



Stocksbridge Nursery Infant School F.S. Medium Term Grid Theme Title: Transport. Summer 1 2021

Foundation stage 2	Naughty Bus Mrs Armitage on Wheels	The Journey Lost and Found	The Train Ride The Wright Brothers
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SPARKLING STARTER... PROVOCATION	Introduce Naughty Bus on Monday. Naughty Bus makes a mess in the classroom on Tuesday.			Make a boat- ready to float down the stream. https://www.youtube.com/watch?v=LJT5e-iH85c – no words but music to accompany the pictures		Imaginary train ride- Make your classroom into a train.	
Communication and language	Talk about what has happened -- past tense language - giving reasons why it was right/ not a good choice. Use BECAUSE Naming feelings – zones of regulation Consequences – what could your actions lead to? How can we put it right Speaking and Listening Respond to what others say to you Increase the level of detail for the listener:- What route did you take? What did you pass on the way? Who could get on at each stop? Tell your friend about your route. What other road could you have taken?			To ask a question to find out more:- I wonder questions. What might happen happens if? What is a question. Question words – How..... Question starters. Sailor visitor Friday.		Speak for a larger audience to hear and understand:- Creating role play stories. Take a role. Performance, speaking aloud in front of others. Perform for the mums/ families. rhythm of the train; - https://www.youtube.com/watch?v=26M0NLudcPk https://www.youtube.com/watch?v=-PXgGnKhEdQ Friday zoom performance for families to end the theme	
Vocabulary <u>Gold – ‘Goldilocks’ words – not too hard not to easy; just right.</u> <u>Green – must know</u>	<u>GROUP 1 WORDS</u> happy	<u>astonished</u> <u>worried</u> <u>squabble</u> <u>tease</u> <u>excited</u>	<u>perplexed</u> <u>crazed</u> <u>bemused</u>	<u>GROUP 2 WORDS</u> <u>In</u> <u>above</u> <u>slow</u>	<u>through</u> <u>above</u> <u>Behind</u> <u>Out</u> <u>near</u>	<u>backwards</u> <u>forwards</u>	



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<u>words</u> Purple – challenge (2yrs +) <u>TEACHING SEQUENCE</u> <u>OF NEW VOCAB</u> 1.Show picture of the word 2. Clap the word. 3 say the word to your partner. 4. Sensory experience with the word. 5. Define the word meaning. 6. Relate the word to something they already know. 7.Tell a story using the word 8. gesture (Makaton)/ sign with the word 9. Use a song to re- enforce the word 10. Word and picture go together on the WORD WALL	<u>cross</u> <u>sad</u>	<u>surprised</u> <u>embarrass</u> <u>ed</u> <u>confused</u> <u>nervous</u> <u>CONCEPT</u> = <u>ENOUGH</u> <u>SAME</u>		<u>below</u> <u>Out</u> <u>fast</u> <u>quick</u> <u>Under</u> Top Bottom	below Under between forwards Side next to backwards Behind front Back over Side front near between fast around –through slow <u>CONCEPT –</u> <u>HEAVIER</u> <u>DIFFERENT</u> <u>CORNER</u> NEXT <u>quick</u>	
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Personal, social
and emotional

Relationship

Jigsaw – feeling important. Spring 2 – relationships
identify some jobs I do in my family and how I feel
like I belong.
I know how to make a friend
 Try to solve problems when they occur
Stop myself from feeling lonely.

Jigsaw - Bullying
Help others to feel part of the class
I think of ways to solve problems and stay friends.

I understand the group impact of unkind words.
Show respect in how we treat others

Jigsaw - being the best friend I can be
Know and show what makes a good friend

I use Calm Me time to manage my feelings.
I know ways to be a good relationship friend.



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Zones of regulation	<p>Looking at different types of family. This can be school family Family photos Make a photo frame Activities just for 2. Use of sand timer to wait for a toy you need to share/ your turn. Moving equipment safely</p> <p>resources for this theme chime; calm me script; soft toy; staff photo; lonely child photo.; body puzzle template; puppets; Sparkly box, bin, bag calming music; song words Affirmation cards +ve and -ve.; squirty cream and plate; wall of lining paper; you-tube clip of tantrums - https://www.youtube.com/watch?v=BNEGMDIwJtc</p>		<p>Taking turns games; skittles; walk the plank; tiddly winks Hoop game – say something kind to the</p> <p>clips to use through-out:- My heart feels full of feelings- https://www.youtube.com/watch?v=xIfLgHBwYx4 embarrassed https://www.youtube.com/watch?v=Yr1wc4khkGM</p> <p>sad face to make it turn round happy. Change runny cream into whipped cream – can’t change it back! Drawing faces looking in mirrors</p> <p>Dressing independently</p>		<p>talk about adults using social media and rules/ age limits where appropriate. Allowed to use parent’s phones? Supervised? Use of you- tube supervised at home?</p> <p>Drawing faces in glitter; design a friend; Speech bubble s and photos Good friend bag puppets. Sticky High 5 – say something nice. DISPLAY - Take a photo of your friend Teacher scribe positive affirmations and add to display. Make a friendship bracelet/ necklace/ badge to say thank you. Understand ‘stranger danger ‘principles. Technology link</p> <p>Songs to use through out friends should – Jigsaw file you’ve got a friend in me’. - https://www.youtube.com/watch?v=LKTU4AarZ7A home - https://www.youtube.com/watch?v=MWTGM41ZuCM</p>
Reading	<p>Talk about vocab. What does it mean? Link to experiences. Visualising – draw a picture to go with the text. Emphasise positional language Difference between - Word/letter/sentence Linking words to pictures – context</p>		<p>Vocab (peacefully- bobbed and weaved) descriptive words – adjectives; act them out; say them in that way; clapping syllables Using your voice to ‘move’ with the word. Onomatopoeia</p> <p>Spot key words in text</p>		<p>Group chant – sound like the action of a steam train. Learn part of this performance poem. Read and locate sight vocabulary to add flow to their reading. Children to answer text questions from their reading.</p>
Shared Reading	<p>naughty bus- focus on key words</p>	<p>Mrs Armitage on wheels/ Bear on a bike- repetition of text- linked picture clue- extending vocabulary</p>	<p>. The Journey Predict with book skills Vocabulary and read Demo reading 9voice. Start and finish Visualise Comprehension</p>	<p>Lost and Found Predict with book skills Vocabulary and read Demo reading 9voice. Start and finish Visualise Comprehension</p>	<p>The Train Ride - Aircraft- non-fiction, labelling</p> <p>Predict with book skills Vocabulary and read Demo reading 9voice. Start and finish Visualise Comprehension</p>
Writing	<p>HAP’s- Write a sentence with sounds in order for some longer words; use word spaces. The bus went... The bus.... MAP’s- write a short phrase using sounds in order for cvc words LAP’s- shared write focusing on initials and end sounds. LLAPs – remember heir verbal sentence.</p> <p>Sorry letter</p>		<p>Instructions– Use the time order of :-first, next, finally in their writing. LAP’s - sequence photos and tell in sentences.</p> <p>How to make a boat How to get to the stream.</p>		<p>Learnt story phrases. Story structure – beginning, trouble in the middle, resolving the problem at the end</p> <p>Imaginary journey- Flying carpet- link to role play area- train/bus Helicopter stories</p>



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	Label different vehicles Make a book to write their own 'bus adventure' story.				
Maths	Subtraction – getting off the bus waiting in the queue. Pennies to pay for items in role play Counting back track game Numbers to 20 recognition, ordering. labels in the role play shop. seat numbers for booking numbers for small world cars in parking bays. Numbers for bikes/ scooters in small yard		Problem solving with weight- including numbers- recording their ideas – pictures, numbers, photos, symbols, combination	Shape- 3D - talk about the properties of the shape Barrier games, making them the same. What's in the bag. Guess my shape Yes – no question game. Next half term money. Grow your 10p	
Understanding of the world	Use language of countryside and city. Understand that where they live is part of a city then part of a bigger country. Comparing London with our local countryside. Look at Big Ben, Buckingham Palace etc Link to speaking and listening. Link to IT – planning William Whiskerson intrepid explorer visitis londs https://www.youtube.com/watch?v=MuD AUa0XSHI		Questions- I wonder what happens next? Be interested in the life of others. POSSIBLES Trip to the fire station??? police car fire engine tractor	I wonder questions?	
Welly Wednesday	Look at pictures hidden around meadow/field. Can they decide if its town or c/side	Orienteering We're going on a bus hunt.	Wheels day- bikes, scooter, pram. Safety on bikes.	Going into the woods	Shadows. Light and dark – where is it? How is it made? How can we change it? Finding dark spaces.
Physical	Zips, buttons and poppers Letter formation using vehicles in paint/with markers attached etc.		Making a boat. Handwriting - letter formation to be accurate control over size and orientation; begin to be consistent with size. Use of a single line for children to write above/ on.		Scissors skills – with more accuracy; technique to turn the paper; hold Skipping action with feet; with a large group rope – songs and rhymes; single rope.



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Other text / Story / reading (Children listen to a story every day)	100 level bus PSHE text: - <u>Frank and teddy make friends- Louise Yates</u> <u>George and Martha: the complete story of 2 friends - James Marshall</u> <u>The family book - Todd Parr</u> <u>For every child - Rights of the world - UNICEF</u> <u>Hug - Jez Alborough</u> <u>Who's in the family - Robert Skutch</u> <u>Little Princess - series</u> <u>Thread bear/ velveteen Rabbit</u>		Jacks tractor Mr Magnolia Lost and found Mr Gumpy's motor car <u>Frank and teddy make friends – inventive mouse</u> <u>the bike</u> <u>https://www.bbc.co.uk/iplayer/episode/b07tzryj/do-you-know-series-1-5-bike-chain-and-tennis-ball</u>		To the rescue The runaway train <u>name that emotion – sesame street - https://www.youtube.com/watch?v=ZxfJicfyCdg</u> <u>Bert gets angry</u> <u>https://www.youtube.com/watch?v=zVLCXtG5HZ8</u>	
	PE – Indoor					
PE – Outdoor – Ball skills (feet)	The focus of learning is to explore different ways of using our feet to move with a ball.	Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.	Pupils will develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.	The focus of learning is to teach pupils to understand where to dribble and why.	Pupils will continue to develop dribbling skills and their understanding of dribbling a ball.	The focus of learning is to develop pupils' kicking and dribbling skills during competitions.
EXPRESSIVE						



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Workshop/ creative	Fixing skills- sellotape dispenser, a bit of pva, hole punch, stapler, split pins, treasury tags wheels in paint; journeys; Design a stamp for the royal mail. Whose face is on a stamp? QUEEN	Build London bridge, big Ben, palace	Making a boat	chalk / pastel pictures Crayon with chalk over lay view from the window – famous artists to inspire:- Natalia Goncharova Claude Monet Mac – junkyard artist	
Sand/Water Play	rice	pasta diggers cylinder buildings	Water- floating/ sinking	Water	wet sand – tunnels small world vehicles.
Tough Tray	Naughty bus scene- beans- water-bricks add letters/numbers/ shapes		peas – squash with potato mashers/ sieves/ holed implements ect.		small world village train track
Fiddle fingers	making vehicles with play dough.		Plastercine boats plus dough disco Paper aeroplanes.		Drawing around templates of shapes.
technology	planned journeys Talk about:- screen time and sleep.	bee bot journeys remote control vehicles Talk about:- being healthy and having fun on line	Talk about:- talking about which games to play and what to watch by the age triangle.		Talk about:- Stranger danger.



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Construction	<p>Add local pictures to large wooden bricks to create a local map</p> <p>make road ways for bricks; ramps to increase speed;</p>	<p>Build London bridge, big Ben, palace</p> <p>build your favourite place.</p>	<p>Planes, Aircraft hanger, kites</p>	<p>train village scene – group/ class task lego model of favourite place</p> <p>cogs and wheels match sticks and cotton reel winding toys.</p>
role play	<p>bus bus station travel agent/ Travel information</p> <p>timetables, maps, caps and hats , til, use of class furniture upside down ect</p>		<p>Role play box – items to provoke own stories – feather, torch, magnifying glass, 3 different sized bowls, fabrics (fur, black, blue, green, spots)</p> <p>Alternative uses of furniture.</p>	
Writing area	<p>books templates linked to role play sequencing pictures</p>	<p>Key words, picture writing frames, key word mats, knowledge mats, Envelopes, selection of paper, little booklets, mirrors, magnify glasses. Sentences with objects- phonics games. Traffic light cups.</p>		