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| C:\Users\DaveR\Documents\Wigley & Penny Acres files\BOTH SCHOOLS\2019-2020\Logos\New logos\Logo\Federation logo 7.png  **Federation of Penny Acres and Wigley Primary Schools – Topic Map**  **Reception/KS1 – The Very Hungry Caterpillar & Friends** | | | |
| **Curriculum driver(s)**  Science | | **Aims/Values drivers (taken from school’s key aims/ values)**  To develop the children’s respect for our world and provide opportunities for them to make a positive contribution to improving the environment. | |
| **Child Interest**  Bugs! | |
| **Key Question drivers**  What living things can we find around our school? What are their habitats like? Why and how can we encourage these living things to survive in our school environment? | | **Authentic Outcome**  The Very Hungry Caterpillar and Friends picnic- invite parents & carers. If possible release the butterflies at the picnic. | |
| **Hook/Visits/Visitors**  Visit the Tropical Butterfly House – May 4th  Observe the butterfly life cycle- order caterpillars from www.insectlore | | **Role play Opportunities**  Mini-beast dressing up | |
| **English**  Rec ELG’s: Fine Motor Skills/Comprehension/ Reading & Writing | | | |
| Reading (including key texts) | Writing Opportunities | | Spelling and Grammar |
| **Rec/Y1/2**  The Very Hungry Caterpillar  The Bad Tempered Ladybird  Make a collection of a variety of Eric Carle books  https://eric-carle.com  Peter Rabbit  Superworm by Julia Donaldson  What the Ladybird heard | **Rec/Y1/2**   * Write a shopping list for the very hungry caterpillar (real food items/focus on phonics) * Narrative: write a retelling of the hungry caterpillar story- using features of narrative e.g. past tense & time connectives. Use expanded noun phrases/ conjunctions/ correct punctuation incl. commas in a list (Y2) * Non-fiction: create a double page spread about ladybirds- include features of non-fiction e.g. present tense, specific vocabulary, fact boxes, diagrams etc. * Non-fiction: create a fact file about the author Eric Carle. * What did Peter get up to in Mr McGregor’s garden? – writing sentences with past tense verbs. * What the Ladybird Heard- Create a map to trick the Robbers, Label your map. Create instructions to trick the Robbers! * Newspaper Report- What the Ladybird Heard. * Create a lost poster- focus on using different sentence types, expanded noun phrases with adjectives & adverbs, using a range of suffixes. | | **Rec/Y1/2**  Follow Sound Discovery for daily phonics.  **Y1/2**  Use capital letters for proper nouns.  Spell the days of the week and number words.  Use sentences with different forms: statement, question, exclamation, command.  Use the past/present tenses correctly & consistently. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Identify nouns, verbs, adjectives & adverbs.  Write expanded noun phrases including ambitious adjectives & adverbs.  Use a range of punctuation correctly.  Spell common homophones.  Add suffixes to spell longer words, including -ed, –ment, –ness, –ful, –less*, –*ly |
| **Tiered vocabulary** | **Legs soil strong insect sting worm ant bee spider snail slug dark log honey caterpillar butterfly egg wings** | | |
| **Variety slither tunnel hibernate sections moisture cold-blooded queen species worker rotting fungi antennae centipede shelter rotting leaves pollen nectar larva chrysalis pupa adult young life cycle habitat** | | |
| **Replicate decomposer colony drone forage crustacean exoskeleton moult thorax abdomen metamorphosis** | | |
| **Numeracy** | | | |
| **Reception**  **Key objectives:** Count beyond ten. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG) Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. | | | |
| **Y1: Multiplication and Division**  **Key objectives:** Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.  **Fractions**  Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity.  **Geometry – position and direction.**  Describe position, direction and movement, including whole, half, quarter and three-quarter turns.  **Key Vocabulary:** odd, even, count in twos, threes, fives, tens (forwards from/backwards from) How many times? Lots of, groups of, once, twice, three times, five times, multiple, times by, multiply, multiply by, repeated addition, array, row, column, double, halve, half share, share equally, group in pairs, threes, etc. equal groups of, divide, divided by, left, left over  whole, half a length, quantity, set of objects, shape, equal parts, four equal parts, one half, two halves, a quarter, two quarters  position, over, under, underneath, above, below, top, bottom, side, on, in, outside, inside, around, in front, behind, front, back, before, after, beside, next to, opposite, apart, between, middle, edge, centre, corner direction, left, right, up, down, forwards, backwards, sideways, across, close, far, near, through, to, from, towards, away from, movement, slide, roll, turn, whole turn, half turn | | | |
| **Y2: Fractions**  **Key objectives:**  Recognise, find, name and write fractions of a length, shape, set of objects or quantity. Write simple fractions and recognise the equivalence.  **Measurement**  Compare and sequence intervals of time including the number of minutes in an hour and hours in a day. | | | |
| **Science**  **(Key Vocabulary and links to programmes of study)**  Rec ELG: The Natural World | | | |
| **Rec:** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of the changing seasons on the world around them.  **Y1/2: Living things & habitats** (Y2 PoS)  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. Identify and name a variety of plants and animals in their habitats. (micro-habitats)  **Animals** (Y1 PoS)  Describe and compare the structure of a variety of common animals. (mini-beasts)  **Animals** (Y2 PoS)  Notice that animals have offspring which grow into adults. (butterfly lifecycle)  **Activities:**   * Explore the different habitats around school e.g. field, rockery, woodland area, underneath logs, pond and record the plants & animals found there. Identify features of different habitats e.g. sheltered, dark, damp, food sources. Children to complete a table and make labelled drawings to show their findings. * Go for a minibeast hunt. Use magnifiers, brushes, petri-dishes to collect & observe the creatures. Children to make drawings and label features and identify what they have found using identification keys. * Make a wormery. * Find out about bees and what they do. * Observe caterpillars changing into butterflies (caterpillars ordered from insectlore) Children to draw and label the life cycle and write about it | | | |
| **Computing**  **(Key Vocabulary and links to programmes of study)** | | | |
| **Y1/2:** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.  **Activities:** Purple Mash Unit 2.1- Coding  **Key Vocab:** **algorithm, code, run, sequence, predict, event, object, design, properties, debug** | | | |
| **Geography/History**  **(Key Vocabulary and links to programmes of study)**  Rec ELG: People, Culture & Communities. | | | |
| **Rec:** Draw information from a simple map.  **Y1/2: Geography**  Geographical skills & fieldwork- Use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human & physical features of its surrounding environment.  Human & physical geography- Use basic geographical vocabulary to refer to human & physical features.  **Key Questions/Activities:**   * Look at maps of the school grounds and surrounding area and identify human & physical features. Recap what is meant by human feature/physical feature. * Children use maps outside and work out what the symbols represent e.g. school, farm, house, field, road, pond. * Create a large map of the area around school together, with symbols and a key.   **History Link (The King’s Coronation)**   * To learn about British coronations * To develop skills in chronology using timelines and historical images * To learn the different ways images of events from the past were recorded * To learn about and question photographs and paintings as reliable sources of evidence and interpretations of the past. | | | |
| **RE/PSHE/Modern British Values**  **(Key Vocabulary and links to programmes of study)**  Rec ELG’s for PSE Development/People, Culture & Communities | | | |
| **Rec:** Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places of special to members of their community.  **Y1/2: Key Question: 1.7 What does it mean to belong to a faith community?**  Recognise and name some symbols of belonging from their own experience, for Christians & at least one other religion, suggesting what these might mean and why they matter to believers.  Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the symbols & actions mean.  Identify two ways people show that they belong to each other when they get married.  Respond to examples of co-operation between different people.  **Drug Education (Module 1)**  H1 – Exploring the importance of physical, mental and emotional health.  H2 – Exploring how to make informed choices.  H11 – Understanding the role of drugs as medicines.  H11 – Identifying alternatives to taking medicines.  H11 – Identifying that household products, including medicines, can be harmful if not used properly.  H12 – Identifying rules for and ways of keeping safe.  H15 – Recognising they have a shared responsibility for keeping themselves and others safe. | | | |
| **Art & Design/Design & Technology**  **(Key Vocabulary and links to programmes of study)**  Rec ELG: Creating with Materials/Fine Motor Skills | | | |
| **Rec:** Explore, use & refine a variety of artistic effects to express their ideas & feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them. Create collaboratively, sharing ideas, resources & skills.  Butterfly Wings- focusing on colour/line/shape. Observational drawing. Exploring watercolours and pastels (resist) Damien Hurst.  **Y1/2: D&T**  **Textiles – Templates and Joining Techniques**  - Generating ideas based on existing products  - Use a design criterion  - Sketch and model ideas  - Describe uses and users  - Joining materials, cutting and shaping, - Evaluating  - Measuring and joining textiles  - Choosing textiles based on their properties  - Creating 3D textile structures from 2D shapes | | | |
| **Music**  **(Key Vocabulary and links to programmes of study)**  Rec ELG: Being Imaginative & Expressive | | | |
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| **PE**  **(Key Vocabulary and links to programmes of study)**  Rec ELG: Gross Motor Skills | | | |
| **Rec:**   * move with confidence, imagination and in safety * move with control and coordination * show awareness of space, of themselves and of others * recognise the importance of keeping healthy and those things which contribute to this * recognise the changes that happen to their bodies when they are active * use a range of small and large equipment * travel around, under, over and through balancing and climbing equipment   **Y1/2:**  Team Games – Tag rugby, Dodgeball, Bench ball, Football and Hockey Key knowledge: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Ball control, passing, turning, decision making, defending and attacking. Build on skills from Autumn 1 &2 working in small groups to increase spatial and tactical awareness, throwing and catching on the move. Develop an understanding of game rules and implement them. Build an awareness of others in play.  Key vocabulary: Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade, communication, change direction, possession, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate  Team Games – Tag rugby, Dodgeball, Bench ball, Football and Hockey Key knowledge: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Ball control, passing, turning, decision making, defending and attacking. Build on skills from Autumn 1 &2 working in small groups to increase spatial and tactical awareness, throwing and catching on the move. Develop an understanding of game rules and implement them. Build an awareness of others in play.  Key vocabulary: Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade, communication, change direction, possession, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate | | | |
| **Homework Opportunities** | | | |
| |  |  | | --- | --- | |  | **Task** | | 1 | Our topic is all about different animals and minibeasts. Can you read a non-fiction book about an animal or/and a minibeast?  Can you use the Contents page? What is a Glossary? Does the text have an Index? What is an Index? | | 2 | Using the letters in the word ‘caterpillar’, what other words can you make? Make a list of the words you can find - as a start the words ‘tap’ and ‘rail’ can be made! I made 10 words can you beat my score?! | | 3 | The Very Hungry Caterpillar loves to eat food. What is your favourite food? Take a photograph/ draw a picture and write a sentence explaining why. What adjectives can you use? Yummy, delicious, tasty? | | 4 | Can you make an animal or bug home/hotel? What resources did you use?  Can you draw a picture or take a photograph? | | 5 | Create a fruit salad or fruit kebab using different fruit. You could explore and try fruit which you haven’t tried before. Can you use any fruit which The Hungry Caterpillar ate? | | 6 | Create a lego minibeast or animal. Here is the Hungry Caterpillar: | | | | |