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| **C:\Users\DaveR\Documents\Wigley & Penny Acres files\BOTH SCHOOLS\2019-2020\Logos\New logos\Logo\Federation logo 7.pngC:\Users\DaveR\Documents\Wigley & Penny Acres files\BOTH SCHOOLS\2019-2020\Logos\New logos\Logo\Federation logo 7.pngFederation of Penny Acres and Wigley Primary Schools – Topic Map** **Reception/KS1 – Frozen Planet** |
| Curriculum driver(s) - Science/Geography | 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.
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| Child InterestPolar bearsPenguinsSnow! |
| Key Question drivers –Where is the North Pole and what is it like? Where is the South Pole and what is it like? Which animals live there and how do they survive? How can we help the survival of these special habitats? | Authentic Outcome – To create a Winter Wonderland display to show our learning and experiences! |
| Hook/Visits/Visitors Winter Wonderland trip to Snow Dome – Nov 18thChristmas in Chesterfield – Dec 1st (see R.E)Diwali Workshop | Role play Opportunities Arctic ExplorersIt’s cold outside- Beehive Bakery   |
| **English**Rec ELG’s: Fine Motor Skills/Comprehension/ Reading & Writing  |
| Reading (including key texts) | Writing Opportunities | Spelling and Grammar |
| Rec/Y1/2Lost and FoundThe Emperors EggSoloFrozenBlue PenguinThe Journey HomeOne Day on our Blue Planet…in the AntarcticMeet the PenguinsChristmasarus One Snowy NightSnowballPoles ApartFrozen Planet TV show clips | Rec/Y1/2* Factual writing (penguins / polar bears)
* Lists- what to take on a polar adventure
* Acrostic poems
* Children find artic animals trapped in ice and a letter from the Snow Dragon apologising that she came in and breathed on the animals- how could they set them free?
* Adverbs all about Olaf.
* Adjectives describing Olaf
* What did Olaf do? Past tense verbs.
* Describing fire using similes and adverbs
* Story ordering and role play- becoming characters
* Describing characters using similes
* Predictions- what could be inside the egg?
* What could the characters look like? Describing features using adjectives.
* Letters from characters
 | Rec/Y1/2Follow Sound Discovery for daily phonics.Y1/2Identify & use ambitious adjectives.Identify & use ambitious verbs.Write expanded noun phrases.Use capital letters, spaces between words and full stops accurately & consistently.Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Similes, adjectives, adverbs.  |
| Tiered vocabulary | Tier 1: snow ice snowflake cold Winter polar bear penguin seal whale birdTier 2: habitat snowy owl reindeer/caribou husky North Pole South Pole Arctic Antarctic arctic fox arctic hare freeze iceberg Emperor penguin expedition environment humpback whale elephant seal albatross orca krill squid shelter continent ocean mountain leopard seal prey predator blue whale puffin carnivore herbivore omnivore narwhal seal lion walrus beluga whale camouflage mammal Tier 3: glacier survival uninhabited Antarctic Peninsula isolated unique remote Antarctic Ice Sheet climate change global warming adapt innovative Inuit community population archipelago climate extreme inhospitable |
| **Numeracy** |
| Rec:Link the number symbol (numeral) with its cardinal number value. Understand the ‘one more than/one less than’ relationship between consecutive numbers. 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. Compare amounts. Key Vocabulary: Number: zero, number one, two, three … none how many …? count, count (up) to, count on (from, to), count back (from, to) is the same as, more, less, odd, even, few, pattern, pair, larger, bigger, greater, fewer, smaller, less, fewest, smallest, least, most, biggest, largest, greatest, one more, one less, compare, order, size, first, second, third… last, last but one, before, after, next, between, guess how many …? Estimate, nearly, close to, about the same as, just over, just under, too many, too few, enough, not enough. Shape: pattern, flat, curved, straight, round, hollow, solid, sort, make, build, draw, size, bigger, larger, smaller symmetrical pattern, repeating pattern, match |
| Y1: Addition & Subtraction.Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 10. Add and subtract numbers to 10, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.Y1: Geometry – properties of shapeRecognise and name common 2-D and 3-D shapes.Key Vocabulary: Number, zero, one, two, three to twenty, and beyond… none, 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, size, value, between, halfway between, above, below, number bonds, number line, add, more, plus, make, sum, total, altogether, inverse, double, half, halve, equals, is the same as (including equals sign) difference between, How many more to make...? How many more is...than...? How much more is...? Subtract, take away, minus, How many fewer is...than...? How much less is...?Group, sort, cube, cuboids, pyramid, sphere, cone, cylinder, circle, triangle, square, shape, flat, curved, straight, round hollow, solid, corner (point, pointed) vertex, vertices, face, side, edge, make, build, draw |
| Y2: Addition and SubtractionSolve problems with addition and subtraction by: using concrete objects and pictorial representations, applying their increasing knowledge of mental and written methods, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones and tens, two two-digit numbers, three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.Y2: Geometry – Properties of ShapesIdentify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line and the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes and compare and sort common 2-D and 3-D shapes and everyday objects.Key Vocabulary: Number, zero, one, two, three to twenty, and beyond… none, 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, size, value, between, halfway between, above, below, number bonds, number line, add, more, plus, make, sum, total, altogether, inverse, double, half, halve, equals, is the same as (including equals sign) difference between, How many more to make...? How many more is...than...? How much more is...? Subtract, take away, minus, How many fewer is...than...? How much less is...?Numbers 1- 20, ones, tens, digit, addition, add, more, and, make, sum, total, altogether, subtract, equals, take away, bonds, part-whole, bar model, fact family, relationship related facts, compare, check, inverse. Group, sort, cube, cuboids, pyramid, sphere, cone, cylinder, circle, triangle, square, shape, flat, curved, straight, round hollow, solid, corner (point, pointed) vertex, vertices, face, side, edge, make, build, draw |
| **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.**Animals** (Y1 PoS) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.**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. (Polar habitats)Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Polar bear food chain)Activities:* Read The Emperor’s Egg & Solo and watch BBC clips about penguins in Antarctica. Talk about how the penguins survive the extreme conditions & children write about this into their books.
* Find out about the other animals that live in Antarctica and the North Pole. Learn about animal categories using the animal groups PPT and clips on BBC: <https://www.bbc.co.uk/bitesize/topics/z6882hv> and sort pictures into animal groups (mammal, bird, crustaceans, molluscs etc…) Provide children with definition cards to help them.
* Learn the definitions for omnivore, carnivore, herbivore <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zfbntrd> and sort animals into these three groups.
* Watch clip of Polar Bears <https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-polar-bears-in-their-habitat/z73ygwx> Show the polar bear PPT & discuss how they have adapted to their environment. Children draw a picture into books and write some sentences e.g. Polar bears have thick fur and a layer of fat, called blubber, that protects their bodies from the frosty air and near-freezing water. Polar bears also have **black skin** under their glistening coat, which helps them soak up the Sun’s rays and keep warm.
* Learn about food chains <https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb> Children draw a polar bear food chain diagram into books and label producer consumer predator.
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| **Computing****(Key Vocabulary and links to programmes of study)** |
| Y1/2: Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.Activities:* Online Safety units 1.1/2.2 Purple Mash- Children log-in and out safely- understand why logging out is important, change avatar, save work in own work folder, understand what the teacher can see and see messages left by teacher, understand the common icons for save, print, open, new, explore the different tools on PM with confidence, search for topics, share work on display board, understand that the teacher will check work before it is displayed- Why is this important? Send an email (2Respond) Begin to understand what a digital footprint is. Talk about where to go for help.

Key Vocab: alert, avatar, button, device, file name, filter, home screen, icon, login, log out, password, menu, my work area, notification, private, tools, save, search, shared folder, text box, tool bar, attachment, digital footprint, email, filter, personal information, internet, private information, reply.  |
| **Geography/History** **(Key Vocabulary and links to programmes of study)**Rec ELG: People, Culture & Communities. |
| Rec:Recognise some environments that are different from the one in which they live. Recognise some similarities & differences between life in this country & life in other countries.Y1/2: GeographyLocational knowledge- Name & locate the world’s seven continents & five oceans.Place knowledge- Understand geographical similarities & differences through studying the human & physical geography of a small area of the UK, & of a small area of a contrasting non-European country (compare Holmesfield with the North or South Pole) Human & physical geography- Identify the location of hot & cold areas of the world in relation to the Equator & the North & South Poles. Use basic geographical vocabulary to refer to key physical & human features. Geographical skills & fieldwork- Use world maps, atlases & globes to identify countries, oceans & continents. Activities:* Look at a world map together. Explain what a continent is & the difference between a sea & an ocean. Learn the names of the continents & oceans (song on YouTube). Locate and label the continents and oceans on a world map (PPT) Chn label own map.
* Show the children a globe and find the equator; explain what the equator is & discuss/identify hottest & coldest places. Watch clip <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-world/zkk6t39>
* Locate the Arctic and Antarctica on the globe and world map & discuss why these places are the coldest in the world. Watch video clips & look at photos of Antarctica; describe the environment & the physical/human features we can see using geographical vocabulary (see tiered vocab) Chn draw and label a picture of Antarctica using the vocabulary.
* Create a comparison chart to compare Holmesfield with the South Orkney Islands, incl weather & climate, population, physical features, human features.
* Look around local environment at seasonal changes and how seasons impact animals and plants- deciduous and evergreen trees.
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| **RE/PSHE/Modern British Values****(Key Vocabulary and links to programmes of study)**Rec ELG’s for PSE Development/People, Culture & Communities  |
| PSHE (PSHE Matters) Being Responsible (Module 9)L1 – Identify how they can contribute to the life of the classroom and school- Link to House Points.L2 – Construct and explore the importance of rules.L3 – Explore and understand that everyone has rights and responsibilities.L5 – Identify what improves and harms their environments.R4 – Recognise what is fair/unfair, right/wrong, kind/unkind.R.E (Derbyshire Syllabus)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: 1.6 How and why do we celebrate special and sacred times?Identify some ways Christians celebrate Christmas, Hindus celebrate Diwali and Jewish people celebrate Chanukah. Re-tell stories connected with these festivals and say why they are important to the believers. Ask questions and suggest answers about stories to do with festivals. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Activities:* Learn the story of Diwali and its meaning for Hindus. Find out about how Hindus celebrate Diwali in their households.
* Take part in a Diwali workshop- to include dance, special clothes, food, music, divas, Rangoli patterns etc- 24th November
* Diwali presentation delivered by Sianna’s parents
* Create a festival display in the classroom with photos, pictures, books & artefacts.
* Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Chanukah (hope and dedication) Explore the meaning and significance of Jewish rituals and practices during the festival of Chanukah.
* Explore the significance of Christmas for Christians and how it is celebrated- Trip to Chesterfield to explore how Christmas is celebrated around the town & make a decoration. Visit the Church of St Mary and All Saints in Chesterfield to look at how Christians mark Christmas within the Church & take part in a retelling of the Nativity story with puppets.
* Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah, Diwali; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.
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| **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 Painting – ArcticLandscapes- Generating ideas- Learning about great artists (Zaria Forman) - Experimenting with painting tools and surfaces- Developing control of line and shape using painting tools- Types of paint and their properties- Mixing secondary colours- Measuring paint- Creating light and dark - Creating texture- Warm and cold colours |
| **Music****(Key Vocabulary and links to programmes of study)**Rec ELG: Being Imaginative & Expressive  |
| Rec: Sing in a group or on their own, increasingly matching the pitch & following the melody. Listen attentively, move to & talk about music, expressing their feelings & responses. Y1/2: Use voices expressively & creatively by singing songs & speaking chants & rhymes.* Penny Acres- Singing Stars Tuesdays 9.15-10.30. Building up to a performance on November 22nd to parents.
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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.  |
| **Homework Opportunities** |
| * Research some facts about one Arctic or Antarctic animal and create a poster.
* Make a 'polar lands' picture.
* Visit the library and find a book linked to our topic (fiction or non-fiction) and bring it to school to share with the class.
* Find out about a famous polar explorer and write some facts into your homework book. This website might be useful: <https://explore.quarkexpeditions.com/blog/top-10-most-famous-and-intriguing-polar-explorers>
* C:\Users\sclements\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E709F569.tmp Can you make an igloo out of marshmallows?
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