



Other possibilities

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Foundation stage 2	Week 1 - 2 4.11.19 -15.11.19 Supertato	Week 3-4 18.11.19 - 29.11.19 People who help us Non-fiction books Police Fire	Week 5,6 and 7 2.12.19-20.12.19 Paramedics/doctors/nurses/mid wives
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Stocksbridge Nursery Infant School F.S. Medium Term Grid Theme Title: Who is your super hero? Term Autumn 2

<p>SPARKLING STARTER... PROVOCATION</p>	<p>Stick vegetables with eyes to the walls in the classroom and show chn an fxguru news report</p>	<p>Letter to class telling them that they can find treasure (biscuits and a drink) The class read a clue to take them to the next one. Time table for classes to access.</p> <p>police visit- change below to say police</p>		<p>Specialst nurse to talk with children about her job</p>	
<p>Question</p>	<p>Who has done this? Why? What? When? Where?</p>	<p>Who uses clues as part of their job? Can you think about someone who has helped you today/this week? How many people help you in one day? Why do we need people to help us? How does a fire fighter/doctor/vet ... help us? What might a fire fighter/doctor/vet ... need to use to help us? Does a fire fighter/doctor/vet ... need a vehicle to help them? What vehicles might they need to help?</p>		<p>What do you do? How do you help people? What do you do if there is an emergency?</p>	
		<p>What do you think a firefighter does? What does a firefighter wear? Do you think a firefighter must be able to listen well? Do you think a firefighter must stick to the rules? Which rules do you think they must follow? Why do you think it's important for a firefighter to stick to the rules? What do you think might happen if a firefighter broke the rules?</p>			
<p>UW Enjoy joining in with customs and traditions. Talk about plants Talk about changes in food. Use technology for purpose.</p>	<p>Talk about meal time at home. Visit to Co-op/ spa/ lidl Make stew – make a list. Go to the shop. Come back and make it. Mash peas News report with FX guru on the Ipad Questionnaire to go home. Photos from home. Beebots to link to maths and literacy – numbers and letters.</p>	<p>Find out what to do when there is an emergency? Phone 999 or 112/sounding alarms/moving to safety etc Knowing our address- why do we need to know this? Who should you tell and NOT. Have you ever had to use the emergency services? Using a phone - can they type a phone number?</p>		<p>Have you ever been in hospital? Face book instagram - keeping in touch with family Spreading germs- passing a glitter handshake. Use camera to create poster explain hwo germs are spread. How can we tell children Dangers in the home and out and about. Spotting danger. What can we do to stay safe?</p>	
<p>New vocab supported by Word Aware</p>	<p>Vegetable words Broccoli swede turnip sweet potato parsnip Hero super</p>	<p>Hero words Emergency Officer Caretaker Librarian care fix deliver brave</p>	<p>Hero moving on words Paramedic Secretary Manager</p>	<p>PSHE words Astonished Worried Excited Surprised</p>	<p>Moving on PSHE words perplexed crazed bemused</p>



Stocksbridge Nursery Infant School F.S. Medium Term Grid

Theme Title: Who is your super hero? Term Autumn 2

		Vet Driver Dentist Job firefighter	helpful kind	service detect direct responsible	Embarrassed Confused nervous	
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<p>Communication and language</p> <p>Uses language to imagine and recreate roles and experiences in play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Model news report on FX Guru Being detectives to find out what happened Being newspaper reporters - report on what they have found</p>	<p>Link to role play</p> <p>Home - calling for help Call centre with emergency services at it - Hose pipe, mobile, contact form etc</p> <p>Talking about ow experience if not form stories Utube clips - What's Your emergency? visitor</p>	<p>Vets hospitals doctors kit LOTS OF ADULT MODELLING</p>
<p>Physical</p> <p>Uses simple tools to effect changes to materials Handle tools safely with increasingly control.</p> <p>I can draw lines and circles in the air, paper, balancing well and using whole arm and body.</p>	<p>Mashing peas and potatoes</p> <p>Cutting vegetables</p> <p>Looking at vegetables raw and cooked</p> <p>Using a knife and fork. Sitting on a chair safely with a straight back - BBC - bum on back of a chair.</p> <p>Draw plants</p>	<p>Knife and fork activities</p> <p>Drawings of people - body parts</p>	<p>large nuts and bolts</p> <p>Stapling paper together.</p> <p>Scissors for xmas cards.</p>
<p>Personal, social and emotional</p>	<p>BEING A FRIEND What do friends do. Do friends ever fall out? How can we fix it? Learning to share and wait - lots of game playing. Managing sharing in class - ideas for negotiating</p> <p>Anti-bullying week - WHAT DOES BULLYING MEAN. How can we stop it. Spotting when it's happening Making a friendship promise</p>	<ul style="list-style-type: none"> Ask the children why it's important to follow the rules. Give the children an example to discuss in pairs. 'A child runs around the classroom and falls over'. Ask the children - what rule did the child break? Why was it important for the child to follow this rule? Could this accident have been avoided if they had stuck to the rule? Next, talk about people who help us. Explain that the people who do these jobs e.g. firefighters, police officers, postal 	<p>Keeping safe - following rules and listening to adults. Why should I?</p> <p>Impact of my behaviour on others. How can I keep people safe.</p> <p>Performing in front of others. Using a strong voice to be heard. Being confident to speak in front of others</p>



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			workers, doctors and nurses, have to follow rules in order to do their job successfully.		
			What rules do fire fighters have to follow?		
<p>Reading</p> <p>I can identify sounds in words sounds.</p> <p>I can link sounds to letters in alphabet.</p> <p>I can segment and blend simple words knowledge of sounds (with support)</p>	<p>Use Supertato book</p> <p>Talk about features of the book including the word fiction, title, author, illustrator, spine, blurb</p> <p>Walk through the book and pull out any tricky words or new vocabulary and discuss their meanings.</p> <p>Characters- describe. How are they the same or different? Similes for words describing the characters e.g. evil- mean, horrible, unkind</p> <p>Visualise - draw a picture to match part of the text</p> <p>Comprehension</p> <p>Tricky words - set 2 .2</p> <p>Alphablocks- use before ERIC</p>	<p>Phonetically readable notes from the peas/ Supertato. e.g Help! I am stuck I am back! It is in the bag.</p> <p>Power point text. Print and everyone read. Emphasis on point to the words as we read. Which word says x?</p> <p>Kagan partners of known sentences. Good readers paired with the less able. Help each other with fluency</p> <p>Board and track games. Phonics play- bingo ect</p> <p>tricky words - 1 new one per week from here.</p>	<p>What is a non fiction book? How is it different from a fiction book? Compare.</p> <p>Look at the purpose of a contents- find pages of interest to the chn. You can give a photocopy of the page to the chn. Find labels, pictures, captions</p> <p>Look at posters- what are they for? Is there a lot of writing? Why not?</p> <p>Vocabulary linked to police: hand cuffs, baton, Taser, prison,</p> <p>Firestation- fire extinguisher, hose, uniform, protective clothing, ladder, helmet</p>	<p>Reading street signs</p> <p>Key word practise games and power points</p> <p>On going phonic skills</p>	
<p>Writing</p> <p>I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p>	<p>Respond to letters from supertato characters. Write a note and leave it for Evil pea etc</p> <p>Verbal segmenting and</p>	<p>Shopping list; list of toys missing</p> <p>Food shopping list for making veg soup or stew</p>	<p>Letter formation -zig zag</p> <p>Make wanted poster for a police officer</p> <p>Lables</p> <p>Captions</p>	<p>Letter formation - straight with curve letters</p> <p>Who did it? Write a description of the criminal. Draw picture</p>	<p>Letter formation - curve with straight letters</p> <p>Message inside xmas card</p> <p>Pick specific letters that are not yet formed generally within class.</p>



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<p>I can use tools for mark making with control.</p> <p>I can sit on a chair with a straight back and my feet on the floor.</p> <p>I can use some identifiable letters to communicate meaning and uses</p> <p>I can read back my writing.</p> <p>I can segment and blend the sounds in simple words and name sounds.</p>	<p>using writing frames Annotated messages between teacher and child.</p> <p>Letter formation - straight letters- use Interactive wipe board, Flipper flappers, chalk outside, large paper, play dough letters</p> <p>Mindfulness colouring sheets at low level. Twinkl</p> <p>Introduce writing superheroes</p>	<p>Letter formation - curved letters- use Interactive wipe board, Flipper flappers, chalk outside, large paper, play dough letters</p> <p>Mindfulness colouring sheets at low level. Twinkl</p>	<p>Thank you letter for gift linked to treasure hunt.</p>	<p>and label e.g. red top, fat, big nose</p>	<p>Writing up nurses notes in role play.</p>	
<p>Maths led by White rose scheme I can select the correct numeral to represent 1 to 5, then 1 to 10 objects</p> <p>I can find the total number of items in two groups by counting all of them and starting to use 'counting on'.</p> <p>I can count objects to 10 and begin to count beyond 10.</p>	<p>Visit sweetshop with 10 pennies and buy sweets. Links to PSHE Number blocks</p> <p>Counting and matching to the set. Objects, numicon, pictures, numerals. Moving in a line. Counting what's there; counting out. Noting when they are the same and different. Numbers to 5 then 10.</p> <p>1 more – adding and counting all again. Counting on. Knowing the fact.</p>		<p>1 less counting Take away physically to 5 10 Number before on a number line Counting back Know the fact</p> <p>Using numicon, numbers, objects, number line</p> <p>Make a shop in class - Visit sweetshop with 10 pennies and buy sweets. Links to PSHE Number blocks</p> <p>Links to register and timetable</p> <p>Week 3 consolidate 1 more 1 less</p> <p>10 little firefighters number song - tune of 10 green bottles</p>			
<p>Maths M&O</p>	<p>Counting forwards and backwards from various starts. Oral numbers Ordering numbers</p>		<p>Time - yesterday, tomorrow, now, before after Recognise money - coins - 1p 2p 5p 10p</p>			





	Flashing numbers Counting out sets and stopping at the target number. Match numbers to numicon		Count how many coins.	
Welly Wednesday	Nurture detectives website 6- drawing leaves. Talk about what you see 7- Andy Goldsworthy making pictures from natural objects 8- letters from your name with twigs		6 - twig mobiles 7 - bird feeders - ice cream cone, nutty butter, cheerios 8 - natural instruments	
Expressive arts and design Draw a recognisable picture using pencil. Mix powder paint to form a useable consistency Mix secondary colours. Create simple representations of people Represent their ideas in dance and drama	Firework pictures - wax resist. Poppies PE curriculum imoves dance	Christmas cards? Painting veg. Paint with veg - still life, printing.	Stay and play - motor skills. Draw, cut, lego, dough disco and flipper flapper session. 3 pots 1 of each colour - red blue yellow, tissue running between each pot - colour mix. Scenes for real life heroes. Make a people who help us display in class- collaborative and individual pictures	Taking pictures of each other Role play Drawing pictures of bodies - focused art task in art books. Playdough people. Performing in front of others. Using a strong voice to be heard. Being confident to speak in front of others Xmas cards
Music - Charanga listen explore create	Singing phonics Out of the ark Music express Sing up Nativity songs - begin to learn.		Week 4 - Dress rehearsal for nativity Autumn 2	Perform nativity
Communication with home			Letter formation Number formation nativity	Phonics activities Additional phonics workshops.



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Foundation Stage 2							
PE - Indoor		Movesdance - select theme to suit motivations of class. Building a dance. Repletion of learnt dance moves. 3 sections. Demonstrate to peers. Feedback with hint for improvement.					
PE - Outdoor		Ball skills – val sabin Throw and catch. Alone, with partner. Hands ready to catch. Track ball with eyes. Aim throwing hands at target. No jumping feet! Aim at a target of decreasing size. Aim for tennis ball size					
Other text / Story / reading (Children listen to a story every day)	Other Supertato stories Traction man From the year group class basket	Cops and robbers Burglar Bill			Funny bones - full set of author text.		



<p>Workshop make and do painting</p>	 <p>Make your own superhero mask/ cape</p>	<p>Make handcuffs Make a police badge. Make a hat/helmet. Finger prints - like criminals. - use black or blue paint.</p> <p>Make a fire engine - ask for parents to donate any junk modelling.</p>	<p>Make a doctor's bag/kit. Make stethoscopes. X-rays. - black paper/card, white chalk, white paint, cotton buds.</p> <p>Christmas cards, calendars and decorations</p>	
<p>Sand/Water Play</p>	<p>Sand- hide letters in the sand, chn to find the letters to spell words to match pictures. CVC words</p>		<p>Wash babies Soap and water</p>	
<p>Tough Tray</p>	<p>Make a potato head with real veg Printing with veg</p>		<p>recusing the numbers/letters from the fire. (red/yellow strips of paper, tweezers and magnetic numbers/letters)</p>	<p>squirting water at letters/ numbers on cups like a fire officer</p> <p>tough spot filled with flame coloured paper - find letters/ numbers. Add paper clips and use a magnet to find them. Add pictures to match letters/ word to.</p>
<p>Fiddle fingers</p>	<p>mashing peas or potatoes sort the peas from the corn with tweezers</p>	<p>Count the correct number of pom poms and place them on the numicon using the tweezers. Cutting out badges in 2D shapes - twinkle activity</p>	<p>White straws to make skeleton pictures - various lengths.</p>	
<p>Writing area</p>	<p>Write with a carrot Letter formation sheets Note books Shaped paper envelopes</p>	<ul style="list-style-type: none"> • police incident reports • wanted posters 	<p>Snap cards - words and letters. Matching sounds to pictures - twinkle dominoes.</p>	



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<p>Maths area</p>		<ul style="list-style-type: none"> ways of making 9 using 2 colours. police helmets with letters with helmets on. Cars with dots on. Take car to the matching number. Link to 1 less / 1 more. Take the car to the police officer that is 1 more ect. 	<p>Fire officers with letters on helmets (as last week)</p>
<p>Construction</p>	<p>Make a jail or a trap to get Evil Pea</p>	<p>Make a prison/jail for criminals. Create a walkie talkie</p> <p>Make a brick town along lining paper road. →</p>	<p>Building vehicles. Ramps to get from the house faster - split level Make a fire station.</p>
<p>small world</p>	<p>Veg with eyes Mr Potato</p>	<p>Police or fire station (may need to borrow from nursery) Road map Make a brick town along lining paper road. - add road marking and street signs.</p>	<p>Hospital. House with flames coming fom it, fire truck, straw hose pipe.</p>
<p>technology games, wipe board, ipad, sequencing, use of technology in role play (phones micro-wave) camera</p>	<p>Ipad to record each other delivering a new commentary</p>	<p>Use voice recording devices such as sound buttons or talking postcards</p> <p>Bee bots - direct the police officer to the bad guy - positional language.</p>	<p>Sequencing washing hands. Guide the fire officer through the dark to save the cat.</p>
<p>role play</p>		<p>Create a police station</p> <p>Create a fire station</p>	<p>Create a doctor's surgery/hospital/ baby clinic</p>



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<p>outdoor provocations</p>		<p>*Begin by supporting the children to put on the welly boots and waterproof clothing. Explain that they are going to be like firefighters to put out a pretend fire.</p> <p>*Then gather the children into two teams – have the same number of children on each team.</p> <p>*Place all the filled water balloons in a bucket at the beginning of your bucket brigade.</p> <p>*Place an empty “-fire bucket” for each team at the end of the bucket brigade.</p> <p>*Now you can begin your race to put out the (pretend) fire! Place each team of children in a line between the buckets. Have each team pass a balloon to the next person in line.</p> <ul style="list-style-type: none">• The players nearest the “fire bucket” will throw the balloon into the bucket, letting all the water out of the balloon. The team with the most water in their “-fire bucket” wins!	<p>Large box vehicles to get in and drive. String to hold onto shoulders.</p> <p>Water guns/ washing up liquid bottles. Squirt the target with your fire officers hose - letters/numbers/words</p> <p>Sweeping water.</p> <p>Large vehicle shapes on the floor. Create with loose parts.</p> <p>Mud kitchen/ sand potions/ medicine.</p>
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