



Stocksbridge Nursery Infant School KS1 Year 2021/2022

	Autumn 1	Autumn 2	Spring 1	Spring 2 Enterprise week in the final week	Summer 1	Summer 2
Theme title	Marvellous Me	Hidden Heroes	Extreme Environments	Reduce, Reuse, Recycle	The Royal Family - -Platinum jubilee	Seaside Coasts
Theme led by....	PSHE/Science Art	History	Geography Science	Art Design and Technology	History Design and Technology	Geography History
SPARKLING STARTER... THE PROVOCATION	How Does My World Change?	What is a hero?	Frozen Planet https://www.bbc.co.uk/iplayer/episode/b00zj1q5/frozen-planet-1-to-the-ends-of-the-earth	Visit Yorkshire Sculpture Park Possible visit to a recycle centre (Wakefield plant has an education room)	Hold a royal tea party- children come dressed as kings, queens, princes, princesses	Receive a letter from a school by the sea (Cathy in Cornwall?) Pen Pals? Whole school visit to the seaside
English including book focus	Once there were giants Narrative writing 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.	Florence Nightingale (Non Fiction) Non chronological report Y1 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.	The Emperors egg Lost and Found Narrative writing 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.	The Tin Forest George Saves the world by lunch time Posters (Non Fiction) Persuasion Y1 Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.	Katie in London The Queen (Non Fiction) Recount Y1 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.	The Storm Whale The Lighthouse Keeper stories Narrative writing 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.



Stocksbridge Nursery Infant School KS1 Year 2021/2022

	<p>Y2</p> <p>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>	<p>Y2</p> <p>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</p>	<p>Y2</p> <p>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>	<p>Y2</p> <p>As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.</p>	<p>Y2</p> <p>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>Y2</p> <p>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>
<p>Maths Year 1</p>	<p>Number: Place Value (Within 10) Number: Addition & Subtraction (Within 10)</p>	<p>Number: Addition & Subtraction (Within 10) Geometry: Shape Number: Place Value (Within 20)</p>	<p>Number: Addition & Subtraction (Within 20) Number: Place Value (Within 50) (Multiples of 2,5 & 10 included)</p>	<p>Measurement: Length & Height Measurement: Weight & Volume</p>	<p>Number: Multiplication & Division (Reinforce multiples of 2,5,& 10 to be included) Number: Fractions Geometry: Position & Direction</p>	<p>Number: Place Value (within 100) Measurement: Money Measurement: Time</p>
<p>Year 2</p>	<p>Number: Place Value Number: Addition & Subtraction</p>	<p>Number: Addition & Subtraction Measurement: Money Number: Multiplication & Division</p>	<p>Number: Multiplication & Division Statistics Geometry: Properties Of Shape</p>	<p>Number: Fractions Measurement: Length & Height</p>	<p>Geometry: Position & Direction Problem solving & efficient strategies</p>	<p>Measurement: Time Measurement: Mass, Capacity & Temperature</p>



Stocksbridge Nursery Infant School KS1 Year 2021/2022

Science Year 1	To Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) To observe and describe weather associated with the seasons and how day length varies.	To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties.		To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including tree
	Year 2 Revise and deepen understanding: To Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including microhabitats. To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		To observe and describe how seeds and bulbs grow into mature plants -To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Computing Year 1	0:1 What is a computer? Mouse & Keyboard Skills; Logging on; Opening &					Catch up: Using and consolidating knowledge on computing.



Stocksbridge Nursery Infant School KS1 Year 2021/2022

Year 2	<p>saving work; Organising files; Searching for information.</p> <p>Communicating: Text and Images 1.1 How do I use the school computer independently? LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us find out and present information</p>	<p>Communicating: Text and Images 1.1 How do I use the school computer independently? LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us find out and present information</p> <p>Communicating: Multimedia 2.1 How do I record sounds and pictures? LEARNING OBJECTIVE: I can record sounds and images using computers and digital devices – these provide different kinds of information</p>	<p>Understanding & Sharing Data 3.1. How do I present data using pictures? LEARNING OBJECTIVE: I can present information by using different kinds of charts From last term.....</p> <p>Communicating: Text and Images 1.1 How do I use the school computer independently? LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us find out and present information</p> <p>Communicating: Multimedia 2.1 How do I record sounds and pictures? LEARNING OBJECTIVE: I can record sounds and images using computers and digital devices – these provide different kinds of information</p>	<p>Computational Thinking + Programming A 4.1 What is an algorithm? Algorithms-Sequencing and Sorting. LEARNING OBJECTIVE: I understand that algorithms are made up of instructions and that the order of these instructions is important. We use algorithms to program and control computers.</p>	<p>Computational Thinking + Programming 5 5.1 What is a program? LEARNING OBJECTIVE: I understand that computers are controlled by humans. We program computers to make them do things by giving them instructions</p>	
	<p>0:2 Using a computer. Mouse & Keyboard Skills; Logging on; Opening & saving work; Organising files; Searching for information.</p> <p>Communicating: Text and Images 1:2 How do I use the computer as a writer? LEARNING OBJECTIVE:</p>	<p>Communicating: Text and Images 1:2 How do I use the computer as a writer? LEARNING OBJECTIVE:</p>	<p>Understanding & Sharing Data 3.2 What is a branching database? LEARNING OBJECTIVE:</p>	<p>Computational Thinking + Programming A 4.2 How do I improve my algorithms?</p>	<p>Computational Thinking + Programming B 5.2 How do I improve my programs?</p>	→

Stocksbridge Nursery Infant School KS1 Year 2021/2022

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Stocksbridge Nursery Infant School KS1 Year 2021/2022

		Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets	importance of respecting others' privacy		People who look after them, their family networks, who to go to if they are worried and how to attract their attention	
Design Technology		Design, Make and Evaluate Use and name simple tools Shape measure and cut with accuracy Moving parts- axels, - Making emergency vehicles.		Design, Make and Evaluate Re-purpose waste and turn it into something else e.g. a pringle tube could become a money box	Design, Make and Evaluate design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Explore and evaluate a range of existing products- A product linked to the Royal family	
Geography (Cultural Education)			To know how to find North. How to read a compass To know the North Pole is in the North and the South Pole is in the south To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles To know characteristics of a cold desert To know characteristics of a hot desert			.To use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop To use aerial photographs and plan perspectives to recognise landmarks and basic human and



Stocksbridge Nursery Infant School KS1 Year 2021/2022

						physical features; devise a simple map; and use and construct basic symbols in a key
History (Cultural Education)	To know changes within living memory. Changes within living memory- baby photos, family trees, life in the past for grandparents, changes in school	To know about the lives of significant individuals in the past who have contributed to national and international achievements. To know changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Through studying the life of a famous person- hidden hero Florence Nightingale		To know about significant historical events, people and places in their own locality. Steel coming to Sheffield History of Stocksbridge and Samuel Fox	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life indifferent periods [for example, Elizabeth I and Queen Victoria significant historical events	To know changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Through looking at how the seaside has changed over time?
Art & Design (Cultural Education)	Portraits (Focus) Teach children how to draw portraits focussing on each aspect of the face. Use the work of two artists to explore portraits – one traditional e.g. Rembrandt or Leonardo Da Vinci and one abstract e.g. Picasso	Autumn Set up autumn table with leaves, cones etc and variety of drawing materials and papers. Make observational drawings, to include line and tone revision. Make leaf prints to attach to small sculptural trees. Christmas art -cards -calendars -glass painting on jars	Exploring hot and cold colours through different media Sort colours into hot and cold – make recycled collages using magazine pictures. Refine colour mixing of hot and cold colours. Explore hot and cold colours through use of other drawing media. Use textiles to create a class collage on hessian.	Reduce Reuse Recycle (Focus) Investigate the properties of different materials to make objects - Make animals out of recycled materials - Fabric or plastic rag rugs - Recycle and make paper - Papier mache - Natural sculpture v plastic one? Follow-up from YSP visit.	Pop Art Exploring the royal family and celebrities in the style of the pop artists. Designing and making stamps or royal crowns/tiaras.	Seascapes Drawing seaside objects from different viewpoints. Develop skills in line, tone and shading. Create sculptures from beach materials. Wire sculpture fish. Practise colour mixing skills through painting seascapes/giant water droplets
Music (Cultural Education) Year One	Listen and Appraise the song Hey You! and other Hip Hop songs: Musical Activities - learn and/or build on your knowledge and understanding	Learn the song Rhythm In The Way We Walk, an action song about the interrelated dimensions of music: Musical Activities - learn and/or build on your	Listen and Appraise the song In The Groove and other songs in other styles: Musical Activities - learn and/or build on your	Listen and Appraise the song Round And Round and other songs in other styles: Musical Activities - learn and/or build on your knowledge and		Listen and Appraise the song Your Imagination and other songs about using your Imagination Musical Activities - learn and/or build on your



Stocksbridge Nursery Infant School KS1 Year 2021/2022

Year 2	about the interrelated dimensions of music Perform the Song		knowledge and understanding about the interrelated dimensions of music Perform the Song	knowledge and understanding about the interrelated dimensions of music Perform the Song	understanding about the interrelated dimensions of music Perform the song		knowledge and understanding about the interrelated dimensions of music Perform the Song
	Listen and Appraise the Hands, Feet, Heart a song that celebrates South African Music: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song		Listen and appraise HoHo Christmas song Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song	Listen and Appraise the I Wanna Play In A Band a Rock song for children: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song	Listen and Appraise Zootime a Reggae song for children and other Reggae songs: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song		Listen and Appraise the Friendship Song and other songs about friendship Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music Perform the Song
PE INDOOR	Y1	Gymnastics Wide, Narrow, Curled Introduction to wide, narrow and curled Exploring the difference between wide, narrow and curled Transitioning between wide, narrow and curled movements Linking two movements together	Gymnastics Body Parts Introduction to big/small body parts Combining big and small with wide, narrow and curled Transition between wide narrow and curled using big and small body parts Adding (linking) movements together	Dance Growing Responding to rhythm Developing the growing plant 'dance' Introduction to motifs Creating motifs Creating movement sequences Relationships and Performance	Dance The Zoo Exploring expression Developing our movements, adding movements together Responding to a rhythm: Introducing partner work Creating an animal sequence motifs Exploring relationships within our motifs	Games Games For Understanding Understanding the principles of attack/defence Applying attacking/defending principles into a game Consolidate attacking/defending	Fundamentals Health and Wellbeing Introduce and explore agility Introduce and explore balance Introduce and explore coordination: Bouncing, rolling and throwing
	Y2	Gymnastics Linking Developing linking Linking on apparatus Jump, roll, balance sequences/on apparatus Creation of sequences Completion of sequences and performance	Gymnastics Pathways Explore/develop zig-zag pathways/on apparatus Explore/develop curved pathways/ on apparatus Creation of pathway sequences Completion of pathways sequences and performance	Dance Water Responding to stimuli Developing whole group movement Improvisation and physical descriptions Creating contrasting movement sequences Sequences, relationships and performance	Dance Exploring Responding to stimuli Developing our motif with expression and emotion Applying choreography in our motifs Extending our motifs Sequences, relationships and Performance	Games Games For Understanding Attacking/defending as a team Understanding the transition between defence and attack Create and apply attacking/defensive tactics	Fundamentals Health and Wellbeing Consolidate agility Consolidate balancing: Explore balancing on apparatus Introduce and explore coordination: Dribbling and kicking



Stocksbridge Nursery Infant School KS1 Year 2021/2022

PE OUTDOOR	Y1	Athletics Locomotion Running Explore running Apply running into a game Explore running at different speeds Running for speed: Acceleration Explore running in a team Consolidate running, apply running into a competitive game	Games Ball Skills Hands 1 Introduce sending (bouncing) with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills Combine sending and receiving skills	Games Ball Skills Feet Develop moving the ball using the feet Apply dribbling into games Consolidate dribbling Explore kicking (passing) Apply kicking (passing) to score a point	Games Ball Skills Hands 2 Introduce throwing with accuracy Apply throwing with accuracy in a team Introduce stopping a ball Develop sending (rolling) skills to score a point Consolidate sending and stopping to win a game	Athletics Locomotion: Jumping Recap jumping Develop jumping Explore how jumping affects our bodies Explore skipping Apply skipping and jumping into a game	Team Building Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving:
	Y2	Games Locomotion: Dodging Explore dodging Develop dodging Apply dodging: Explore attacking and defending Apply dodging in teams	Games Ball Skills Hands 1 Develop dribbling/passing and receiving Combine dribbling, passing and receiving, keeping possession Develop dribbling/passing and receiving to score a point Combine dribbling, passing and receiving to score a point	Games Ball Skills Feet Develop dribbling/passing/receiving, keeping possession Combine dribbling, passing and receiving, keeping possession/to score a point Apply dribbling, passing and receiving as a team to score a point	Games Ball Skills Hands 2 Consolidate pupils application and understanding of underarm throwing Applying the underarm and overarm throw to win a game Applying the underarm throw to beat an opponent	Athletics Locomotion: Jumping Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations	Team Building Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork
RE Year1 (Spiritual, moral, social & cultural education)		Express creatively their own ideas about the questions: Who am I? Where do I belong? How we all are connected? Talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different? Find out what different religions do to celebrate the fruitfulness of the earth – focus on Christian Harvest Festival and Muslim Zakat (charitable giving). Think about being	Explore stories and celebrations of Christmas and Diwali. Find out what the stories told at the festivals mean and learn about the emotional and social aspects of celebrations. Talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?	Explore three moral stories from Christianity, Islam and humanist. Think and talk about whether the stories are saying the same things about how we should behave. Ask questions about goodness – describe what happens when people are kind, fair etc. and when people are unkind, unfair etc. Talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?	Explore stories and celebrations of Easter and Eid ul Fitr. Find out what the stories told at the festivals mean and learn about the emotional and social aspects of celebrations. Select examples of religious artefacts from Christianity and Islam. Question and find out answers about what they mean and how they are used.	Re-tell two different stories about Jesus – one in pictures, one in drama (The lost coin and Jesus and the ten lepers). Compare the stories and think about what Christians today learn from the stories. Ask and answer questions about religious stories. Think about and respond to 'big questions' about the stories (link to Philosophy for Children)	Respond to stories about Jesus – Baptism of Jesus, the Lost Sheep, Healing a blind person. Talk about the values of the characters in the stories. Understand these stories are from the Christian religion. Ask and answer questions about religious stories. Think about and respond to 'big questions' about the stories (link to Philosophy for Children)



Stocksbridge Nursery Infant School KS1 Year 2021/2022

	generous and being thankful.					
RE Year 2 (Spiritual, moral, social & cultural education)	Hinduism Recap knowledge of the festival of Divali, from Year 1. Understand why the story of Rama and Sita is special to Hindu people. Think about and reflect their choices of being good and bad.	Christianity Recap the story of the first Christmas from year 1. Explore the understanding of why Christmas and the nativity story so important to Christians. Think about and reflect on my important days.	Sikhism Recognised and understand the 5K's which mark Sikh identity. Why Sikhs use the 5K's to demonstrate faithfulness to God. Think about and reflect on how their own clothes are important to them (and their identity).	Christianity Explore the reasons why Christians believe the Bible is a very special book? Understand what is the Bible? Reflect and thinks about which books are special to them.	Islam Recall facts about what Muslims do at home when praying? Understand why a prayer mat and the Quran and stand are important to Muslims. Think about and reflect which room and which objects are special to them.	Christianity Retell the story of Jonah and the Whale. Understand how prayer helps Christians. Think about and reflect how they show they are sorry.
Relationship Sex Education	Jig Saw : Being in my World. Choices and consequences Being proud of my learning characteristics. Know how important friendships are in making us feel happy and safe. Know how people choose and make friends. Understand that families are highly varied; no family is the same. All families are different.	Jig Saw - Accept and celebrate differences Solve problems What is bullying? Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Understand that families are highly varied; no family is the same (cont'd) I know who look after me, and my family networks. I know who to go to if I am worried and how to attract their attention. Know rules for and ways of keeping physically safe including responsible ICT use and online safety, road safety, and safety in the environment, and fire safety	Jig Saw – Dreams and goals Staying motivated when things are challenging Having a positive attitude Achieving together Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Know rules for and ways of keeping physically safe including responsible ICT use and online safety, road safety, and safety in the environment,	Jig Saw - Healthy choices Hygiene Medicines Road safety Know that most friendships have ups and downs, and that these can often be worked through so that the a friendship is fixed or even made stronger. To know that resorting to violence is never right. Know rules for and ways of keeping physically and emotionally safe within their environment. Know when and how to brush their teeth. To understand why brushing teeth is important. (Link to science).	Jigsaw - Making friends People who help us Celebrate positive relationships Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (contd) Know rules for and ways of keeping physically safe including, road safety, cycle safety and safety in the environment,	Jigsaw – Changing Me I identify the parts of the body that make biological boys different to girls I use the correct names for private body parts (penis, testicles, vagina). I respect my body and understand which parts are private. I identify the parts of the body that make biological boys different to girls Know rules for and ways of keeping physically safe including responsible ICT use and online safety, road safety, and water and fire safety
Metacognition Learning how we learn	Learning a new skill Y1 – tying shoe laces Y2 – using chopsticks	Learning about growth mindset and identifying characteristics	Growth mindsets – Austin's butterfly	Growth mindsets – Austin's butterfly	Integrating Metacognition into the everyday curriculum	Integrating Metacognition into the everyday curriculum



Stocksbridge Nursery Infant School KS1 Year 2021/2022

Visits/Visitors	Library visits when Covid allows	Visit cinema or theatre Library visits when Covid allows Emergency services visitors- e.g police, fire, paramedic, mountain rescue	Library visits when Covid allows	Visit the sculpture park Library visits when Covid allows	Library visits when Covid allows	Visit the Seaside Library visits when Covid allows
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