



<b>KEY STAGE 1</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	
<b>SPARLING STARTER... PROVOCATION</b>							
<b>SCIENCE Y1</b> AT1 Investigating colour. Colour Investigations – Chromatography	Question- Can you grow a rainbow? Grow a rainbow investigation. To question, investigate and record findings.	Question- Can you change the colour of a flower? Using previous knowledge from the last experiment? To question, investigate and record findings.	Question-Is a black felt tip just the colour black? Chromatography introduction. To question, investigate and record findings	Question- Can you take away a rainbow? To question, investigate and record findings			
<b>SCIENCE Y2</b> AT1 Investigating colour. Colour Investigations – Chromatography	Question- Can you grow a rainbow? Grow a rainbow investigation. To question, investigate and record findings.	Question- Can you change the colour of a flower? Using previous knowledge from the last experiment? To question, investigate and record findings.	Question-Is a black felt tip just the colour black? Chromatography introduction. To question, investigate and record findings	Question- Can you take away a rainbow? To question, investigate and record findings			
<b>Computing Year 1</b>	Computational Thinking + Programming 5 5.1 What is a program? <b>LEARNING OBJECTIVE:</b> I understand that computers are controlled by humans. We program computers to make them do things by giving them instructions	5.1 What is a program?  To know that when instructions (algorithms) are entered into a computer, it is called a program	To follow commands  To explore and control remote control toys.	To make a programmable toy move.	To create a program to move Beebot  To write/draw/represent the algorithm		



<p>Year 2</p>	<p>Computational Thinking + Programming B 5.2 How do I improve my programs? LEARNING OBJECTIVE: I understand that the order of commands in a program is important. Debugging is an important part of improving our programs.</p>	<p>5.2 How do I improve my program?  To know that when instructions (algorithms) are entered into a computer, it is called a program</p>	<p>To debug a program  To plan a program using beebot.</p>	<p>To be efficient in programming</p>			
<p><b>ONLINE SAFETY</b> Social sites and how to stay safe. Year one:</p>	<p>online v. offline friends How do you know who they are? Sharing data? Photographs and privacy. What should I keep private? What to do if I don't feel comfortable or safe?</p>		<p>online strangers How can I tell? What should I keep private? What to do if I don't feel comfortable or safe?</p>		<p>Gaming safely. How long is safe? What are the age limits for?  Recap on line friends and strangers.</p>		
<p>Year two</p>							
<p><b>DESIGN TECHNOLOGY</b></p>	<p>Covid hero stamp competition with Royal Mail <a href="https://www.bbc.co.uk/newsround/56615173">https://www.bbc.co.uk/newsround/56615173</a>  Design a stamp with your Covid hero on it- linked to letter writing</p>						
<p><b>GEOGRAPHY</b></p>							
<p><b>HISTORY</b></p>							



<p><b>ART &amp; DESIGN</b></p>	<p>To explore ideas and produce drawing and colouring from imagination</p>	<p>To create a paper cut-out in the style of Henri Matisse and learn about his work as an artist.</p>	<p>To revise and practise how to mix and apply powder paints successfully.</p>	<p>To create a paper loom and to alternate weaving paper over and under the loom.</p>	<p>To create something bright and beautiful.</p>		
<p><b>MUSIC – CHARANGA – ADAPTED FOR COVID SCHEME</b> (children sing every day) Your login details should have been sent to your email address Listening &amp; appraising Singing Playing instruments Learning about the different dimensions of music: Pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations The adapted for COVID scheme has some musical theory included</p>	<p>Y1 – Your Imagination  Listen and appraise Your Imagination  <b>Replacement – Create your own graphic scores</b>  Y2 – Friendship Song  Listen and appraise Friendship song  <b>Replacement – Friendship Song – Cup Game Verse</b>  <b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm  Flexible Games Track – finding the pulse  Learn the song</p>	<p>Y1 – Your Imagination  Listen and appraise Supercalifragilistic from Mary Poppins  <b>Replacement – Create your own graphic scores</b>  Y2 – Count on Me  Listen and appraise Friendship Song  <b>Replacement – Friendship Song – Cup Game Verse</b>  <b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm  Flexible Games Track – finding the pulse  Learn the song <b>Signed Song</b></p>	<p>Y1 – Your Imagination  Listen and appraise Pure Imagination from ‘Willy Wonka and the Chocolate Factory’ soundtrack  <b>Replacement – Create your own graphic scores</b>  Y2 – We Go Together from ‘Grease’ soundtrack  Listen and appraise Friendship Song  <b>Replacement – Friendship Song – Cup Game Chorus</b>  <b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm</p>	<p>Y1 – Listen and appraise Your Imagination  Listen and appraise Daydream Believer  <b>Replacement – Create your own graphic scores</b>  Y2 – Listen and appraise Give a Little Love  Listen and appraise – Friendship Song  <b>Replacement – Friendship Song – Cup Game Verse and chorus</b>  <b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm  Learn the song <b>Signed Song</b></p>	<p>Y1 – Listen and appraise Your Imagination  Listen and appraise Rainbow Connection from the Muppet Movie  <b>Replacement – Create your own graphic scores</b>  Y2 – Listen and appraise – Friendship Song  Listen and appraise – That’s What Friends are For sung by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John  <b>Replacement – Friendship Song – Cup Game Verse and chorus</b>  <b>BOTH</b> - Warm-up games – moving to</p>	<p>Y1 – Listen and appraise Your Imagination  Listen and appraise A Whole New World from Alladin  <b>Replacement – Create your own graphic scores</b>  Y2 – Listen and appraise – Friendship Song  Listen and appraise – You’ve Got a Friend in Me  <b>Replacement – Friendship Song – Cup Game Verse and chorus</b>  <b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm  Learn the song</p>	



# Stocksbridge Nursery Infant School KS1 Medium Term Grid

Theme Title: All Things Bright and Beautiful Term 1 2 3 4 5 6

	<p><b>Signed Song</b></p> <p>Perform</p>	<p>Play your instruments</p> <p>Perform</p>	<p>Learn the song</p> <p><b>Signed Song</b></p> <p>Improvise</p> <p>Compose</p> <p>Perform</p>	<p>Improvise</p> <p>Compose</p> <p>Perform</p>	<p>the pulse, warming up the voice, clapping a rhythm</p> <p>Learn the song</p> <p><b>Signed Song</b></p> <p>Improvise</p> <p>Play your instrument</p> <p>Compose</p> <p>Perform</p>	<p><b>Signed Song</b></p> <p>Improvise</p> <p>Play your instrument</p> <p>Compose</p> <p>Perform</p>	
--	--	---	--	--	--	--	--

<u>KEY STAGE 1</u>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
--------------------	--------	--------	--------	--------	--------	--------	--------



<b>PE - Indoor Locomotion - Jumping</b>	<b>Y1</b>	<p>The focus of learning is to recap jumping, in different directions, at different speeds and different levels.</p> <p>Pupils will begin to understand the different reasons when, where and why we jump in different ways.</p>	<p>The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently.</p> <p>Pupils will recap how we jump applying the most effective technique using our head, arms and feet.</p>	<p>The focus of learning is to explore how jumping affects our bodies.</p> <p>Pupils will apply their jumping skills during a circuit.</p>	<p>The focus of learning is to explore skipping.</p>	<p>The focus of learning is to apply our understanding of jumping and skipping into a game.</p>	<p>The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament.</p> <p>Pupils will apply their knowledge of jumping into competitions.</p>	
	<b>Y2</b>	<p>The focus of the learning is to consolidate pupils jumping and to apply an effective jumping technique.</p>	<p>The focus of learning is to consolidate pupils knowledge of how, where and why we jump in a game.</p>	<p>The focus of the learning is to apply pupils' knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps.</p>	<p>The focus of the learning is to develop pupils' application of jumping.</p> <p>Pupils will explore jumping using different combinations, jumping for distance and speeds.</p>	<p>The focus of the learning is to develop pupils' application of linking jumps together.</p> <p>Pupils will develop jumping using different combinations, jumping for distance.</p>	<p>The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p> <p>Pupils will apply their knowledge of jumping into competitions.</p>	
<b>PE - Outdoor - Attack v Defence - Games for understanding</b>	<b>Y1</b>	<p>The focus of the learning is to understand the basic principles of attack.</p> <p>Pupils will learn what 'attacking' means and why we attack during a game.</p>	<p>The focus of the learning is to apply simple attacking principles into a game situation.</p>	<p>The focus of the learning is to understand the basic principles of defence.</p> <p>Pupils will learn what 'defending' means and why we defend during a game.</p>	<p>The focus of the learning is to apply simple defending principles into a game situation.</p>	<p>The focus of the learning is to consolidate pupils' knowledge of how, where and why to attack in a game.</p>	<p>The focus of the learning is to consolidate pupils' knowledge of how, where and why to defend in a game.</p>	



				Pupils will understand why we need to prevent the attackers from scoring.				
	Y2	<p>The focus of the learning is to create and understand simple attacking principles, applying them as a team into a game.</p> <p>Pupils will develop their understanding of what 'attacking' means and when and why we attack as a team during a game.</p>	<p>The focus of the learning is to create and understand simple defending principles, applying them as a team into a game.</p> <p>Pupils will develop their understanding of what 'defending' means and when and why we defend as a team during a game.</p>	<p>The focus of the learning is to understand the transition from defence into attack.</p> <p>Pupils will learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game.</p> <p>Pupils will develop their understanding of how their role changes from defence to attack.</p>	<p>The focus of the learning is to create and understand simple attacking tactics applying them as a team into a game.</p> <p>Pupils will refine their understanding of what 'attacking' means and when, where and why we attack as a team during a game.</p>	<p>The focus of the learning is to create and understand simple defending tactics applying them as a team into a game.</p> <p>Pupils will refine their understanding of what 'defending' means and when, where and why we defend as a team during a game.</p>	<p>The focus of the learning is to apply pupils' knowledge and understanding of attacking and defending, into mini games (level 1 competition).</p> <p>Pupils will create simple defending and attacking tactics (continuing to understand the transition from defence to attack) applying them as a team into a game.</p>	
RE Year 1 Stories about Jesus		To explore what we can learn from stories from Jesus, about praying and helping people.	To explore what we can learn from stories from Jesus about praying and helping people.					



<p><b>RE</b> <b>Year 2</b> <b>Islam</b></p>	<p>To find out about the Quran</p>	<p>To find out what a ritual is, and to understand why they are used in religion.</p>	<p>To explain what Salat is and why it is important to Muslims.</p>	<p>To discuss and apply some features of religious rituals.</p>	<p>To understand that people from different religions can all live happily together</p>		
<p><b>RSHE</b> Jigsaw program planning available in resource files.  Relationships</p>	<p>I can identify the members of my family.  I understand that there are lots of different types of family.</p> <p>Home <a href="https://www.youtube.com/watch?v=MWTGM41ZuCM">https://www.youtube.com/watch?v=MWTGM41ZuCM</a></p> <p>Happy families game cards</p> <p>The family book (Todd Parr)</p> <p>And Tango makes 3 <a href="https://www.youtube.com/watch?v=4u0XUCiDE-s">https://www.youtube.com/watch?v=4u0XUCiDE-s</a></p> <p>Who's in the family (Robert Skutch)</p> <p>The Great Big Book Of Families (Mary Hoffman)</p> <p>Hugless Douglas (David Melling)</p> <p>My family Your family <a href="https://www.youtube.com/watch?v=l43BjhJeW1g">https://www.youtube.com/watch?v=l43BjhJeW1g</a></p> <p>Families from around the world - Twinkle power point.</p>	<p>I can identify what a being a good friend means to me.  I make attempts to resolve conflict using problem solving techniques.</p> <p>You've got a friend in me'. <a href="https://www.youtube.com/watch?v=LKTU4AarZ7A">https://www.youtube.com/watch?v=LKTU4AarZ7A</a></p> <p>Good friends cards</p> <p>A Bad Case of the Stripes <a href="https://www.youtube.com/watch?v=KQTmetl7sxc">https://www.youtube.com/watch?v=KQTmetl7sxc</a></p>	<p>I know appropriate ways of physical contact to greet my friends. I know which I prefer.  I help others feel welcome and comfortable in our group.</p> <p>Hedgehog game</p> <p>Good friends cards</p> <p>We Don't Eat Our Classmates <a href="https://www.youtube.com/watch?v=Qwd4bpVeAVA">https://www.youtube.com/watch?v=Qwd4bpVeAVA</a></p> <p>For every child - Rights of the world (UNICEF)</p> <p>Hug (Jez Ahlberg)</p>	<p>I know who can help me in my school community  I show respect in how I treat others.</p> <p>The Good Egg <a href="https://www.youtube.com/watch?v=KQTmetl7sxc">https://www.youtube.com/watch?v=KQTmetl7sxc</a></p> <p>Friends Should song</p> <p>George and Martha: the complete story of 2 friends (James Marshall)</p> <p>Pupil questionnaire - what do you like about our school? Are you happy?</p>	<p>I recognise my personal qualities as a person and as a friend  I can help myself if I am upset.  I help others when they are upset.</p> <p>Good friends cards</p> <p>The Great Eggsacpe <a href="https://www.youtube.com/watch?v=yoZU5QDDKsg">https://www.youtube.com/watch?v=yoZU5QDDKsg</a></p> <p>Frank and teddy make friends (Louise Yates)</p> <p>Don't tell lies Lucy (P.Roxbee-Cox)</p>	<p>I can tell you why I appreciate someone who is special to me.  I demonstrate friendship towards others.</p> <p>Good friends cards</p> <p>Toy Story The Incredibles</p> <p>PCSO visit. ?? Feeling safe within the local community.</p>	
<p><b>Zones of Regulation</b></p>	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>	<p>Lesson 6</p>	
<p><b>METACOGNITION</b></p>	<p>In this lesson the</p>	<p>In this lesson the</p>	<p>In this lesson the</p>	<p>In this lesson the</p>	<p>In this lesson the</p>	<p>In this lesson the</p>	<p>In this lesson the</p>



<p><b>Term 2 successful learners</b>          Here are the details.  <a href="http://www.reflectedlearning.org.uk">www.reflectedlearning.org.uk</a>          Username: reflusr          Passowrd: l3arns0m3!</p> <p><b>Year 1</b></p>	<p>children will be developing their understanding of what a growth mindset is</p>	<p>children will learn structures that will organise and enhance the metacognitive talk in their classroom</p>	<p>children will learn structures that will organise and enhance the metacognitive talk in their classroom</p>	<p>children will be learning to choose a side and how to explain an answer in a fun and relaxed environment</p>	<p>children will plan a task, activity or experiment in detail</p>	<p>children will complete a task, activity or experiment and assess their performance so far</p>	<p>children will appraise the effectiveness of their plan and its implementation</p>
<p><b>METACOGNITION</b>  <b>Year 2</b></p>	<p>In this lesson the children will be developing their knowledge of what a growth mindset is</p>	<p>In this lesson the children will learn structures that will organise and enhance the metacognitive talk in their classroom</p>	<p>In this lesson the children will learn structures that will organise and enhance the metacognitive talk in their classroom</p>	<p>In this lesson the children will be learning how to justify an argument</p>	<p>n this lesson the children will plan a task, activity or experiment in detail</p>	<p>In this lesson the children will complete a task, activity or experiment and assess their performance so far</p>	<p>In this lesson the children will appraise the effectiveness of their plan and its implementation</p>
<p><b>HOME LEARNING</b></p>							
<p><b>FABULOUS FINISH</b></p>							





KEY STAGE 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Recount</b></p> <p><b>Y1</b> Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that' first, next, after, when. ; listen to other's recounts and ask relevant questions. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p> <p><b>Y2</b> Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>						
<p><b><u>The Day The Crayons Quit</u></b></p>	<p><b>IMMERSION</b></p>	<p><b>ANALYSE</b></p>	<p><b>PLAN</b></p>	<p><b>WRITE</b></p>	<p><b>REVIEW</b></p>	<p><b>INNOVATE</b></p>
<p><b>Speaking &amp; Listening</b> (children recite poem/rhyme every day)</p>	<p>Reading out loud recounts- letters, newspaper reports etc- be news readers- film each other using the iPads</p>	<p>Pick out key concepts/text styles from the text in the story</p>	<p>Use known structures to plan own version/recount of a character crayon in the story</p>	<p>Use plan to write own version of a character crayon in the story - incorporating key story language/genre characteristics etc</p>	<p>After sharing WAGOLL, remind chn of key characteristics of letter writing</p>	<p>Apply techniques and language to own, innovated letter writing</p>
<p><b>SPAG YEAR 1</b></p>	<p>How words can combine to make sentences Joining words and joining clauses using and Punctuation Separation of words with spaces Sequencing sentences to form short narratives Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</p>					
<p><b>SPAG</b></p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation</p>					



<p><b>YEAR2</b></p>	<p>or command            Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]            Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>						
<p><b>Drama/Role Play</b></p>	<p><b>IN THE MANNER OF THE WORD</b>            Players sit facing a small space. One player is selected to leave the room. Whilst they're away other players select an adverb, for example, daintily, noisily, sadly, slowly, angrily, etc. The selected player returns and suggests a simple mime, for example, getting dressed, making a cup of coffee, planting bulbs, eating spaghetti, cleaning teeth, etc. Other players must all perform this mime in the manner of the adverb. From the style of their actions, the selected player must try to guess the adverb. The guesser has three turns at guessing the adverb. Once it's revealed, a new player is selected to leave and the game is repeated. This is great for language and creativity, and could be played as a team game.</p>	<p><b>HOTSEATING</b>            A technique for students to answer questions from the group whilst in role. Characters can be placed 'on the Hotseat' away from the drama, or respond from within it. It's a great way of developing character, and gaining greater understanding of a character's actions and motivations. With younger children, teachers can place themselves on the Hotseat and respond in role to answer questions from the class.</p>	<p><b>NARRATION</b>            Narration gives a spoken commentary on the action taking place during a drama. It's a useful technique when you want to inform the audience of what is happening. Narration can be effective in a number of ways: an actor (or teacher) can speak the commentary over the action happening in the drama; a character can speak out what s/he thinks the audience needs to know about the characters or the situation of which s/he is a part - this is called self-narrating; an actor can just tell the audience what they need to know in between scenes; a character can read or write a diary or letter that informs the audience what is important for them to know about what is happening or going to happen.</p>				
<p><b>Handwriting/drawing</b></p>	<p>Following Deb Watson handwriting scheme- families of letters</p>						
<p><b>Writing Year one Y1</b></p>	<p><b>Immersion -</b>  <a href="https://www.youtube.com/watch?v=Hrd-Wdxbg-Q">https://www.youtube.com/watch?v=Hrd-Wdxbg-Q</a>            Listen to the story of The Day the Crayons Quit            Share the book            Show feelings faces - act out emotions            What makes you cross?            What makes you happy?            What are you good at?</p>	<p><b>Analyse -</b> a range of letters from the story            How are they the same/differed?            Features of a letter - create check-list</p>	<p><b>Plan -</b>            a letter, using your class colour or plan a response to the class letter as though you are Duncan</p>	<p><b>Write -</b> your chosen style of letter</p>	<p><b>Immersion - Winnie the Witch</b>            Watch or read the story  <a href="https://www.youtube.com/watch?v=MGU8yv15Zrk">https://www.youtube.com/watch?v=MGU8yv15Zrk</a>            Investigate camouflage - What is it? (see science activity) Why do animals/humans need it?</p>	<p><b>Analyse -</b> Language - adjectives, repetition, story language            Sequence the story - make a story map</p>	<p><b>Re-write/innovate the story</b></p>



# Stocksbridge Nursery Infant School KS1 Medium Term Grid

Theme Title: All Things Bright and Beautiful Term 1 2 3 4 5 6

	What would you like to get better at?  What can you not do yet???						
--	---	--	--	--	--	--	--



<p><b>Writing Year two</b> Y2</p>	<p>Explore recounts in the form of</p> <ul style="list-style-type: none"><li>•biographies and autobiographies</li><li>•newspapers or the television news</li><li>•letters and postcards</li><li>•textbooks</li><li>•conversations with friends</li></ul> <p>Read The Day the Crayons Quit and explore the letters in the story</p>	<p>Analyse a range of recounts Explore <b>what happened, who was involved, where it took place, when it happened and why it occurred.</b> Order which it happened.</p> <p>Decide what the recount is</p> <ul style="list-style-type: none"><li>•factual, such as a news story</li><li>•procedural, such as telling someone how you built something</li><li>•personal, such as a family holiday or your opinion on a subject.</li></ul>	<p><b>Structure- Plan to write a letter as a crayon,</b></p> <p>A well-structured recount includes details of the event or topic and personal opinions.</p> <p>Written recounts often start with a <b>heading</b> or <b>title</b>. Letters and journal entries do not usually have a title. Oral recounts might have a title if you are giving a presentation. If you are just talking with friends a title is not usually needed.</p> <p>The <b>introductory paragraph</b>, or <b>orientation</b>, of a written recount introduces the topic or event. This paragraph introduces who, what, where, when, why and possibly how.</p> <p>The following body paragraphs will recount the <b>sequence of events</b>. This is where the recount is told in chronological order (the order that the events happened).</p> <p>The <b>conclusion</b>, or <b>re-orientation</b>, is where the writer or speaker can give personal opinions about the topic or event. The writer or speaker may also comment on how this event or topic may affect other things in the future.</p> <p>Recounts are written in the <b>past tense</b>.</p>	<p>Write a letter as if you are a coloured crayon</p>	<p>Write a letter to the future chn of SNI Perhaps write about school learning in Lockdown or a typical school day in 2021</p>
---------------------------------------	--	--	--	---	--



<b>Other text / Story / reading</b> (Children listen to a story every day)						
<b>Vocabulary</b>	Continue Tier 2 and 3 vocabulary  Think about regular verbs and irregular verbs			Tier 2 examples  ground ago common interest gold check possible game plane shape age travel dry less wonder miss laugh brought thousand heat until true heard during best room better friend feet began care idea second fish group mountain carry north took once	Tier 3 examples	
<b>Shared Reading Year 2</b>	The Day the Crayons Quit					
<b>Shared reading Year one</b>	Freddie and Teddy make friends. Louise Yates	George and Martha James Marshall	Hug Jez Alborough	Hugless Douglas David Melling	I have a Secret EJ Thornton	Don't Tell Lies P Roxbee Cox



<u>KEY STAGE 1</u>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Mental Maths</b> (5-10 mins daily)	CLIC	CLIC	CLIC	CLIC	CLIC	CLIC	CLIC
<b>Maths</b> (Include one investigation lesson each week) Year 1	Number: Addition & Subtraction  (Within 20)	Number: Addition & Subtraction  (Within 20)	Number: Place Value  (Within 50)  (Multiples of 2,5 & 10 included)	Number: Place Value  (Within 50)  (Multiples of 2,5 & 10 included)	Measurement:  Length & Height	Measurement:  Weight & Volume	
<b>Maths</b> (Include one investigation lesson each week) Year 2	Number: Multiplication & Division	Number: Multiplication & Division	Number: Multiplication & Division	Number: Fractions	Number: Fractions	Number: Fractions	



<b>KEY STAGE 1</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Workshop</b>	Design and make a stamp (link to Covid hero competition) <a href="https://www.bbc.co.uk/newsround/56615173">https://www.bbc.co.uk/newsround/56615173</a>						
<b>Sand/Water Play</b>	Water- turn the water a different colour by using brush or colouring  Pipes, containers, sieves, jugs, boats  Floating and sinking			Sand- moulds, containers, spoons  Small world figures			
<b>Tough Tray/Small World</b>							
<b>Writing area</b>	Stamps, envelopes, letter paper, letter templates			Folded books, lined paper, envelopes, letter templates, examples of letters, resources to make stamps			
<b>Construction</b>							
<b>Book spaces</b>	Selection of fiction, non-fiction, poetry Texts about colour, artists, science Letters						