



KEY STAGE 1 Week beginning:	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
SPARLING STARTER... PROVOCATION						
SCIENCE YEAR 1						
SCIENCE YEAR 2						
COMPUTING YEAR 1	To know that when instructions (algorithms) are entered into a computer, it is called a program Create a simple program using music or minibeasts	To explore and control remote control toys. Remote control day-bring toys from home. Practise moving them on the yard.	To make a programmable toy move. Use Beebot	create a program to move Beebot To write/draw/represent the algorithm Use Beebot command cards		
COMPUTING YEAR 2	To know that when instructions (algorithms) are entered into a computer, it is called a program Use Beebot- follow command cards. Where will Beebot end up?	To plan a program using beebot. Plan programs to move Beebot around a large grid	To be efficient in programming Create programs for Beebot using the smallest number of commands.			
ONLINE SAFETY						
DESIGN TECHNOLOGY						
GEOGRAPHY	Look at a range of sources to identify (aerial photos) Sea/oceans/river Land/oceans	→ Compare The Storm Whale The Lighthouse Keeper	Sort evidence of things found at the coast and those in Stocksbridge. Place on to a prepared	Make a key for the map made in last session. Devise a simple map;		



Stocksbridge Nursery Infant School KS1 Medium Term Grid Theme Title: Seasides Summer Term 1

	Coast/landlocked Then Identify coastal features Cliff, port & harbour	stories Looking for features of coasts.	map. key physical features, including: beach, cliff, coast, , sea, ocean, river, □ key human features, including:, port, harbour	and use and construct basic symbols in a key		
HISTORY	To identify features of a seaside holiday.	To use photographs and paintings to find clues as to what seaside holidays were like in the past.	To find out what seaside holidays were like 100 years ago.	To be able to identify similarities and differences between seaside holidays now and in the past.		
ART & DESIGN						
MUSIC Year 1 (children sing every day)						
Year 2						

KEY STAGE 1 Week beginning:						
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Stocksbridge Nursery Infant School KS1 Medium Term Grid

Theme Title: Seasides Summer Term 1

PE - Indoor Locomotion - Jumping	Y1	<p>The focus of learning is to recap jumping, in different directions, at different speeds and different levels.</p> <p>Pupils will begin to understand the different reasons when, where and why we jump in different ways.</p>	<p>The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently.</p> <p>Pupils will recap how we jump applying the most effective technique using our head, arms and feet.</p>	<p>The focus of learning is to explore how jumping affects our bodies.</p> <p>Pupils will apply their jumping skills during a circuit.</p>	<p>The focus of learning is to explore skipping.</p>	<p>The focus of learning is to apply our understanding of jumping and skipping into a game.</p>	
	Y2	<p>The focus of the learning is to consolidate pupils jumping and to apply an effective jumping technique.</p>	<p>The focus of learning is to consolidate pupils knowledge of how, where and why we jump in a game.</p>	<p>The focus of the learning is to apply pupils' knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps.</p>	<p>The focus of the learning is to develop pupils' application of jumping.</p> <p>Pupils will explore jumping using different combinations, jumping for distance and speeds.</p>	<p>The focus of the learning is to develop pupils' application of linking jumps together.</p> <p>Pupils will develop jumping using different combinations, jumping for distance.</p>	
PE - Outdoor - Attack v Defence - Games for understanding	Y1	<p>The focus of the learning is to understand the basic principles of attack.</p> <p>Pupils will learn what 'attacking' means and why we attack during a game.</p>	<p>The focus of the learning is to apply simple attacking principles into a game situation.</p>	<p>The focus of the learning is to understand the basic principles of defence.</p> <p>Pupils will learn what 'defending' means and why we defend during a game.</p> <p>Pupils will understand why we need to prevent the attackers from</p>	<p>The focus of the learning is to apply simple defending principles into a game situation.</p>	<p>The focus of the learning is to consolidate pupils' knowledge of how, where and why to attack in a game.</p>	



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Theme Title: Seasides Summer Term 1

				scoring.			
	Y2	<p>The focus of the learning is to create and understand simple attacking principles, applying them as a team into a game.</p> <p>Pupils will develop their understanding of what 'attacking' means and when and why we attack as a team during a game.</p>	<p>The focus of the learning is to create and understand simple defending principles, applying them as a team into a game.</p> <p>Pupils will develop their understanding of what 'defending' means and when and why we defend as a team during a game.</p>	<p>The focus of the learning is to understand the transition from defence into attack.</p> <p>Pupils will learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game.</p> <p>Pupils will develop their understanding of how their role changes from defence to attack.</p>	<p>The focus of the learning is to create and understand simple attacking tactics applying them as a team into a game.</p> <p>Pupils will refine their understanding of what 'attacking' means and when, where and why we attack as a team during a game.</p>	<p>The focus of the learning is to create and understand simple defending tactics applying them as a team into a game.</p> <p>Pupils will refine their understanding of what 'defending' means and when, where and why we defend as a team during a game.</p>	
RE Year 1							
RE Year 2							
PSHE Year 1							
PSHE Year 2							



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Theme Title: Seasides Summer Term 1

METACOGNITION	Y1						
Successful learners	Y2						
HOME LEARNING							
FABULOUS FINISH							

KEY STAGE 1							
Week beginning:							
		IMMERSION	ANALYSE	PLAN	WRITE	REVIEW/INOVATE	EXTENDING
Speaking & Listening							
SPAG							
Drama/role play							
Handwriting							
Writing							
Vocabulary?							
Shared reading each day with	BOOK TITLE						
	Background Knowledge						
	Vocabulary						
	Read aloud/think						



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fluency task	aloud						
	Visualise - think in pictures						
	Questioning						
Other text / Story / reading (Children listen to a story every day)							
Other ideas related to the story:							



KEY STAGE 1 Week beginning:						
Mental Maths/Big Maths (5-10 mins daily)						
Maths (Include one investigation lesson each week)						