feet. Something Else. Wilf and Wilber
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Workshop make and do painting	Explorers set- binoculars, map, magnifier glass- what does an explorer need?	make a medal for a child -affirmations Dragon boxes - then dance with them. lanterns	Junk model animals Painting patterns on animals- snakes, giraffes, tiger, zebra Make decorations for the jungle dance- lanterns
Sand/Water Play	Water- white lego Fake snow Shredded white paper- polar animals Ice	Cleaning and washing up in water - warm water!	Sand and plants with jungle animals
Tough Tray	Wooden bricks with landmarks of Stocksbridge make a map with roads and vehicles	Chinese line writing with black paint and sticks	Sand jungle animals.
Fiddle fingers	Ice cubes to paint with. White and blue lego Cutting circles to make paw prints Shoe laces and buttons.	Chopsticks and pom poms Cutting out spiral dragons - use paper plate and decorate with red and gold. Chopping food (rice noodles)	 concertina monkey arms/ giraffe legs.
Writing area	Paper paw prints different sizes blue pens	write a certificate/ card - affirmations penguin poems. Fortune cookies.	Create banners and invitations advertising out jungle dance
Maths area	Plates and counters pebbles, shells	Chinese numbers Small boxes of bowls, focus number - counting	Measure things- what is taller or shorter than a giraffe?
Construction	Make an ice world	Maps - pictures of Chinese landscapes.	 Possibly a large scale giraffe



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small world	Polar bears- links to water and construction-ice.	Continue with blocks and maps	Jungle animals and scene
technology games, wipe board, ipad, sequencing, use of technology in role play (phones micro-wave) camera	IWB games Catch them being good- Children spot others to take photos of with a link to PHSE	Use Class set of ipads with chatterpix Take a photo of an animal and make it speak	Word process their name. 2simple Make a collection (paper based pictures) of items that move when you press a button -technology - computer.
role play just 2 section next time!	Cardboard igloo- hobbeycraft	Chinese kitchen Food and chop sticks. Small bowls Take away menus.	Safari- palm trees, animals, jeep, binoculars
outdoor provocations TA focus.	Links to maths to be recorded on 2 simple by the person taking the photograph. Mini obstacle courses to challenge.	Making houses and landscapes - focus activity Loose parts. Pictures of Chinese houses ad landscapes. Dragons. Class 6 - dragon music and dragon dancing - fabric and hoops.	Bike scheme - small yard Class 6 - theatre jungle animal finger puppets Making up stories. Listening and responding. Helicopter stories - one child tells a story and they act it out with their friends. Write it down.