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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 – Prehistoric Predators** | | | |
| **Curriculum driver(s)**  History | | **Aims/Values drivers (taken from school’s key aims/ values)**   * To provide a dynamic and relevant curriculum; one which serves to inspire the children * To instil in the children the key skills and attitudes necessary for them to become motivated and independent learners | |
| **Child Interest**  Dinosaurs! | |
| **Key Question drivers**  When were dinosaurs alive? What different types of dinosaurs were there? How do we know? What evidence is there? | | **Authentic Outcome**  Dinosaur class ‘museum’ | |
| **Hook/Visits/Visitors**  Dinosaur Workshop- Fri March 17th (Teach Rex)  Dinosaur stomp scene set up in classroom.  Mystery egg.  Be a palaeontologist for the day- digging for fossils and examining them. | | **Role play Opportunities**  Mary Anning's fossil shop | |
| **English**  Rec ELG’s: Fine Motor Skills/Comprehension/ Reading & Writing | | | |
| Reading (including key texts) | Writing Opportunities | | Spelling and Grammar |
| **Rec/Y1/2**  Harry and his Bucketful of Dinosaurs  Tom and the Dinosaur Egg  Tom and Dinosaur Island  Saturday Night at the Dinosaur Stomp  The Dog Who Could Dig  Dinosaur non-fiction  Winnie’s Dinosaur Day | **Rec/Y1/2**   * Poetry * Factual writing (dinosaurs) * Writing sentences describing dinosaur actions * Writing letters to the dinosaurs * Egg hunt- writing clues * Writing instructions for looking after a dinosaur egg * Writing birth certificates for baby dinosaurs | | **Rec/Y1/2**  Follow Sound Discovery for daily phonics.  **Y1/2**  Use capital letters for proper nouns.  Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  Identify & use sentences of different forms (command, exclamation, statement, question)  Identify nouns, verbs, adjectives.  Write expanded noun phrases.  Spell words with contracted forms.  Spell words with the suffix -ing / ed  Use conjunctions e.g. and, because, but, so |
| **Tiered vocabulary** | dinosaur ,bone, skeleton, dig, discover, egg | | |
| extinct, extinction, predator, carnivore, herbivore, omnivore, fossil, prey, warm-blooded, reptile, pre-historic, cold blooded, frill | | |
| palaentologist ,palaentology, carnivorous, herbivorous, Triassic period, excavate, omnivorous, biped, meteorite, Jurassic period, erosion, Cretaceous period, therapod, sauropod | | |
| **Numeracy** | | | |
| **Rec: Building 9 & 10**  **Key objectives:** Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10.  Compare length/height. Compare numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills. Continue, copy and create repeating patterns. | | | |
| **Y1: Number/Place Value**  **Key objectives:** Count to 50, forwards and backwards, beginning with 0 or 1, or from any given number. Given a number, identify one more and one less (within 50) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 50 in numerals.  **Y1: Measurement**  **Key objectives:** Compare, describe and solve practical problems for: lengths and heights. mass/weight, capacity and volume.  Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume  **Key Vocabulary:** Number/Place value: number names, count (on/up/to/from/down) before, after, more, less, many, few, fewer, least, fewest, smallest, greater, lesser, equal to, the same as, odd, even, pair, ones, tens, ten more/less, digit, numeral, compare, value, between, halfway between. Measurement: | | | |
| **Y2: Measurement- length/height/mass/temperature/capacity**  **Key objectives:** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) Compare and order lengths/ heights.  Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml. Compare and order mass, volume/capacity. | | | |
| **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.  **Animals** (Y1 PoS)  Identify and name animals that are carnivores, herbivores and omnivores.  **Seasonal Changes** (Y1 PoS)  Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.  **Activities:**   * Recap the 4 seasons. Discuss changes as Spring begins to arrive. Small world display with associated books including non-fiction. * Recap the meanings of herbivore, carnivore, omnivore and the features of these animal types. Sort dinosaurs into groups and look at their features e.g. teeth, long necks.   **Vocabulary:** animal, sort, group, look carefully, observe, record, describe, label, dinosaur, reptile, carnivore, herbivore, omnivore, Spring, season, month, March, April, May, weather, snowdrops, daffodils, crocuses, bumblebee, tadpoles, warmer, lighter, dawn chorus, birds singing, blossom | | | |
| **Computing**  **(Key Vocabulary and links to programmes of study)** | | | |
| **Y1/2:** Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.  **Activities:** Use Purple Mash Unit 1.9 Tech Outside School Unit 2.8 Presenting Ideas  **Key Vocab:** technology computer e-book mind map node quiz multiple choice fiction non-fiction fact file presentation | | | |
| **Geography/History**  **(Key Vocabulary and links to programmes of study)**  Rec ELG: People, Culture & Communities. | | | |
| **Rec:** Compare & contrast characters from stories, including figures from the past.  **Y1/2: History**  N.C POS: Learn about lives of significant individuals in the past who have contributed to national & international achievements (Mary Anning)  Know where the people and events they study fit within a chronological framework. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.  **Key Questions/Activities:**   * Did dinosaurs lay eggs? Show ch large egg & footprints.What kind of animal do you think could have laid the egg? Look at the size of it, how big do you think this creature would have been? What do you think could have made the footprints? What makes you think that? Ch sort bones into facts/myths & check at the end of the topic. * How do we know that dinosaurs existed? Read story Stone Girl, Bone Girl. What are fossils? Ch excavate fossils & identify. * Did Mary Anning come from a wealthy family? Use PPT to recap her life. Ch order the main events. * Why is Mary Anning remembered? Watch video on BBC Bitesize. Discuss why she is famous. Y1/2 create a fact file in mixed ability pairs. * Have women always been able to be scientists? Explore Victorian times a little more. Using PPT to look at pictures of housing/food/clothing. Ask chn if they thought people could do any job they want? What about women? Continue to discuss the differences between then and now using the PPT for support. Children to sort pictures/statements into then and now columns. | | | |
| **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: 1.3 Who is Jewish and what do they believe?**  Talk about how the mezuzah in the home reminds Jewish people about God. Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah, Passover or Pesach might think about God, suggesting what it means. Ask some questions about believing in God and offer some ideas of their own.  **Relationships** **(Module 11)**  R2 – Recognising our behaviour can affect others.  R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.  R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),  R7 – Offering constructive support and feedback to others.  R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | | | |
| **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.  **Y1/2: Art & Design**  **3D Design – Dinosaur/Fossil Pattern Tiles**  - Generating ideas  - Experimenting with tools and surfaces  - Learn about great artists that use pattern in interesting ways (Yayoi Kusama, Sarah Morris, Clark Richert)  - Control of line and shape  - Plan and make something  - Natural and manmade materials  - Applying decorative techniques (including carving)  - Replicating patterns and textures | | | |
| **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:** Revise & refine the fundamental movement skills already acquired. Progress towards a more fluent style of moving, with developing control & grace. Develop overall body strength, coordination, balance & agility needed to engage successfully with future PE sessions & other physical disciplines. Combine different movements with ease & fluency.  Confidently & safely use a range of large & small apparatus indoors & outside, alone & in a group. Further develop & refine a range of ball skills. Develop confidence, competence, precision & accuracy when engaging in activities that involve a ball.  **Y1/2:** Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.  Invasion games (basketball & netball) focus on team work and understanding types of passes. | | | |
| **Homework Opportunities** | | | |
| |  |  | | --- | --- | |  | Task | | 1 | Some T. Rexes were 6 metres tall. Measure your family with a tape measure and write down their heights in order. | | 2 | Visit your local library and find some non-fiction books about dinosaurs. | | 3 | Choose a dinosaur, draw it and write five fascinating facts. | | 4 | Create a dinosaur menu. Be as creative as you can! Make sure you know whether it's for a herbivore, omnivore or a carnivore! | | 5 | Make some salt dough and create some dinosaur fossils/bones. | | 6 | Go to <https://www.bbc.co.uk/bitesize/topics/zd4dy9q/articles/zng7gwx> Can you do the quiz about Mary Anning? | | 7 | Read Tom and the Island of Dinosaurs (here’s a story telling on YouTube: <https://www.youtube.com/watch?v=zD5eRBLvm9Y>) Could you create the faraway island with a volcano? Create your own dinosaur island and make a volcano to scare the dinosaurs (see instructions here.. <https://www.sciencefun.org/kidszone/experiments/how-to-make-a-volcano/>) | | | | |