



Stocksbridge Nursery Infant School KS1 Medium Term Grid

Theme Title: What is a living thing? Term 1 2 3 4 5 6

<u>KEY STAGE 1</u>	Week 1	Week 2	Week 3 8.3.21 Recovery curriculum Whole school together again!	Week 4	Week 5	Week 6	



SPARLING STARTER... PROVOCATION	Fill a balloon with flour to make a bog baby that children need to look after- build it a home, bed, remember to feed it etc						
SCIENCE Y1	<p>Recap animals and their groups.</p> <p>To understand that animals have similarities and differences.</p> <p>Start investigating habitats.</p>	<p>Looking at our local surroundings and different habitats.</p> <p>Survey mini beasts in our surroundings. Recording and answering questions.</p> <p>Starting the wild challenge</p>	<p>Revisit habitats</p> <p>Create a micro habitat for a woodlouse</p> <p>Observe and vlog about a woodlouse in its habitat.</p>	<p>Understand that animals and humans have needs to stay healthy and happy.</p> <p>That pets take a lot of looking after.</p> <p>That some animals are suitable as pets and others are not.</p>	<p>Revisiting grouping animals into mammals, fish, insects, amphibians, birds.</p> <p>Comparing the animals and deciding the pros and cons</p> <p>Designing the perfect pet using all the information gained over this topic.</p>		
SCIENCE Y2	<p>Compare creatures found locally with those found elsewhere in the world.</p> <p>Minibeast hunt linked to a national project at https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/activities/minibeast-safari/</p>	<p>Name animals in their habitats, including microhabitats</p> <p>Simple food chains</p>	<p>Continue looking at habitats and microhabitats</p> <p>Pond dipping- identify and name creatures found,</p>	<p>Look at what humans and animals need to survive</p>	<p>Food chains</p> <p>Interpret the transfer of energy in a food chain through a dance, using masks and torches</p>		
Computing Year 1	<p>Understanding & Sharing Data</p> <p>3.1. How do I present data using pictures?</p> <p>LEARNING OBJECTIVE:</p> <p>I can present information by using</p>	<p>To know what data is.</p> <p>To know how to collect data.</p> <p>Begin to understand that data is information to a problem</p>	<p>To collect the information needed to produce their own pictogram of children's favourite icon.</p> <p>To record sound digitally.</p>	<p>To make a pictogram.</p> <p>Collect data.</p> <p>Present data.</p>			



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	different kinds of charts Understanding & Sharing Data						
Year 2	3.2 What is a branching database? LEARNING OBJECTIVE: I understand that we use databases to store data and help us find out information	To understand that we use databases to store data and help us find out information	Know what makes a good question for a database. To make a paper-based branching database	To sort and group data using yes/no questions with branching software			
ONLINE SAFETY Social sites and how to stay safe. Year one:	Understand what personal information is and the need to keep it private	Social web On line and off line friends. How do we know who they are? Gaming	Strangers. How do we know who are friends and who are strangers? What information should we share?	What should we do if others want information that we know is private?			
Year two	Understand what personal information is and the need to keep it private	Social web On line and off line friends. How do we know who they are? Gaming	Strangers How do we know who are friends and who are strangers? What information should we share?	What should we do if others want information that we know is private?			
DESIGN TECHNOLOGY	Caring for a bog baby. Children could build a home/bed/make clothes for their Bog Baby. Use skills learnt previously to fix materials together and use tools accurately						
GEOGRAPHY							
HISTORY							



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ART & DESIGN	<p>Pencil and charcoal line drawings of natural objects (e.g. leaves, cones, feathers etc.) to practise using their observational skills to really look at what they are drawing.</p> <p>To understand how to use shading to create light, medium and dark tones.</p>	<p>Recreating textures and patterns to investigate natural forms through making rubbings and printmaking.</p> <p>Paint leaves etc to make a press print.</p>	<p>Investigate pattern in the natural world and recreate shape, line and textures through making a mono print on a polystyrene tile. Challenge can be introduced by printing repeat patterns, overlapping shapes, making symmetrical or asymmetrical designs or layering paint.</p>	<p>Create a 3D image of transient art using natural resources.</p> <p>Explore the work of artist and environmentalist, Andy Goldsworthy</p> <p>Use natural resources to make a collage, picture or sculpture.</p>	<p>Any of these sessions can be extended into future weeks.</p>		
<p>MUSIC – CHARANGA – ADAPTED FOR COVID SCHEME (children sing every day) Your login details should have been sent to your email address Listening & 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>Listen and Appraise the song Round And Round (Y1) Round And Zoo-time (Y2)</p> <p>Vocal warm-ups – introduction plus one of the vocal warm-ups</p> <p>Warm-up games finding the pulse, clapping rhythms (challenge 1)</p> <p>Learn the song</p> <p>Perform the song</p>	<p>Listen and appraise Livin’ La Vida Loca (Y1) Kingston Town (Y2)</p> <p>Vocal warm-ups</p> <p>Warm-up games finding the pulse, clapping rhythms (challenge 2)</p> <p>Learn the song (Y1 Round and Round) (Y2 zoo-time)</p> <p>Play your instruments with the song – (glockenspiel, chime bars, table bells)</p> <p>Perform the song</p>	<p>Listen and appraise The Imperial March (Y1) Shine (Y2)</p> <p>Vocal warm-ups</p> <p>Warm-up games finding the pulse, clapping rhythms (challenge 3)</p> <p>Learn the song (Y1 Round and Round) (Y2 zoo-time)</p> <p>Play your instruments with the song (glockenspiel, chime bars, table bells)</p> <p>Improvise – listen to the rhythm (pattern) and clap your own answer</p>	<p>Listen and appraise It had better be tonight (y1) I.G.Y. (Y2)</p> <p>Vocal warm-ups</p> <p>Warm-up games finding the pulse, clapping rhythms (challenge 4)</p> <p>Learn the song (Y1 Round and Round) (Y2 zoo-time)</p> <p>Play your instruments with the song (glockenspiel, chime bars, table bells)</p> <p>Improvise – listen to the rhythm (pattern) and clap your own answer</p>	<p>Listen and appraise Why Don’t You (Y1) Feel Like Jumping (Y2)</p> <p>Vocal warm-ups</p> <p>Warm-up games finding the pulse, clapping rhythms (challenge 5)</p> <p>Learn the song (Y1 Round and Round) (Y2 zoo-time)</p> <p>Play your instruments with the song (glockenspiel, chime bars, table bells)</p> <p>Improvise – listen to the rhythm (pattern) and clap your own answer</p>	<p>Listen and appraise Oye Como Va by Santana(Y1) I Can See Clearly Now (Y2)</p> <p>Vocal warm-ups</p> <p>Warm-up games finding the pulse, clapping rhythms (challenge 6)</p> <p>Learn the song (Y1 Round and Round) (Y2 zoo-time)</p> <p>Play your instruments with the song (glockenspiel, chime bars, table bells)</p> <p>Improvise – sing and play and improvise</p>	



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			Perform the song	Y2 – compose with the song Zoo-time Perform the song	Y2 – compose with the song Zoo-time Perform the song	Y2 – compose with the song Zoo-time Perform the song	
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<u>KEY STAGE 1</u>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
PE - Indoor	Y1							
	Y2							
PE - Outdoor	Y1							
	Y2							
<u>RE Year 1</u>		Children can tell you what happens at Ramadan. To know that Ramadan precedes Eid Explain why this festival is important to Muslim people.	Children can tell you what happens at Eid. To know that Eid follows Ramadan. Explain why this festival is important to Muslim people.	To learn the important facts from the beginning of the Easter story. Why is Easter and the Easter story important to Christians.	To learn the important facts from the end of the Easter story How people celebrate the festival of Easter each year	To be able to talk about religious artefacts from Christianity		
<u>RE Year 2</u>		For children to talk about Christian beliefs and the meaning behind them. To understand it is important to respect the beliefs of others.	For children to explain what the Bible is and why it is important to Christians. To begin to understand how the Bible is organised.	For children to explain what the Bible is and why it is important to Christians.	To build on previous knowledge of the important facts from the Easter story. Why is Easter and the	To build on previous knowledge of the important facts from the Easter story. Why is Easter and the		



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		To write a set of rules in the style of the 10 commandments.		Easter story important to Christians.	Easter story important to Christians.		
PSHE/SEAL Jigsaw program planning available in resource files.	Look after a Bog Baby- how will you care for it? It will need a home, bed, feeding etc						
	Year 1 I tell you why I appreciate someone who is special to me. I express how I feel about them. You've got a friend in me'. https://www.youtube.com/watch?v=LKTU4AarZ7A	I talk about a special person. I tell you why I think we get on so well together. 'Home' clip https://www.youtube.com/watch?v=3m9JS0rSNaA	With adult support I can use the positive problem-solving technique to resolve conflicts. I know how to make friends I help others to feel part of the class family. Frank and teddy make friends - Louise Yates Friendship film https://www.youtube.com/watch?v=TPkqoJ_k_98	I can use positive problem solving techniques to resolve conflict with adult guidance. I know how to help myself and others when feeling sad or hurt. Home clip https://www.youtube.com/watch?v=ykQ9g2HT2sU Mr Peabody and Sherman clip https://www.youtube.com/watch?v=AhcxeUrWTRc	I try to use a positive problem solving technique to resolve conflict independently. I show what makes a good friendship. Home clip https://www.youtube.com/watch?v=GEDqYsgFjj8		
	Year 2 I can identify some thing that causes conflict between me and my friends. I understand that everyone is unique and special. 'Home' clip https://www.youtube.com/watch?v=3m9JS0rSNaA	I use the positive problem-solving technique to resolve conflicts I can express how I feel when change happens You've got a friend in me'. https://www.youtube.com/watch?v=LKTU4AarZ7A Mr Peabody and Sherman clip https://www.youtube.com/watch?v=AhcxeUrWTRc	I identify a range of things that may cause conflict. I can explain why these conflicts arise. I help others to feel part of the group. George and Martha: the complete story of 2 friends - James Marshall Umbrella film https://www.youtube.com/watch?v=Bl1F0KpFY2Q	I use different problem solving techniques and consider how effective each might be. I know and show how to help myself and others when feeling sad or hurt. Home clip https://www.youtube.com/watch?v=ykQ9g2HT2sU Don't tell lies Lucy - P.Roxbee-Cox Head Up film https://www.youtube.com/watch?v=dWDIoW7f6js	I use different problem solving techniques and explain how and why they were effective. I show that I have positive relationship. Home clip https://www.youtube.com/watch?v=GEDqYsgFjj8		



METACOGNITION Term 2 successful learners Here are the details. www.reflectedlearning.org.uk Username: reflusr Passowrd: l3arns0m3!	In this lesson the children will begin to understand what being a successful learner looks like	In this lesson the children will be learning how to reflect on a piece of work	In this lesson the children will be learning what it means to be challenged	In this lesson the children will begin to identify things that might stop them learning	In this lesson the children will begin to understand how motivation affects learning	In this lesson the children will learn how feedback can help us to improve learning	
	Year 1						
METACOGNITION Year 2	In this lesson the children will begin to identify what characteristics make a successful learner	In this lesson the children will be learning how to reflect on a piece of work	In this lesson the children will be learning what it means to be challenged and how to use different strategies to overcome a challenge	In this lesson the children will begin to identify things that might stop them learning and find ways to overcome them	In this lesson the children will begin to identify things that motivate them	In this lesson the children will learn how feedback can help us to improve learning	
HOME LEARNING FABULOUS FINISH							



KEY STAGE 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p style="text-align: center;"><u>Narrative</u></p> <p>Y1 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning - middle - end, decide where it is set and use ideas from reading for some incidents and events.</p> <p>Y2 Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) She couldn't believe her eyes.</p>							
	IMMERSION	ANALYSE	PLAN	SPAG	WRITE	REVIEW	INNOVATE
Speaking & Listening (children recite poem/rhyme every day)	What makes a story a story? Discuss plots, characters, settings etc Why do you dis/like a particular book?	Fill in the gaps • Can you fill in the gaps with the best choice. Try not to always go with the first word that comes to mind, try to find the best fit. • The _____ dog barked at the _____ cat. • The _____ snake slipped through the _____ grass. • The _____ wall crumbled under the _____ weight of the giant's _____ foot. • Mrs Snaggleworth rode her _____ bicycle through the _____ market. • She passed _____ stalls of _____ apples, _____ pears and _____ pineapples.	Practise saying and extending phrases Oral story telling	Character adjectives Can you make an adjective bank to use when you are writing a character description. Here are some examples: Eyes: cruel, mean, sly, sharp... Hands: old, gnarled, withered... Mouth: thin, mean, bitter... <i>What else would help with describing your character?</i>			



SPAG YEAR 1	Demarcate most sentences accurately Use the capital letter for the pronoun 'I' and proper nouns accurately most of the time Write a question mark when needed Have an awareness of '!' Join 2 clauses together using 'and'					
SPAG YEAR2	Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. Use question marks and exclamation marks appropriately. Use commas to separate items in a list. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name. Use coordination and some subordination					
Drama/Role Play	Sound Pictures The leader or one member of the group acts as conductor, whilst the rest of the group are the 'orchestra'. Using their voices (and body percussion if appropriate!), the group paints a sound picture of a particular theme, for example the seaside, a city, a jungle. The leader controls the shape of the piece by raising her hand to increase the volume or bringing it to touch the floor for silence. One way to do this is to allow everybody to choose their own sound - discuss what types of sound might be appropriate before you start. Or, if it is a very large group, or very lively, you can divide the participants into sections, giving a particular sound for each section, then conduct them accordingly.	Storm Pupils build up a storm by joining in teacher led sound effects one by one. It builds to a crescendo and dies down to silence. It was still and quiet. A gentle breeze was heard. (Teacher rubs hands together. children gradually join in.) The breeze grew louder. (Rub more vigorously) A patter of rain was heard. (tap hands on palms) It began to thunder. (Stamp feet) This is reversed, dropping one noise at a time until all is quiet.	The Question Game- try using a location like the woods/park/lake Ask the audience for a location. . Once the setting is established, the two actors begin the scene. They must speak only in questions. (Normally one question at a time.) No sentences ending with a full stops - no fragments - just questions. Example: LOCATION: A popular theme park. Tourist: How do I get to the water ride? Ride Operator: First time at Disneyland? Tourist: How can you tell? Ride Operator: Which ride did you want? Tourist: Which one makes the biggest splash? Ride Operator: Are you ready to get soaking wet? Tourist: Why else would I be wearing this raincoat? Ride Operator: Do you see that big ugly mountain down yonder? Tourist: Which one? It might sound easy, but continually coming up with questions that progress the scene is quite challenging for most performers. If the actor says something that is not a question, or if they continually repeat questions ("What did you say?" "What did you say again?"), then the audience is encouraged to make a "buzzer" The "loser" who failed to properly respond sits down. A new actor joins the competition. They can continue using the same location / situation or a new setting can be established.			
Handwriting/drawing	Following Deb Watson handwriting scheme- families of letters					
Writing Year one	Bog Baby Act out story Sequence story Beginning middle and end.	Story structure Look at variety of stories. Sentence structure. Adjectives Conjunctions Punctuation ? !	Re write Bog Baby Planning	Orally Recount of own experiences Then write account Video?	Plan story for own story	Write own story.
Writing Based on The Bog Baby The important part	What is the generic story structure? Can the teachers consider the parts of a story - opening, build up, some sort of	•decide the intended impact of the story on the reader •plan before writing, be sure of key events and ensure that all the events lead towards the ending •tell and re-tell the story orally before writing and rehearse sentences orally whilst writing •try to visualise the story whilst writing •plan a limited number of characters and describe a			Y1 Recount own experiences orally. Use simple sentences to recount own experiences in writing. Innovate on patterns from a familiar story orally and in writing. Re-tell a familiar story in sequence and including some story language. Write own version of a familiar story using a series of sentences to sequence events. Write own story with a linear structure; beginning, middle and end; good	



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is that the narrative is more creative than the previous ones covered. The intention of the Mastery project is to move towards considering composition and effect - writing is not led by the grammar.	complication, resulting events, resolution. •Have a selection of picture books out - ask teachers to read them and then fit the story into the structure. Possible ones to use would include: The Rainbow Fish The Lighthouse Keepers Lunch Handa’s Surprise The Gruffalo Amazing Grace (Ensure the story does fit)	few key details that show something about their personalities •try to show rather than tell, for example, show how a character feels by what they say or do •use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day •make use of ideas from reading, for example, using a question to draw the reader in or using repetition to create an effect •at the end, show how the main character has changed as a result of the narrative •reread the completed story aloud, for example, to a small group		and bad characters. Y2 Plan and tell a story based on own experience. Write story based on own experience with a linear structure; beginning, middle and end. Re-tell a familiar story with events in sequence and including some dialogue and formal story language. Write own story in the style of a traditional tale, using typical settings, characters and events. Use past tense and sequence chronologically. Improvise and rehearse new dialogue between familiar characters. Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending. Describe characters and include dialogue. Use third person and past tense. Dramatise parts of own stories for class. Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use 3rd person and past tense consistently. Include descriptions of characters and setting and some dialogue.		
Other text / Story / reading (Children listen to a story every day)						
Vocabulary	Tier 2 word examples Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading.			Amaze Amusing Analyze Annoy Arranged Avoid Cause Classify Community Conclusion Connection Continue Cooperation Curious Cycle Data Describe Detail Diagram Difference Different Discover Drowsy Edit	Opinion Peeking Plan Poke Predict Prefer Process Publish Records Revise Separate Steaming Shivered Similar Sum Suppose Sway Stormy Swoop Treasure Vanish Volunteer	Effect Energy Enormous Escape Estimate Exercise Expect Famous Flock Friendly Frighten Frown Gasp Gather Gust Helpful Include Insist Investigate Label Leaned Living March Matter Moist Necessary Non-living Noticed Observe
Shared Reading Year 2	Bog Baby	Cotton wool Colin				



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		 RWI Literacy and Language 2 CD-ROM  				
Shared reading Year one	Y1 Where the Wild Things Are	Should be on your desktop Y1 Jasper & The Beanstalk	Y1 Oliver's Vegetables	Y1 The Emperor's Egg	Y1 Fin and the fortunate Tiger shark Story	Elephant



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<u>KEY STAGE 1</u>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Mental Maths (5-10 mins daily)	CLIC	CLIC	CLIC	CLIC	CLIC	CLIC	CLIC
Maths (Include one investigation lesson each week) Year 1	Measurement: Length & height	Measurement: Length & height	Measurement: Weight & volume	Measurement: Weight & volume	Consolidation	Number: Multiplication & Division	
Maths (Include one investigation lesson each week) Year 2	Geometry: Properties of Shapes	Geometry: Properties of Shapes	Geometry: Properties of Shapes	Number: Fractions	Number: Fractions	Number: Fractions	



<u>KEY STAGE 1</u>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Workshop	Lots of different sizes and shapes of boxes for the children to investigate. (Tip: turning them inside out and stapling makes it much better for the children to apply decorations)	Variety of cardboards for children to embed learning from DT lesson - cutting, ripping etc. Ext - add rulers to the area with challenges for children to draw and make squares of specific sizes	Variety of materials and equipment to practise joining techniques Ext - can the children find other ways of joining materials. Have space to showcase these so other children can learn from them.	Make collection of very small boxes.			
Sand/Water Play	Boxes in sand to fill and empty. Do they make good sandcastles?						
Tough Tray/Small World	Small boxes with small objects - how many things can you fit in a small box?	Small boxes with small objects - how many things can you fit in a small box?	Make collection of objects on Trigg point walk and put in tuff tray with magnifiers. Make labels for the objects.	Use objects from classroom to depict their walk - houses, farm, animals, trees etc.	Would the children add anything different from their walk to the valley?		
Writing area	Photocopies of pages of the book - the settings for the children to write captions too.		Put children's story maps in the writing area with ipad, recording equip, microphones so they can retell their stories.				
Construction	Polydron - construction kit for children to make different boxes from.	Challenge the children to make a box for a specific item out of polydron/clixi					



Book spaces	<p>Introduce children to what a map is. Atlases, maps, books with maps in in classroom.</p> <p>Books by Linda Sarah - Tom's Magnificent Machines. The Secret Sky Garden Books by Benji Davies - Grandad's Island Grandma Bird The Storm Whale The Grotlyn</p>
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