



| <u>KEY STAGE 1</u> | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
|---|---|--|--|--|--|---|
| SPARLING STARTER... PROVOCATION | Write the big question on one of the windows – How Does My World Change? | | | | | |
| SCIENCE Year 1 | To look and be able to label 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. | |
| SCIENCE Year 2 | To recap the five senses and how they work. | 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 | |
| COMPUTING • Links to other areas | Keeping ME safe online: Understand that you can share digital content online Understand what personal information is and the need to keep it private Know who to tell if concerned about content or contact online | Understand that digital content belongs to the person who first created it Save and reuse digital content found online Understand why we use passwords Can remember a simple password and know not to tell anyone | (STRAND 0) Understanding the computer → Name a range of digital devices. Recognise that a range of devices contain computers, e.g. washing machine, car, laptop Know what individual parts of a computer are used for. | Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen | Understand that information can be found from a website. Use a simple password when logging on where relevant. Understand that you can share digital content. | Know where to save and open work Understand that you can use a search engine to find information using keyword searches Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks |
| ONLINE SAFETY | Understand that information can be shared online. | Understand what personal information is and the need to keep this private. | Know who to tell if worried about content, or contact online. | Understand that digital content belongs to the person that created it. | Understand why we use passwords. | Can remember a simple password and know not to tell anyone. |
| DESIGN TECHNOLOGY | | | | | | |



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| GEOGRAPHY | | | | | | |
| HISTORY | Changes within living memory Personal timeline Baby photo's - now | Family tree Teacher's family tree - draw your family tree | Prep. Questions for Grandparents before Grandparent's day - photo's, toys etc. Invitations and thankyou cards | How school has changed – Victorian classroom | History of Stocksbridge - Town Hall museum | Samuel Fox - Umbrella Ladies |
| ART & DESIGN | Portraits | Portraits | Looking at the Artist Pablo Picasso - draw your own portrait in the style of Picasso | | | |
| MUSIC Year 1 (children sing every day) | <ul style="list-style-type: none"> • Hey You! by Joanna Mangona • Listening and Appraising Musical Activities • Warm-up Games • Optional Flexible Games • Singing • Playing instruments • Improvisation • Composition • Performing | <ul style="list-style-type: none"> • Me, Myself And I by De La Soul | <ul style="list-style-type: none"> • Fresh Prince Of Bel Air by Will Smith | <ul style="list-style-type: none"> • Rapper's Delight by The Sugarhill Gang | <ul style="list-style-type: none"> • U Can't Touch This by MC Hammer | <ul style="list-style-type: none"> • It's Like That by Run DMC → |
| Year 2 | Learn and Appraise the Hands, Feet, Heart a song that celebrates; South African Music: <ul style="list-style-type: none"> • Listening and Appraising Musical Activities • Warm-up Games • Optional Flexible Games • Singing • Playing instruments • Improvisation • Composition • Performing | <ul style="list-style-type: none"> • The Click Song sung by Miriam Makeba Charanga Ltd Page 1 of 6 | <ul style="list-style-type: none"> • The Lion Sleeps Tonight sung by Soweto Gospel Choir | <ul style="list-style-type: none"> • Bring Him Back by Hugh Masekela © Copyright 2017 | <ul style="list-style-type: none"> • You Can Call Me Al by Paul Simon | <ul style="list-style-type: none"> • Hiokoloza by Arthur Mofokate → |



Stocksbridge Nursery Infant School KS1 Medium Term Grid Theme Title: Marvellous ME Autumn Term 1

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| PE - Indoor | Y1 | The focus of learning is to apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus. | The class will explore movements and balances in a narrow way on the floor and on apparatus. | The class will explore movements and balances in a curled way on the floor and on apparatus. | Pupils will explore different ways of transitioning between each shape using apparatus. | The focus of learning is for pupils to explore combining wide, narrow and curled movements together. Introduce, 'linking.' | The focus of learning is to link two movements together. Pupils will explore the concept of 'linking.' |
| | Y2 | To explore different movements that pupils can link together. | To develop the different movements that pupils can link together on apparatus. | To explore different ways pupils can perform the sequence. Jump, Roll, Balance | To develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance. | To create pupils own sequences | To perform their completed sequences. Children to experience performing their work. |
| PE - Outdoor | Y1 | The focus of learning is to explore running. Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently. | The focus of learning is for pupils to develop their running technique applying it into a game. Pupils will develop their understanding of where we need to run and why. | The focus of learning is to apply pupils knowledge of how to run and where to run, while exploring running at different speeds. | The focus of learning is to apply the correct technique of running as fast as we can in a racing context. | The focus of learning is to apply pupils understanding and application of running over a longer duration and as part of a team. | The focus of learning is for pupils to apply their understanding of running, applying it into a competitive game. During this suggested sequence of learning pupils will begin to understand the basic principles of attack and defence. Pupils will start to develop their understanding of what the consequences could be in a game if we do not run and avoid the defender. |



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| | Y2 | The focus of the learning is to explore dodging and learn how to dodge effectively. | The focus of the learning is to develop pupils' dodging technique applying this into games. Pupils will develop an understanding of why it is important in to dodge in games. | The focus of the learning is to apply pupils' knowledge of how, where and why to dodge, into game situations. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend. | The focus of the learning is to apply pupils' knowledge of how, where and why to dodge in game situations working as a team. | The focus of the learning is to consolidate pupils' knowledge of how, where and why to dodge in game situations, working in teams. | The focus of the learning is to apply pupils' knowledge of how where and why to dodge, into a level 1 competition. |
| RE Year One | | To express creatively their own ideas about the questions: Who am I? Where do I belong? How are we all connected? | → | To learn and talk about different religions | Begin to learn that Christian people say thank you to God for the harvest. | To know that a harvest festival is to say thank you to the farmers and to God for our food. To know that Christian people celebrate the harvest every year with a festival. | To understand why the harvest festival is an important time to say thank you. Think about times when we say thank you. |
| RE Year Two | | To learn about the story of Rama and Sita which is told at the time of the festival Diwali. To be able to talk about 'good' and 'bad' characters from a story, and say why they think that. | → | To understand that Diva lamps form part of the celebration, and why they are used. | To understand that light form part of the celebration, and why. | → | To understand why the harvest festival is an important time to say thank you. Think about times when we say thank you |
| PSHE/SEAL Year one | | Jig Saw : Being in my World. Introducing Jack Jigsaw - how to behaviour during session. | How to have a good learning attitude. | Feelings | Being Proud - of yourself. Self-esteem. | | |
| PSHE/SEAL Year two | | Identify hopes and fears for this year | Responsibilities to the class and school | | | | |
| METACOGNITION | Y1 | Learn what metacognition is and reflect on themselves | Learn about the different ways they learn a new skill. | Learn about the different ways they learn a new skill. | Practise tying shoelace and look at diagrams to help. | Recap how the children have learned a new skills - teacher | Practise language of reflection focusing on a positive learning |



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| | | as learners Introduce the colour cards and leave displayed in classrooms. | Introduce skills of tying a shoelace. | Practise tying shoe laces and watch a video clip to help. | | demo, diagrams, watching a video clip | moment. Lesson 7 Practise language of reflection focusing on a time they have struggled. |
| | Y2 | Learn what metacognition is and reflect on themselves as learners Revisit the colour cards. | Learn about the different ways they learn a new skill. Introduce skill of using chopsticks. | Use chopsticks but watch a video to help them learn. | Use chopsticks and have diagrams to help them. | Recap how the children have learned a new skills - teacher demo, diagrams, watching a video clip | Reflect on a maths lesson using a reflection sheet. Reflect on an English lesson using a reflection sheet. |
| HOME LEARNING | | | | | | | |
| FABULOUS FINISH | | | | | | | |



| KS1 | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
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| Teaching Sequence | 1. IMMERSION 2. ANALYSE 3. PLAN 4. WRITE 5. REVIEW/INOVATE 6. EXTENDING | | | | | |
| Speaking & Listening | Huge Enormous | | | | | |
| SPAG | Ing Verbs with suffix ing | Suffix s and es | | | | |
| Drama/role play | Immersion - different stages of life from 0 - 6 | Freeze frame of key events in story | Freeze frame key events in own timeline | Immersion activities to support new story | Freeze frame/ hot seating key characters | |
| Handwriting | Year one c family C,o a d g | | | | | |
| Writing | Immerse/analyse Once There Were Giants - Martin Waddell Talk about baby photos of the children. Can we guess who is who. When I was a baby... Why is story title Once there were Giants? | Plan/write Sequencing story Story map | Review/Innovate Descriptive words for the giant Setting for the giants home. Write descriptive piece for the Giant in a story. | Immerse/analyse Moving Molly - Shirley Hughes | Plan/write | Review/innovate |



| YEAR GROUP | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
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| Mental Maths/Big Maths (5-10 mins daily) | | | | | | |
| Maths (Include one investigation lesson each week) | Y1 - Number place value within ten Day one -intro - sorting children into groups. sorting objects page 14 practical - bugs/ counter/ mini beasts/ people Challenge - page 6 Others ind. Maths activity 2 groups each session. Day 2 Repeat above Intro... sort groups then count how many in each group. Day 3 - place objects into a line to organise counting ..ppt? Counting objects and writing the number. Representing numbers p.18 wrapping paper CP Table for number Day 4 PPT - counting. same table activity | Number place value within ten | Number place value within ten | Number place value within ten | Number - addition and subtraction within 10 | Number - addition and subtraction within 10 |



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| | Y2 - Number - place value Focus on partitioning numbers into 10's and 1's and the value of each digit in a two-digit number | Number - place value Focus on using maths apparatus to represent numbers in different ways | Number - place value Focus on different ways of partitioning numbers into 10's and 1's - (complex partitioning) | Number - Place Value Focus on counting in 2's 3's 5's and 10's. Looking at sequences of numbers using these multiples - focus on the patterns and 'What do you notice?' | Number - addition and subtraction Focus on subtraction being the inverse of addition. Addition is commutative. Focus on fact families using known facts. | Number - addition and subtraction Focus on working out missing numbers in an equation using known facts as a scaffold. |
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| Workshop | | | | | | |
| Sand/Water Play | | | | | | |
| Tough Tray/Small World | | | | | | |
| Table/drawer tops | Y1 | | | | | |
| | Y2 | | | | | |
| Writing area | | | | | | |
| construction | | | | | | |
| Book corner | | | | | | |