



<b>KEY STAGE 1</b> <b>Week beginning:</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>
<b>SPARLING STARTER... PROVOCATION</b>	Tutti Frutti Performance- Sweet Dreams (the importance of sleep) Wed 9 <sup>th</sup> June First aid for children - Thursday and Friday w/c 7 <sup>th</sup> June Sports Day week 14 <sup>th</sup> June					
<b>SCIENCE YEAR 1</b>	To look and label parts of the body.	To identify that we have different senses. Investigating the sense of taste and its importance.	To identify that we have different senses. Investigating the sense of smell.	To understand how we can hear sounds. Can sound travel?	Children to understand the importance of sight. To understand the feeling if we lost our sight.	
<b>SCIENCE YEAR 2</b>	To recap their knowledge of the five senses To use the senses to investigate which flavour crisps are which.	To understand what humans need to live. To understand the difference between need and want.	To understand the importance of exercise to our bodies. To see how exercise changes our bodies.	To understand the importance of hygiene.	To notice that humans have offspring which grow into adults To name and compare the stages in human development	
<b>COMPUTING YEAR 1</b>	Revisiting areas to consolidate Use technology to record photos and text about the Olympics	Data collection. Collect data about Sports day. Which is their favourite race.	Algorithms. Write an algorithm to throw a Javelin.	Programming. Use Software to move a sprite who throws an object.		
<b>COMPUTING YEAR 2</b>	Revisit areas to consolidate. Use technology to record photos, text and SOUND about the Olympics.	Data collection. Branch database - identify an Olympic event or a sports day race.	Algorithms. Improve an Algorithm using Scratch.	Programming. Use software to move a sprite then improve another groups. Debugging.		
<b>ONLINE SAFETY</b> protecting ourselves	sharing information	control of our bodies	images can be copied and shared			
<b>DESIGN</b> <b>TECHNOLOGY</b>	To develop a knowledge of The Olympic flame and cauldron	To be able to talk about different materials.  Some children will be able to organise and evaluate different materials.	To be able to create a design.	To be able to use their design to create a model.  To be able to suggest ways to improve their models		



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				To develop some knowledge of the properties of materials and suggest which are the most suitable.		
<b>GEOGRAPHY</b>	To know the continents of the world and the oceans. To identify Japan To plot a journey to Japan	Revise continents and oceans. Know Japan is in Asia. Look at landscape of Japan. Know it is an Island Learn key Vocab	Revise continents and oceans. Look at key landmarks Tokyo	Revise continents and oceans. Look at key landmarks Mount Fuji	Revise continents and oceans. Look at key landmarks Forests - Aokigahara	
<b>HISTORY</b>	To understand when The Olympics began and why.  To know what sports took place at the first Olympics.	To know what sports took place at the first Olympics.  To create an artefact to show an Olympic sport from the first modern Olympics.	To describe similarities and differences between the first modern Olympics and now.	To know about Jesse Owens and his impact on the Olympic Games.		
<b>ART &amp; DESIGN</b>	To explore the work of Japanese artist Hokusai.  To use the story of a painting to create their own ideas and images.	To design and make a medal for an Olympic event.				
<b>MUSIC Year 1</b> <b>MUSIC – CHARANGA –</b> (children sing every day) <b>Your login details should have been sent to your email address</b> <b>Listening &amp; appraising</b> <b>Singing</b> <b>Playing instruments</b> <b>Learning about the different dimensions of music:</b>	<b>Y1:</b> <b>Listen and appraise A Song Before Sunrise</b>  <b>Listen Out: Fresh Prince of Belaire</b>  <b>About Pulse</b> <b>Pulse Quiz</b>  <b>Learn ‘Banana Rap’</b>	<b>Y1:</b> <b>Listen and appraise The Firebird by Stravinsky</b>  <b>Listen Out: When I’m 64</b>  <b>Theory: Rhythm</b> <b>Further understanding of rhythm and beat</b>	<b>Y1:</b> <b>Listen and appraise The Bird by Sergei Prokofiev</b>  <b>Listen Out: Jai Ho</b>  <b>Theory: Pulse</b> <b>Rhythm</b> <b>Pitch</b> <b>High-Low</b> <b>Changing Pitch</b>	<b>Y1:</b> <b>Listen and appraise Grand March from Aida by Giuseppe Verdi</b>  <b>Listen Out: Oye Como Va</b>  <b>Theory: Pulse</b> <b>Rhythm</b> <b>Pitch</b>	<b>Y1:</b> <b>Listen and appraise Boléro by Maurice Ravel</b>  <b>Listen Out: Pure Imagination</b>  <b>Theory: Pulse</b> <b>Rhythm</b> <b>Pitch</b> <b>Tempo</b>	<b>Y1:</b> <b>Listen and appraise The Lamb by John Tavener</b>  <b>Listen Out: Rainbow Connection</b>  <b>Theory: Pulse</b> <b>Rhythm</b> <b>Pitch</b> <b>Tempo</b>



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<p>Pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p>	<p><b>BOTH</b> - First Composer – compose a piece of music as a class</p> <p>Rhythm Grid Notation – Choose the beats then listen as they are clapped</p> <p>Revision: Perform some of the songs we have learnt this year</p>	<p><b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm</p> <p>First Composer – compose a piece of music as a class</p> <p>Rhythm Grid Notation – Choose the beats then listen as they are clapped</p> <p>Revision: Perform some of the songs we have learnt this year</p>	<p><b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm</p> <p>First Composer – compose a piece of music as a class</p> <p>Rhythm Grid Notation – Choose the beats then listen as they are clapped</p> <p>Revision: Perform some of the songs we have learnt this year</p>	<p>Quiz: Pitch Shapes</p> <p><b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm</p> <p>First Composer – compose a piece of music as a class</p> <p>Rhythm Grid Notation – Choose the beats then listen as they are clapped</p> <p>Revision: Perform some of the songs we have learnt this year</p>	<p><b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm</p> <p>First Composer – compose a piece of music as a class</p> <p>Rhythm Grid Notation – Choose the beats then listen as they are clapped</p> <p>Revision: Perform some of the songs we have learnt this year</p>	<p><b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm</p> <p>First Composer – compose a piece of music as a class</p> <p>Rhythm Grid Notation – Choose the beats then listen as they are clapped</p> <p>Revision: Perform some of the songs we have learnt this year</p>
<p>Year 2</p>	<p>Y2: Listen and appraise Peer Gynt Suite Anitra’s Dance by Edvard Grieg</p> <p>Listen Out: Bring Him Back Home (Nelson Mandela)</p> <p>Interrelated dimensions of music: Pulse Duration</p> <p>Staves and Clefs</p> <p><b>BOTH</b> - First Composer – compose a piece of music as a class</p> <p>Rhythm Grid Notation – Choose the beats then listen as they</p>	<p>Y2: Listen and appraise Brandenburg Concerto No 1 by Johann Sebastian Bach</p> <p>Listen Out: Fly Me to The Moon</p> <p>Theory: Pulse Rhythm Duration</p> <p><b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm</p> <p>First Composer – compose a piece of music as a class</p> <p>Rhythm Grid Notation</p>	<p>Y2: Listen and appraise From the Diary of a Fly by Béla Bartók</p> <p>Listen Out: We Will Rock You</p> <p>Theory: Pitch Time Signatures Duration</p> <p><b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm</p> <p>First Composer – compose a piece of music as a class</p> <p>Rhythm Grid Notation – Choose the beats</p>	<p>Y2: Listen and Appraise Fantasia on Greensleeves by Ralph Vaughan Williams</p> <p>Listen Out: Feel Like Jumping</p> <p>Theory: Tempo Time Signatures</p> <p><b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm</p> <p>First Composer – compose a piece of music as a class</p>	<p>Y2: Listen and appraise – Sugar Plum Fairy by Pyotr Tchaikovsky</p> <p>Listen Out: You’ve got a friend in me</p> <p>Theory: Dynamics Time Signatures</p> <p><b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm</p> <p>First Composer – compose a piece of music as a class</p> <p>Rhythm Grid Notation – Choose the beats then listen as they</p>	<p>Y2 – Listen and appraise – The Robots by Krftwerk</p> <p>Listen Out: Count on Me</p> <p>Theory: Pulse Rhythm Pitch Tempo Dynamics Duration</p> <p><b>BOTH</b> - Warm-up games – moving to the pulse, warming up the voice, clapping a rhythm</p> <p>First Composer – compose a piece of music as a class</p> <p>Rhythm Grid Notation – Choose the beats then listen as they are</p>



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	are clapped  Revision: Perform some of the songs we have learnt this year	– Choose the beats then listen as they are clapped  Revision: Perform some of the songs we have learnt this year	then listen as they are clapped  Revision: Perform some of the songs we have learnt this year	Rhythm Grid Notation – Choose the beats then listen as they are clapped  Revision: Perform some of the songs we have learnt this year	are clapped  Revision: Perform some of the songs we have learnt this year	clapped  Revision: Perform some of the songs we have learnt this year
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PE - Indoor	Y1	<p>The focus of the learning is to introduce agility.</p> <p>Pupils will understand what agility means and explore ways of being more 'agile' when moving.</p> <p>Pupils will understand why we need to be agile when playing sport</p>	<p>The focus of the learning is to explore ways of being balanced and to understand why we need to be balanced when playing sport.</p>	<p>The focus of the learning is to introduce coordination (hand eye coordination).</p> <p>Pupils will understand what hand eye coordination means and will start to develop their throwing, bouncing and rolling skills to refining their hand eye coordination skills.</p> <p>Pupils will understand why we need to have good hand eye coordination when playing sport.</p>	<p>The focus of the learning is to understand the importance of being 'agile'.</p> <p>Pupils will perform a circuit to develop their application and understanding of agility.</p>	<p>The focus of the learning is to understand the importance of being balanced.</p> <p>Pupils will perform a circuit to develop their application and understanding of balance.</p>	<p>The focus of the learning is to understand the importance of being coordinated.</p> <p>Pupils will perform a circuit to develop their application and understanding of coordination.</p>
	Y2	<p>The focus of the learning is to consolidate our understanding of agility and when this is applied during sport.</p> <p>Pupils will develop different ways of moving at speed and will understand the consequences of not being agile.</p>	<p>The focus of the learning is to develop ways of balancing on apparatus.</p> <p>Pupils will explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful.</p>	<p>The focus of the learning is to introduce coordination (feet eye coordination).</p> <p>Pupils will understand what feet eye coordination means and will start to develop their kicking and dribbling skills to develop their feet eye coordination skills.</p>	<p>The focus of the learning is to understand the importance of being, 'agile'.</p> <p>Pupils will perform a circuit to develop their application and understanding of agility.</p> <p>Pupils will perform the circuit with a partner and understand how</p>	<p>The focus of the learning is to understand the importance of being balanced. Pupils will perform a circuit to develop their application and understanding of balance.</p> <p>Pupils will perform the circuit with a partner and understand how motivation can help</p>	<p>The focus of the learning is to understand the importance of being coordinated. -Pupils will perform a circuit to develop their application and understanding of coordination.</p> <p>Pupils will perform the circuit with a partner and understand how motivation can help</p>



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				Pupils will understand why we need to have good feet eye coordination when playing sport.	motivation can help enhance their performance.	enhance their performance.	enhance their performance
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PE - Outdoor	Y1	<p>The focus of the learning is to introduce teamwork.</p> <p>Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>Pupils will start to learn and understand what makes an effective team.</p>	<p>The focus of the learning is to develop the skills required to make an effective team.</p> <p>Pupils will start to develop their communication skills, enabling them to create simple strategies to complete a challenge.</p>	<p>The focus of the learning is to understand why it is important to trust our partner (team) if we are going to be successful.</p> <p>Pupils will develop their communication skills to enable them to successfully complete a challenge.</p>	<p>The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.</p>	<p>The focus of the learning is to explore simple strategies as a team.</p>	<p>The focus of the learning is to explore simple strategies as a team to help us solve a problem.</p>
	Y2	<p>The focus of the learning is to introduce teamwork.</p> <p>Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>Pupils will start to learn and understand what makes an effective team.</p>	<p>The focus of the learning is to develop the skills required to make an effective team.</p> <p>Pupils will start to develop their communication skills, enabling them to create simple strategies to complete a challenge.</p>	<p>The focus of the learning is to understand why it is important to trust our partner (team) if we are going to be successful.</p> <p>Pupils will develop their communication skills to enable them to successfully complete a challenge.</p>	<p>The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.</p>	<p>The focus of the learning is to explore simple strategies as a team.</p>	<p>The focus of the learning is to explore simple strategies as a team to help us solve a problem.</p>
RE Year 1		To discuss how Christians mark the beginning of their journey of faith.	To discuss how Christians mark the beginning of their journey of faith.	To discuss how Christians mark the beginning of their journey of faith.			



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<p><b>RE Year 2</b></p>	<p>To retell the story, and discuss character feelings.</p> <p>To use musical instruments to show how the storm developed.</p> <p>To write their own prayer</p>	<p>To retell the story, and discuss character feelings.</p> <p>To use musical instruments to show how the storm developed.</p> <p>To write their own prayer</p>	<p>To retell the story, and discuss character feelings.</p> <p>To use musical instruments to show how the storm developed.</p> <p>To write their own prayer</p>	<p>To think about how we show we are sorry.</p>	<p>To think about how we show we are sorry.</p>	
<p><b>RSHE Year 1</b> Changing me Following session plans in JIGSAW scheme</p> <p><b>VOCAB</b> <i>Penis, vagina, testicals, gonads</i></p>	<p>I identify parts of the body that make boys and girls biologically different.</p> <p>Week 1 celebration of learning Understand that everyone is unique and special.</p> <p><i>Jigsaw Chime, 'Calm Me' script, Find your pair cards, Jigsaw Song sheet: 'Changing as I grow' / Spawn to Frog YouTube clip, Teacher's photos: series of photos from baby to adult, Life cycle cards, Jigsaw Journals.</i></p>	<p>I use the correct names for my male/ female biological body parts.</p> <p>Week 2. Celebration of learning Express how they feel when change happens.</p> <p><i>Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jack, Life cycle cards, Paper for concertina book, Jigsaw Journals.</i></p>	<p>I respect my body and understand which parts are private</p> <p>Week 3 Celebration of learning Understand and respect the changes that they see in themselves.</p>	<p>I talk about similarities and differences between boys and girl's bodies. I use correct names to talk about private parts.</p> <p>Week 4 celebration of learning Understand and respect the changes they see in other's bodies.</p>	<p>I understand how to keep certain parts private.</p> <p>Week 5 celebration of learning Know who to ask for help if they are worried about change. Learning and growing.</p>	<p>I tell you when should/not talk about these</p> <p>Week 6. Celebration of learning Looking forward to change. Coping with change</p>
<p><b>RSHE Year 2</b> Changing me Following session plans in JIGSAW scheme</p> <p><b>VOCAB</b> <i>Penis, vagina, testicals, gonads</i></p>	<p>I use correct names for biological male and female body parts.</p>	<p>I appreciate that some parts of my body are private.</p>	<p>I appreciate that some parts of my body are private.</p>	<p>I talk about behaviour/ personality differences between peers (boys and girls). I talk about physical differences with respect.</p>	<p>I understand how to protect my own/others privacy.</p>	<p>I understand how to protect my own/others privacy.</p>





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		Jigsaw Chime, 'Calm Me' script, Find your pair cards, Jigsaw Jo, Jigsaw Song sheet: 'Changing as I grow', BBC Learning clip: 2250, An introduction to life cycles, Jigsaw Journals.	Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jo, PowerPoint - young to old, Book: 'My Grandpa is Amazing' by Nick Buttenworth, Photos from home of a grandparent as a child and now, Card leaf templates A4 size - one per child, Jigsaw Journals.	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Book: 'Titch' by Pat Hutchins, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up, Timeline template, Jigsaw Journals.			
<b>Zones of Regulation</b>		Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>METACOGNITION</b> <b>Term 2 successful learners</b> <a href="http://www.reflectedlearning.org.uk">Here are the details. www.reflectedlearning.org.uk</a>  Username: reflusr Passowrd: l3arns0m3!	<b>Y 1</b>	<b>Term 3 lesson 8</b> In this lesson the children will be learning how to explain their understanding midway through a lesson in order to monitor their progress	<b>Term 3 lesson 9</b> In this lesson the children will learn how to use deliberate practice to try and beat their personal best when jumping vertically	<b>Term 3 lesson 10</b> In this lesson the children will learn how to use deliberate practice to try and beat their personal best when jumping horizontally	<b>Term 3 lesson 11</b> In this lesson the children will learn the importance of working cooperatively	<b>Term 3 lesson 12</b> In this lesson the children will review their knowledge of what makes a successful metacognitive learner	
	<b>Y 2</b>	In this lesson the children will be learning to explain their understanding midway through a lesson in order to monitor their progress	In this lesson the children will use deliberate practice to improve their catching skills	In this lesson the children will use deliberate practice to consolidate the fundamentals of catching	In this lesson the children will learn the importance of working cooperatively	In this lesson the children will review their knowledge of what makes a successful metacognitive learner	
<b>FABULOUS FINISH</b>							



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<b>Teaching Sequence</b>	<b>IMMERSION</b>	<b>ANALYSE</b>	<b>PLAN</b>	<b>WRITE</b>	<b>REVIEW/INOVATE</b>	<b>EXTENDING</b>
<b>Speaking &amp; Listening</b>	Discussion around first aid- what to do in certain emergencies Calling the emergency services 999 or 112	Recap First Aid skills learnt from the previous weeks	Share information found for report. Share with a partner, group or whole class.		Speaking with a clear voice in front of a group as a news reporter. This could be filmed.	
<b>Drama/Role Play</b>	<b>MIME</b> Students use only physical movement, gesture and/or actions to express an idea, role, or a dramatised scene. Mime emphasises movement, actions and physical responses rather than dialogue and encourages participants to select movements to match the action and use appropriate gestures and body language. It removes the pressure of dialogue and raises spatial awareness and understanding of physical expression. Mime can be accompanied by percussion, sound, nonsense vocabulary or music.		<b>ROLE PLAY</b> Students assume the attitudes, actions, and discourse of another person, using their imaginations to speak, think and even feel like that character. This technique helps students to understand a differing point of view or social interaction, it also makes the drama more realistic and believable.		<b>SOUNDSCAPES (also known as SOUND COLLAGE)</b> Students create sounds, either vocally, with instruments, or using their bodies or items to hand, to create the atmosphere of the place or environment where the drama is taking place. The sounds can be voices, spoken words or singing. The aim is to enhance or underscore any drama rather than to overpower it. Soundscapes can also be used as a stand-alone technique, with one member of the group acting as conductor whilst the others perform a particular theme (the seaside), scene (the fairground), or mood (excitement) as a vocal orchestra. Soundscapes can be improvised from within the drama, prepared and performed alongside it, or even pre-recorded.	
<b>SPAG</b>	<b>Year one</b>  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			<b>Year 2</b>  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 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

**Writing unit objectives**

**Year One  
Non-Chronological Report**

Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information.  
Assemble information on a subject in own experience, (e.g.) food, pets.  
Write a simple non-chronological report by writing sentences to describe aspects of the subject.

Non chronological Report - Generic Language Features

Parts	Tip	Example
<b>Title</b>	No more than 4 words	All about ... A report on...
<b>Classification</b>	What are they/being to/where/when	Rabbits are a type of ... The Victorians were...
<b>Key features</b> 1 2 3	Use of subheadings to organise ideas.  For example: Appearance Location Purpose What are they for?	<b>Appearance</b> Diet Habitat  However, although, when,  Different ways of identifying the subject Spider, these small creatures, our 8 legged friends, arachnids,  Different sentence starters Many, some, When, if,
<b>Did you know?</b>	What makes your subject special? Reminder of the key points - in different words	Famous Victorians... They are significant because... They are special because... They are important because...

See Teresa Heathcote info in Curriculum:subjects:english: writing

**Year Two  
Non-Chronological Report**

After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's etc.  
Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas

Non chronological Report - Generic Language Features

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<b>Did you know?</b>	What makes your subject special? Reminder of the key points - in different words	Famous Victorians... They are significant because... They are special because... They are important because...

**Writing**

	<p><b>Immersion</b></p> <p>Use non-fiction books, videos, internet, real PE to find out about a subject- sports? Staying healthy? Japan? The Olympics?</p> <p>OR</p> <p>Use skills learnt from</p>	<p><b>Analyse</b></p> <p>Look at the layout of a report Teacher assembles information</p>	<p><b>Plan</b></p> <p>Plan own report about a topic on a similar theme Draft info wanted to use</p>	<p><b>Write</b></p> <p>Write report, use language structures</p> <p>It / This is..... and..... This has ..... and ..... The.....is..... and.....</p>	<p><b>Review</b></p> <p>Film each other reading reports. Make a class news channel.</p>	<p><b>Extend</b></p> <p>Write a report about our school which would encourage new starters to our school</p>
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	first aid training session			They are.....and..... ..... I feel.....because ..... This is a big, round, red, beach ball		
<b>Handwriting</b>	Following Deb Watson handwriting scheme- families of letters					
<b>Vocabulary Use Word a day from Vocabulary Ninja in addition to vocabulary in shared reading</b>	<a href="https://vocabularyninja.co.uk/word-of-the-day/">https://vocabularyninja.co.uk/word-of-the-day/</a> Download vocabulary weekly 10 words (5 tier 1, 5 tier 2) Teach 2 words a day Use vocabulary flashcards Vocabulary wall in each class	<a href="https://vocabularyninja.co.uk/word-of-the-day/">https://vocabularyninja.co.uk/word-of-the-day/</a> Download vocabulary weekly 10 words (5 tier 1, 5 tier 2) Teach 2 words a day Use vocabulary flashcards Vocabulary wall in each class	<a href="https://vocabularyninja.co.uk/word-of-the-day/">https://vocabularyninja.co.uk/word-of-the-day/</a> Download vocabulary weekly 10 words (5 tier 1, 5 tier 2) Teach 2 words a day Use vocabulary flashcards Vocabulary wall in each class	<a href="https://vocabularyninja.co.uk/word-of-the-day/">https://vocabularyninja.co.uk/word-of-the-day/</a> Download vocabulary weekly 10 words (5 tier 1, 5 tier 2) Teach 2 words a day Use vocabulary flashcards Vocabulary wall in each class	<a href="https://vocabularyninja.co.uk/word-of-the-day/">https://vocabularyninja.co.uk/word-of-the-day/</a> Download vocabulary weekly 10 words (5 tier 1, 5 tier 2) Teach 2 words a day Use vocabulary flashcards Vocabulary wall in each class	<a href="https://vocabularyninja.co.uk/word-of-the-day/">https://vocabularyninja.co.uk/word-of-the-day/</a> Download vocabulary weekly 10 words (5 tier 1, 5 tier 2) Teach 2 words a day Use vocabulary flashcards Vocabulary wall in each class
<b>Shared reading each day with fluency task</b>	BOOK TITLE					
	Background Knowledge					
	Vocabulary					
	Read aloud/think aloud					
	Visualise - think in pictures					
	Questioning					
<b>Other text / Story / reading (Children listen to a story every day)</b>	Books linked to famous sports personalities of ethnic origin					
<b>Other ideas related to the story:</b>		Class sports day or olympics				



Stocksbridge Nursery Infant School KS1 Medium Term Grid      Theme Title: Japan and the Olympics Summer Term 2

<b>KEY STAGE 1</b>							
<b>Week beginning:</b>							
<b>Mental Maths/Big Maths</b> (15-20 mins daily)		<b>CLIC</b>	<b>CLIC</b>	<b>CLIC</b>	<b>CLIC</b>	<b>CLIC</b>	<b>CLIC</b>
<b>Maths</b> (Include one investigation lesson each week)	<b>Y1</b>	<b>Number: Multiplication &amp; Division</b> (Reinforce multiples of 2,5,& 10 to be included)	<b>Number: Multiplication &amp; Division</b> (Reinforce multiples of 2,5,& 10 to be included)	<b>Number: Fractions</b>	<b>Geometry:</b> Position & Direction	<b>Measurement:</b> Money	<b>Measurement:</b> Time
	<b>Y2</b>	<b>Geometry:</b> Position & Direction	<b>Geometry:</b> Position & Direction	<b>Problem solving &amp; efficient strategies</b>	<b>Measurement:</b> Time	<b>Measurement:</b> Mass, Capacity & Temperature	<b>Measurement:</b> Mass, Capacity & Temperature