






Stocksbridge Nursery Infant School KS1 Medium Term Grid Theme Title: Hidden Heroes Autumn Term 2

KS1	Week 1 W.B 1.11.21	Week 2 W.B 8.11.21	Week 3 W.B 15.11.21	Week 4 W.B 22.11.21	Week 5 W.B 29.11.21	Week 6 W.B 6.12.21	Week 7 W.B 13.12.21
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SPARLING STARTER... PROVOCATION							
SCIENCE							
COMPUTING <ul style="list-style-type: none"> Links to other areas 	Communication: text and multimedia Select media - pictures/video/sound to present information on our non-chronological writing for English 1:1Year one - understand a computer is a type of machine and we use it to help us find out and present info. 2:2Year two - Use images and text to help give information.	<i>Year one</i> Use technology around you. Take photo's. play games. Understand that you can edit and change digital content. <i>Year two:</i> How do I create a multimedia story?			2:1 <i>Year One</i> : I can record sounds and images 2:2 <i>Year two</i> : Present information by combining media independently.		
ONLINE SAFETY	Understand that you 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				
DESIGN TECHNOLOGY	Look at emergency vehicles and what an emergency is	Test out different sets of wheels	Design their own vehicle	Make vehicles	Make vehicles	Attach wheels	E v a l u a t e



GEOGRAPHY							
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HISTORY	<p>Show a picture of Florence Nightingale (using Google Images or similar) and establish with the children the ear in which she lived, based on what they can see (i.e. how she is dressed, a black and white picture etc.).</p> <p>Now show a second picture of her in her nurses' uniform and perhaps carrying the lamp. What do the children think she did for a job?</p> <p>Give some brief historical details - when she lived, how her family disapproved of what she wanted to do and so on.</p>	<p>Give each pair of children a picture of the old Barrack Hospital at Scutari. At the same time, give each pair a picture of a modern hospital. Now ask them to talk about all the similarities and differences they can see and share these as a class.</p>	<p>Watch the video of Florence's life at https://www.youtube.com/watch?v=1ugQ8fd2L9U and, whilst it is playing, ask the children to note down key words and phrases about her life. Collate these as a class once the video has finished playing. You may also want to make notes as it plays in order to fill any gaps in what the children have noticed.</p>	<p>Ask the children to further research Florence's life at home by using secondary sources. They could also talk to people at home to see what they know.</p>			



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<p>ART & DESIGN</p>	<p><i>Children will know some emergency vehicles from life experience. They talked about lifeboats in EYFS and some of them went in a Police Car.</i> Children use powerpoint slides to become familiar with different emergency vehicles and what they are used for/how they move.</p>	<p>How did MOST of the vehicles move? Today we're going to look at different kinds of wheels we could use on our vehicles that we are going to make. Teach that wheels fasten onto an axle. Axles can be fixed and the wheels move, but we are going to have fixed wheels and the axles will turn.</p>	<p>The children will be asked to make a labelled drawing of the emergency vehicle that they hope to make. It should include materials they intend to use. Y2s should also be labelling how to fasten it together. The drawing should include details of the wheels they intend to use to make it and the finish they are going to apply to their vehicle.</p>	<p>Today we are going to make the 'body' of our vehicle using the flattened cardboard boxes. Explain that we call this a 'net'. The children need to choose how to join their box together. DEMONSTRATE different joining methods to the children, hopefully they will be able to identify the weaknesses with each method.</p>	<p>Children to measure the dowel to the width of the bottom of the box +2 wheels x2. If the children don't include the width of the wheels as well then the dowel won't be long enough. Show them how to use the saw to cut the dowel correctly (x2) on the pencil marks they have made.</p>	<p>Refer the children back to their design sheets. What vehicle did they choose to make. What colour is it? What finish did they decide they were going to apply? Today we are going to apply careful finishing techniques using designs as a prompt.</p>	<p>Look at the different vehicles the children have made and celebrate their success together. Talk as a class about the process you have gone through – from learning about emergency vehicles, to designing, to testing wheels, to building the body of the vehicle, to applying a good finish.</p>
<p>MUSIC (children sing every day) Year 1 Adding Rhythm and Pitch How does music tell stories about the past? Try the new 'Toolkit' icon - videos to watch which teach the interrelated dimensions of music (pitch, rhythm etc.)</p>	<p>Twinkle Twinkle Little Star Listen and respond Learn the song Play your instruments Improvise Perform</p>	<p>In the Orchestra Listen and respond Learn the song Perform the song</p>	<p>Daisy Bell (bicycle made for 2) Listen and respond Learn the song Create a graphic score Perform the song</p>	<p>Dancing Dinosaurs Listen and respond Learn the song Play your instruments Improvise Perform the song</p>	<p>Rock-a-bye-baby Listen and respond Learn the song Perform the song</p>	<p>I'm a Little Teapot Listen and respond Learn the song Listen and respond, Sing and perform one of the previous songs learnt Unit Quiz</p>	



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<p>Also please use Out of the Ark for every-day singing.</p>							
<p>Year 2 Focus on Dynamics and Tempo How does music teach us about the past?</p> <p>Try the new 'Toolkit' icon - videos to watch which teach the interrelated dimensions of music (pitch, rhythm etc.)</p> <p>Also please use Out of the Ark for every-day singing.</p>	<p>Sparkle in the Sun Listen and respond Learn the song Play your instruments perform</p>	<p>For the beauty of the Earth Listen and respond</p> <p>Learn the song Sparkle in the Sun Compose Create a graphic score Perform the song</p>	<p>Listen Listen and respond Learn the song Perform the song</p>	<p>Fascinating Rhythm - listen and respond</p> <p>Learn the song 'Listen'</p> <p>Learn 'Sparkle in the Sun' Improvise Perform</p>	<p>The Orchestra Song Listen and respond Learn the song Play your instruments Perform the song</p>	<p>Listen and respond - For the beauty of the Earth Learn: Sparkle in the Sun Listen The Orchestra Song Play your instruments - Sparkle in the Sun The Orchestra Song Compose and perform Unit Quiz</p>	



Stocksbridge Nursery Infant School KS1 Medium Term Grid Theme Title: Hidden Heroes Autumn Term 2

PE - Indoor	Y1 Gymnastics - Body Parts	The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.	The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.	The focus of the learning is to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'	The focus of the learning is to explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') changing the combinations on different apparatus.	The focus of the learning is to explore adding movement combinations together to create mini sequences.	The focus of the learning is to adapt our mini sequences, exploring how we can make them more creative.	Nativity
	Y2 Gymnastics Pathways	The focus of the learning is to apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that pupils can link together.	The focus of the learning is to apply 'champion gymnastics' developing different pathways (zig-zag), creating movements that pupils can link together on apparatus.	The focus of the learning is to apply 'champion gymnastics' exploring different pathways (curved), creating movements that pupils can link together.	The focus of the learning is to apply 'champion gymnastics' developing different pathways (curved), creating movements that pupils can link together on apparatus.	The focus of the learning is to apply 'champion gymnastics' to create pupils own sequences.	The focus of the learning is for pupils to perform their completed sequences. This is an opportunity for teacher assessment and pupils to experience performing their work.	Nativity
PE - Outdoor	Y1 - Ball Skills - Hands 1	The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender. Pupils will explore different ways of sending (passing) the ball to their partner.	The focus of learning is to explore and develop different ways of sending a ball (passing) using our hands. Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.	The focus of learning is to develop different ways of sending a ball using our hands. Pupils will continue to develop their understanding of why we aim when sending a ball. Pupils will learn why we need to send a ball using different force and speeds.	The focus of learning is to explore different ways of stopping a ball with our hands.	The focus of learning is to develop different ways of stopping a ball with our hands, preventing pupils from passing the ball. Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.	The focus of learning is for pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.	Back up week in case of bad weather / Nativity
	Y2 - Ball Skills - Hands 1	The focus of learning is to develop dribbling in order to keep control and possession of the ball.	The focus of learning is to develop passing and receiving in order to keep possession of the ball.	The focus of learning is to combine dribbling, passing and receiving in order to keep possession of the ball.	The focus of the learning is to develop dribbling in order to keep possession and score a point.	The focus of the learning is to develop passing and receiving in order to keep possession and score a point.	The focus of the learning is to combine dribbling, passing and receiving in order to keep possession and score a point.	Back up week in case of bad weather / Nativity
RE Christianity Christmas		Y1- Pupils to explore celebrations and learn about the emotional and social aspects of celebrations, by planning a class celebration.	Y1- Pupils to explore celebrations and learn about the emotional and social aspects of celebrations, by making things for a class celebration.	Y1- Pupils to explore celebrations and learn about the emotional and social aspects of celebrations, by having a class celebration.	Y1- To explore the celebration of Diwali. Y2- To retell the story of the first Christmas with increased detail and understanding	Y1- To explore the celebration of Christmas. Y2- To retell the story of the first Christmas with increased detail and understanding	Y1- To retell the story of the first Christmas Y2- To retell the story of the first Christmas with increased detail and understanding	Y1- How do Christians celebrate Christmas? Y2- think about how we celebrate Christmas.



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	Y2- Pupils to develop understanding of why and how we have different celebrations.	Y2- Who celebrates what and why?	Y2- To retell the story of the first Christmas.				
Zones of Regulation	Lesson 8 - My Zones across the day	Lesson 9 - Triggers. What triggers push children in yellow and red zones.	Lesson 10 - Exploring sensory support tools	Lesson 11 - Exploring tools for calming	Lesson 12 - Exploring tools - thinking strategies	Lesson 13 - The toolbox	Lesson 14 - When to use yellow zone tools
RSHE Celebrating difference	Who is my friend? Consider the range of moods that we experience. Talk about feelings Developing understand of myself. Make links to zones of regulation and Reflect Ed	Children In Need Raising money to support others in the wider community. Does our mood stay the same? What takes us out of the green? How are we the same in this? And different?	Anti-bullying week Saying Kind words. What is bullying? Forms, actions, deeds. How do we respond when we see it? How can we stop it? How can we make sure everyone is included? Understand each other's differences and celebrate them. INDIVIDUALS AND FAMILIES How am I the same and different to my friend?	Road safety week Identify and avoid danger Include others when playing. Think wider than your friendship group. Challenge stereotypes. Don't make assumptions about boys and girls LINKS TO PE Learn How to exercise	Links to Computing Personal information. What to share and who with And not. How to make friends. Make a new friend. How do you join an existing game? How to invite others to join you. Learn some new playground games.	Practice problem solving skills. Listen to their views. Calmly say your views too. What is the compromise? How can you both 'give' a bit. What could you try? Now give it a go! No means no!	What is working well? What have you found out? What could you try next time? Standing up for myself calmly.
BOOKS/TEXT/ CLIPS	https://www.youtube.com/watch?v=RVvJU-eHQR4	https://www.youtube.com/watch?v=N37z7Ve8Rik	https://www.youtube.com/watch?v=ZwZrm3RH BgM https://www.youtube.com/watch?v=4YjJ1MreZqs	https://www.youtube.com/watch?v=R0x3RgqlcRk https://www.youtube.com/watch?v=Gzqg_XZ-0Rg	https://www.youtube.com/watch?v=ZXbxWBoDB68 https://www.youtube.com/watch?v=_0yJOKdvRrg	https://www.youtube.com/watch?v=-UNGPCJctDk https://www.youtube.com/watch?v=-IL07JOGU5o	https://www.youtube.com/watch?v=2-CFqda_yNo https://www.youtube.com/watch?v=Zrm4dC3Poe0
FABULOUS FINISH							



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	IMMERSION ANALYSE PLAN WRITE REVIEW/INOVATE EXTENDING						
Speaking & Listening	Would you like to be a nurse or a doctor when you grow up? What other jobs help people? Discuss	Discuss similarities and differences between hospitals of different eras	https://learnenglishkids.britishcouncil.org/short-stories/florence-nightingale Watch and talk about the story	Share key phases of Florence Nightingale's life. Opportunity to talk in front of a group			
SPAG Year 1	Capital letters and full stops Combine sentences by joining words and clauses using <i>and</i>	Combine sentences by joining words and clauses using <i>and</i>					
SPAG Year 2	Subordination - Using <i>when if that because</i>	Co-ordination - Using <i>or and but</i>	Expanded <i>noun phrases</i> for description and specification	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command			
Drama/role play	Watch link for idea for a KS1 Florence Nightingale drama lesson https://www.tes.com/teaching-		Hot seating Florence Nightingale				



Stocksbridge Nursery Infant School KS1 Medium Term Grid Theme Title: Hidden Heroes Autumn Term 2

	resource/teachers-tv-florence-nightingale-through-drama-6047707						
Handwriting	Following Deb Watson handwriting scheme- families of letters						
Writing Year 1	Non-Chronological report Find out about a subject by listening and following text as information books are read, watch 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 eg food pets.	Write a simple non chronological report by writing sentences to describe aspects of the subject.	Poetry	Poetry	Nativity story
Writing Year 2	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 group and the group in general eg a particular dog and dog in general.	Read texts containing information in a simple report format.	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	Poetry	Poetry	Nativity story
Vocabulary Ninja	This Week's Words Grasshopper: blanket, army, forest, bridge, dance Shinobi: repair, careless, disappoint, endangered, gist	This Week's Words Grasshopper: vote, taste, vanish, duvet, fur Shinobi: steal, symbol, adapt, maximum, consistent	This Week's Words Grasshopper: listen downstairs, attic, thin, dull Shinobi: responsible, remarkable, interrupt, suspicious, consequence	This Week's Words Grasshopper: favourite, neat, rainbow, bright, reason Shinobi: dastardly, lethargic, alienate, audacious, loathe	This Week's Words Grasshopper: truth, lie, exit, wish, pile Shinobi: vile, betray, haul, wreckage, limp	This Week's Words Grasshopper: build, roots, history, village, memories Shinobi: warning, judge, intend, descend, slavery	This Week's Words Grasshopper: guess, slimy, nibble, gulp, millionaire Shinobi: ablaze, brazen, sublime, absurd, squander
Shared reading	TITLE						



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each day.		Y2 Traction Man	Y2 After the Storm	Y2 Bringing the Rain to Kaipiti Plain	Y2 The Clockwork Dragon	Y2 Cops & Robbers	Nativities	Y2 Cuddly Duddly
	Background Knowledge							
	Vocabulary							
	Read aloud/think aloud							
	Visualise - think in pictures							
	Questioning							



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YEAR GROUP	KS1	Week 1 W.B 1.11.21	Week 2 W.B 8.11.21	Week 3 W.B 15.11.21	Week 4 W.B 22.11.21	Week 5 W.B 29.11.21	Week 6 W.B 6.12.21
Mental Maths/Big Maths (5-10 mins daily)							
Maths (Include one investigation lesson each week)	Y1 - Number place value within ten	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	
	Y2 - Number - place value	Number - place value	Number - place value	Number - addition and subtraction	Number - addition and subtraction	Number - addition and subtraction	



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Workshop							
Sand/Water Play							
Tough Tray/Small World							
Table/drawer tops	Y1						
	Y2						
Writing area							
construction							
Book corner							