



<u>Foundation stage 2</u>	See inside your body Marvellous Me I love myself Sports Day	Frog Olympics Pirate Gran goes for gold	Japan A visit to Japan
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# Stocksbridge Nursery Infant School F.S. Medium Term Grid      Theme Title: The Olympics and Japan    Term Summer 2

<b>SPARKLING STARTER... PROVOCATION</b>	<p>A letter from first aid lady- Claire- to say she is going to visit.....she would like the chn to learn their address</p> <p>First Aid course</p> <p>Tutti Frutti production about sleep</p>	Sports Days	Mini Olympics by Links		
<b>Question</b>	How do we get help?	How do we keep our teeth and bodies healthy?	What are the Olympics? Do you know any sports or sports personalities?	Who is Jessica Ennis? Who is Usain Bolt?	Where is Tokyo/Japan?  Why do volcanoes erupt?
<b>UW</b> Know differences and similarities between themselves and others. They are sensitive to this	First aid kit in class- enhance with plastic aprons, gloves, masks, bandages, sling	Going to the dentist- oral hygiene How to look after teeth, how did they grow? How many teeth have you got? What happens if you don't look after them?  Tooth fairy- write letters to the tooth fairy.	Use the all about Olympics ppt <a href="https://www.twinkl.co.uk/resource/t-t-27213-eyfs-olympic-games-information-powerpoint">https://www.twinkl.co.uk/resource/t-t-27213-eyfs-olympic-games-information-powerpoint</a>	Find out about Olympian athletes:  <b>Jessica Ennis.</b> 28 January 1986 in Sheffield, England 2012 London Games: 1 gold medal (Women's heptathlon)  <b>Usain Bolt</b> Usain St.Leo Bolt was born in Montego Bay, Jamaica, on 21st August 1986. One of Usain's greatest achievements was winning gold in both the 100m and the 200m in three consecutive Olympic games (2008, 2012 and 2016). He was the first athlete ever to achieve this feat. Ran 100m in 9.58secs	<a href="https://www.youtube.com/watch?v=C_ryYJP0x5w">https://www.youtube.com/watch?v=C_ryYJP0x5w</a>  <a href="https://www.youtube.com/watch?v=QEC3MrWgnMU">https://www.youtube.com/watch?v=QEC3MrWgnMU</a> Watch for information about Japan. Discuss blossom trees, volcanoes (mt Fuji), earthquakes, food,  Making volcanoes out of papier mache and erupting them using bicarbonate soda and vinegar and food colouring.  Make and taste Japanese food
<b>New vocab</b> supported by Word Aware	Shoulder Elbow Wrist Ankle Hip Stomach		Olympics Medal Compete - competition audience	<b>Sprint Heptathlon hurdles</b>	Volcano Lava Erupt earthquake



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<b>Communication and language</b>  Respond to what they hear with relevant comments and questions.  Respond appropriately to what others say  Develop own narratives	Respond appropriately to what others say- talk to a visitor and answer questions  Know the response is on the same topic	Develop their own narratives. Recap of their own experiences. Stick to a topic  When I went to the doctors/dentist/optician etc	What are the Olympics? What do we want to find out? What is your question:- Who, when, where, why why, how, Is, how many, do?	What other things could you win gold in?	What can you tell me about Japan? How is it different to England/Sheffield? What is the same?
<b>Physical</b> Know the importance of good health and talk about ways to keep healthy and safe Negotiate space safely	First Aid course	Sports Week	<p><b>Over the next couple of weeks prepare for a mini Olympics class event.</b></p> <p>Introduce this lesson as learning all about the javelin, discus or shot-put. Children will use a ball and a hoop in a range of throwing/aiming activities.</p> <p>Children will continue to develop their throwing skills. They will use different-sized balls and throw at a range of targets, improving their accuracy, as well as their long-distance throwing.</p> <p>Introduce this lesson as being all about running, sprinting and long-distance running. Children will learn to play a range of chasing games, manoeuvring around equipment.</p> <p>Children will continue to practise running at speed and manoeuvring around objects. They will start to change speed and direction as they run.</p> <p>Introduce this lesson as learning all about the long jump and high jump. Children will learn how to jump higher and further.</p> <p>Set up a range of different multi-skills activities to enable children to use the skills they have learnt in the series of lessons. This is an excellent opportunity to assess the children.</p>		Disability awareness - Were all same and different



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<p><b>Personal, social and emotional</b> <b>CHANGING ME</b></p> <p>Show sensitivity to the feelings of others</p> <p>Speak confidently in a familiar group.</p> <p>Adjust their behaviour to different situations</p>	<p><b>I can tell you some ways to be healthy. I understand that we all grow from babies to adults.</b></p> <p>Dr Ranj cbeebies- ways of keeping healthy</p> <p>Who to tell if you feel ill</p>	<p><b>Know names of body parts</b></p> <p><a href="https://www.bbc.co.uk/teach/school-radio/eyfs-playtime-toothbrush/zk4p2sg">https://www.bbc.co.uk/teach/school-radio/eyfs-playtime-toothbrush/zk4p2sg</a></p> <p><b>Before listening •</b> Today's theme will relate to dental care and hygiene. Ask for the children's experiences of visiting the dentist. Who takes them? Do they go with their brothers and sisters? • Do they receive stickers from the dentist or nurse? Ask the children what they need to keep their teeth</p>	<p><b>Identifies parts of the body that make boys and girls different.</b></p> <p><a href="https://www.theguardian.com/sport/video/2016/sep/19/alistair-brownlee-gives-chance-win-helps-brother-jonny-video">https://www.theguardian.com/sport/video/2016/sep/19/alistair-brownlee-gives-chance-win-helps-brother-jonny-video</a></p> <p>sportsmanship, never giving up, commitment, working hard</p>	<p><b>Sharing information.</b></p> <p>Taking photos of our successes. Who should we tell what? control of our bodies - do you want to be photographed? Do you want that picture?</p> <p>Can we win everything? Does it matter if we lose?</p> <p>Games in class- winning and losing</p>	<p>I express how I feel about moving to year 1.</p> <p>I tell you my worries/ hopes for moving into year 1.</p> <p>I share my memories of Reception year.</p>
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		<p>clean.</p> <p><b>Suggestions for further activities</b></p> <ul style="list-style-type: none"> <li>• Talk about food that is good for teeth and food that is bad for them.</li> <li>• Find pictures of different foods and make a collage under the two headings: 'Bad food' and 'Good food'.</li> <li>• Using old toothbrushes, experiment with splatter painting using various colours.</li> <li>• Compare shapes of teeth. Look at the teeth of different animals in reference books.</li> <li>• Make a chart of the toothpaste the children use, collecting packets or advertisements to remind them. With the younger children use the colour of their toothbrush as a basis for a chart.</li> </ul>			<p><b>TEXT FOR THIS THEME</b></p> <p>Look inside your body</p> <p><i>I wonder why kangaroos have pouches</i></p> <p><i>Tell what it's like being big</i></p> <p><i>My Grandpa is amazing</i></p> <p><i>Titch</i></p> <p><i>Hug</i></p> <p><i>NSPCC - Pantasuarus</i></p> <p><i>Huge bag of worries</i></p> <p><i>Lion King</i></p>	<p>Louise Stowell</p> <p>Jenny Wood</p> <p>Joyce Dunbar</p> <p>N. Butterworth</p> <p>Pat Hutchins</p> <p>Jez Alborough</p> <p><a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></p> <p>Virginia Ironside</p> <p><a href="https://www.youtube.com/watch?v=TsweizikaI">https://www.youtube.com/watch?v=TsweizikaI</a></p>
<b>Reading</b>	<p>See inside your body</p> <ul style="list-style-type: none"> <li>-non fiction</li> <li>- contents</li> <li>-photos</li> <li>-caption</li> <li>-headings</li> <li>-glossary</li> <li>-index</li> </ul> <p>Start of a sentence. End of a sentence</p>	<p>Listen to The Frog Olympics story read by Olympic Gold medallist Jessica Ennis.</p> <p><a href="https://www.dailymotion.com/video/x5wvkef">https://www.dailymotion.com/video/x5wvkef</a></p> <p>Spot rhyming words</p> <p>Continue rhyming strings</p> <p>Talk about events, characters and settings</p> <p>Share opinions about rights, responsibilities, fairness</p> <p>Real and nonsense words- pirates treasure</p> <p>Read a simple sentence using phonics and key words</p>				



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<b>Writing</b> Write sentences that can be read by themselves and their others. Phonics to match sounds, write some key words	Facts about the body.  Create a doctors record. Photo and picture of themselves- how old, exercise, where live	Make a poster. What would you do if someone is poorly or injured?  Recount first aid course from the previous week	Write rhyming strings  Write about Sports Day	I'm really good at.....  List/Sentence writing		
<b>Maths</b> led by White rose scheme	Teen numbers Measure body parts- e.g. elbow to wrist  Non-standard measure. count	Odds and evens	Doubling 1 - finding shapes the same. Match same numicon pieces. 2 the same. Match shapes to numbers - 3 and 3 is equal to 6; Looking in the mirror. Predict - Double 2 is 4. Matching double dot patterns game. Double pattern - symmetry Double dice game Barrier doubles - how many altogether? Dominoe doubles	Halving and sharing Share snacks between 2 friends. Fair? Sharing into 2 equal groups. Share snacks into 2 equal groups for all numbers to 10. Can you predict what will happen each time? Which numbers can you/ can't you share equally? 12 snacks. Share between 2. Can you share between 3? 4? 5? How can 12 be shared equally? Investigate making equal groups of your own. Change the number of objects to be shared. Change the number of groups.	Weight/capacity Bucketful of dinosaurs - how many in? Listen as I add more. How many now? Close eyes. I take some away. How many did I take? 9 legs in the boat. Who could fill the boat? 9 legs can get in the boat...is it full? Room for any more? What will happen if 11 legs get in? Over flow. Make a boat and fill it with marbles until it sinks. How many did it hold?	Review
<b>Maths M&amp;O</b>	SSM daily. Name shapes and properties, use language associated with measures					
<b>Welly Wednesday</b>	Physical activities: Relays Welly wanging Counting skips Long jump	<b>Human knot</b> In a circle, facing inwards. Creep forward until shoulder to shoulder. 2 Ask each learner to put one arm into the centre of the circle	Thornbridge problem solving activities (see problem solving week in curriculum maths folder for other ideas)	Making and flying wind socks (linked to art)	Water fight and paddling pool day	








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		<p>and hold a random hand. Repeat with the remaining hand. 3 The task is to work together to unravel themselves without letting go of either hand. 4 This can take time and require patience. 5 Encourage communications within the groups as they problem solve and instruct each other on next steps.</p> <p>Outdoor meditation/wellness GROUP HUG 1 In an area with suitably sized trees, complete safety checks such as looking for low level branches. 2 Now choose a tree to hug. 3 Ask your learners to approach the tree one by one, holding hands with the next person until a complete circle has formed to hug the tree. 4 How many learners were needed to hug the tree? How many learners are left? 5 Find another tree and repeat. Continue to do this until the whole group are hugging a tree. 6 Ask the group to quietly rest their cheek on the trunk, Listening to and smelling the tree at the same time. 7 How many trees have been hugged by your group? Are any trees not completely hugged? Estimate how many more learners would be needed to complete the circle of huggers.</p>	<p><b>The Acid Marsh</b></p> <p><u>Equipment required</u> Planks – various sizes (depending on group size). For a group of approx 8 pupils, 1 long plank and 2 short planks are adequate.</p> <p><u>Where?</u> The 'acid marsh' is situated near the football field – look for <b>tyres</b>, set in a gravel bed.</p> <p><u>The Problem</u></p> <ul style="list-style-type: none"> <li>The group must work as a team and cross the acid marsh, taking all the equipment with them.</li> </ul> <p><u>Rules</u></p> <ul style="list-style-type: none"> <li>Only the equipment provided can be used.</li> <li>If anyone falls in the acid they must go back to the beginning, <b>this</b> includes standing in the middle of the <b>tyres</b>.</li> <li>The planks are not acid resistant and must not touch the ground.</li> <li>Only the <b>tyres</b> are acid proof – these are permanent and must not be moved.</li> <li>You must NOT throw the planks or jump from <b>tyre</b> to <b>tyre</b>.</li> </ul> <p><u>Additional challenges</u></p> <ul style="list-style-type: none"> <li>Provide an object to carry e.g. bucket of water.</li> <li>Blindfold one member of the team.</li> <li>Eliminate some of the <b>tyres</b> to make the crossing more challenging.</li> <li>Let the group try a few times to achieve success and learn from their experience.</li> </ul> <p><u>Time limit</u> 30 mins.</p> <p><b>Monster March</b></p> <p><u>Equipment required</u> Your group, approx 8 – 10 people</p> <p><u>Where?</u> A dry area outside or a classroom</p> <p><u>The Problem</u></p> <ul style="list-style-type: none"> <li>The group must form a human chain with only certain body parts touching the floor.</li> </ul> <p><u>Rules</u></p> <ul style="list-style-type: none"> <li>Only the following body parts may be in contact with the floor: <ul style="list-style-type: none"> <li>2 backs</li> <li>4 feet</li> <li>4 hands</li> <li>2 bums</li> <li>1 head</li> </ul> </li> <li>Everyone must be linked within the chain and you must hold your position in the chain for a count of 10.</li> </ul> <p><u>Additional challenges</u></p> <ul style="list-style-type: none"> <li>Vary the number of body parts in contact with the floor to increase difficulty or to allow for the size of the group.</li> </ul> <p><u>Time limit</u> Variable</p>		
Expressive arts and design	Learn a song about bones- head bones connected to.....		Create Olympic themed food	To make a windsock in the style of a Koinoburi kite from Japan.	



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<p>Make up songs and experiment with sound.</p> <p>Explore form</p> <p>Make things to suit a purpose.</p>	<p>Make instruments. Create a band. Perform a song</p>	  <p>Design and make Olympic medals for our mini Olympic events.</p>   <p>DIY Clay Sports Medals</p>		
<p><b>Music</b> - Music express- Our bodies</p> <p>Make up songs and experiment with sound.</p>	<p>Do as I'm doing Practise a steady beat, co-ordinating left and right Slow and creepy Recognise and respond to a steady beat in a song Fast and cheery Recognise and respond to a steady beat at different speeds</p>	<p>The toe tap steady beat Use actions to mark the steady beat of a song The toe tap rhythm Identify a recurring rhythm pattern in a song The keel row Mark the steady beat in a Northumbrian folk tune</p>	<p>Don't do as I'm doing Practise a steady beat, co-ordinating left and right What's your beat? Perform actions to word rhythm patterns from 'What's your beat?' Click flippety flap clap Create verses for 'What's your beat?' to make new rhythm patterns</p> <p><b>Travel - Going places</b> (Japan) Listen and respond to different forms of transport. respond with movement; identify transport sounds heard in the music by miming appropriate transport movements; recognise and describe the use of dynamics, tempo and patterns in the music.</p>	<p><b>My Body - Toe taps</b> Mark the steady beat with various body parts Mark main rhythm with fingers from one hand on palm of opposite hand.</p> <p>Watch 'What's your beat'.</p>
<p><b>PE - inside</b></p>	<p>Games for understanding</p>			
<p><b>PE- outside</b></p>	<p>athetics</p>			
<p><b>Communication with home</b></p>				
<p><b>Other text / Story / reading</b> (Children listen to a story every day)</p>				





Workshop make and do painting				
Sand/Water Play				
Tough Tray				
Fiddle fingers				
Writing area				
Maths area				
Construction		Olympic Construction Company. Can you build an Olympic stadium or other venue (aquatic centre, velodrome, sports pitch) out of construction kits (e.g. Lego, Meccano) you have at home? Have a look at this massive Lego model for inspiration and watch the film of Usain Bolt's race – Lego style! <a href="https://bright-bricks.com/latest-news/lego-olympic-stadium/">https://bright-bricks.com/latest-news/lego-olympic-stadium/</a>		
small world				



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<b>technology</b> games, wipe board, ipad, sequencing, use of technology in role play (phones micro- wave) camera			
<b>role play</b>			
<b>outdoor provocations</b>			