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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 – If You Go Down to the Woods Today….** |
| **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.
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| **Child Interest**Fairies and elves & living in the woods |
| **Key Question drivers**What can I see/hear / touch/ smell in the wood? What type of creatures live in the wood? | **Authentic Outcome** Bring a Bear day & teddy bears picnic. Ch write invitations to parents to come along with their bears too. |
| **Hook/Visits/Visitors** Wild Sheffield Bear Hunt in Ecclesall Woods Jan 19 Bring a bear day | **Role play Opportunities** Woodland, camo tee-pee, animal dress up, bear cave  |
| **English**Rec ELG’s: Fine Motor Skills/Comprehension/ Reading & Writing  |
| Reading (including key texts) | Writing Opportunities | Spelling and Grammar |
| **Rec/Y1/2**The GruffaloThe Gruffalo's ChildStick ManWe're Going on a Bear HuntBear SpottingHansel & Gretel / GoldilocksPercy the Park Keeper storiesWhere's My Teddy?Little Beaver and the EchoThe Bumble BearWinnie the Pooh stories | **Rec/Y1/2*** The Gruffalo character description- use expanded noun phrases.
* Explore & write setting descriptions (wood/forest) focus on our senses- what can you see/ hear/ smell/ touch/ taste.
* Traditional tales – retelling these using features of the text – focus on openers, story language & time connectives, sequence of events.
* Planning and writing own stories with woodland setting.
* Writing instructions- how to play pooh sticks
* Factual writing about Bears…learn about features of non-fiction
* Party invitations linked to story characters
* Teddy Bears Picnic invitations to parents/carers
 | **Rec/Y1/2**Follow Sound Discovery for daily phonics.**Y1/2**Use capital letters for proper nouns.Spell days of the weekLearning 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) Use past & present tenses correctly & consistently.Identify nouns, verbs, adjectives.Write expanded noun phrases. Spell words with contracted forms. Spell words with the suffix -ing  |
| **Tiered vocabulary** | bark berries birds brambles branches deer fallen leaves ferns foxes ground insects ivy mice moss pine cones spiders squirrels thickets trees trunks undergrowth abundant chirping creaking damp decaying earthy fallen gloomy humming impenetrable peaceful rotting rough serene shady silent stagnant sun-dappled tangled tranquil whistlingbend creep govern groan jut perch protrude rise rustle scamper scrabble scramble scurry settle shuffle slouch stumble sway twist weave whisper inhabitant |
| **Numeracy** |
| **Rec: Alive in 5! Growing 6,7,8.**Key objectives: Subitise. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Link the number symbol (numeral) with its cardinal number value. Compare weight and capacity.Key Vocabulary: Weight: weigh, weighs, balances, heavy, light, heavier than, lighter than, heaviest, lightest, scales. Capacity and volume: full, empty, half full, holds, container. Number: zero, none, number names, how many …? count, count on (from, to), count back (from, to) the same as, equal to, more, less, fewer pattern, add, more, and make, sum, total altogether, how many more to make …? how many more is … than …? how much more is …? take away how many are left/left over? how many have gone? how many fewer is … than …? how much less is …? difference between |
| **Y1: Number/Place Value**Key objectives: Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 20 in numerals. Given a number, identify one more and one less (within 20) 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 20 in numerals and words.**Y1: Addition & Subtraction**Key objectives: Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.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. Addition/Subtraction: 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...? |
| **Y2: Measurement- Money**Key objectives: Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money and solve practical problems involving money**Y2: Multiplication & Division**Key objectives: Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division. |
| **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. Describe and compare the structure of a variety of common animals.**Living things & habitats** (Y2 PoS) Explore and compare the differences between things that are living, dead & things that have never been alive. Identify and name a variety of plants and animals in their habitats. (Woodland habitat)Activities:* What is a woodland habitat? (BBC Bitesize)
* Life-cycle of a tree
* British woodland animals- identifying & naming; grouping & classifying animals e.g. mammal, bird, invertebrate, carnivore, herbivore, nocturnal, diurnal.
* Draw and label the parts of woodland animals e.g. hedgehog, badger, owl.
* Explore the nature area and find things that are living, dead & things that have never been alive. Draw and label findings.
* Visit Ecclesall Woods and look at the plants and animals found there.
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| **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 7.1- Coding. Key Vocab: action, algorithm, background, click, code, code blocks, coding, code view, command, debug, design view, event, execute, instruction, object, output, plan, programmer, properties, run, scale, scene, software, when clicked, sound |
| **Geography/History** **(Key Vocabulary and links to programmes of study)**Rec ELG: People, Culture & Communities. |
| **Rec:** Draw information from a simple map.**Y1/2:** GeographyGeographical skills & fieldwork- Use simple compass directions & locational & directional language to describe the location of features & routes on a map. Use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; and use & construct basic symbols in a key.Activities:* Examine examples of maps, symbols, keys.
* Draw a map of the Bear Hunt story including physical and human features, symbols and a key.
* Learn about compasses and use compass directions to describe Stickman’s journey on a map.
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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- Being Healthy (3) R/Y1/Y2**H1 – Exploring what a healthy lifestyle means. H1 - Identify the benefits of a healthy lifestyle.H2 – Identify ways of feeling healthy. H2 – Recognising what they like and dislike.H2 – Recognising that choices can have good and not so good consequences. H3 – Setting simple goals. H6 – Recognising the importance of personal hygiene.H7 – Developing simple skills to help prevent diseases spreading. |
| **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: D&T** **Food and Nutrition – Preparing Fruit and Vegetables**Design and create a dish for a teddy bears’ picnic. - Generating ideas based on existing products- Use a design criterion- Sketch ideas- Describe uses and users- Evaluating - Working safely and hygienically- Cutting, peeling and grating- Talking about food using our senses- Healthy diets and where foods come from |
| **Music****(Key Vocabulary and links to programmes of study)**Rec ELG: Being Imaginative & Expressive  |
| **Rec:** Explore & engage in music making & dance, performing solo or in groups.**Y1/2:** Play tuned & untuned instruments musically (recorder) |
| **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: Perform dances using simple movement patterns. |
| **Homework Opportunities** |
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| Week | Task |
| 1/2 | We are reading the Gruffalo during Week 1 and the Gruffalo’s Child during Week 2. Create your own Gruffalo quiz with questions (including answers) which you could play with a friend!  |
| 3 | We have been reading ‘We’re going on a Bear Hunt’. Can you go on your own ‘Bear Hunt’? Can you take photographs and write about your own adventures? |
| 4 | We have been reading *Stick Man*. Can you make your own stick character? Can you plan your ideas? What features does he have? What can your Stick Man do? |
| 5 | Read a non-fiction and a fiction story with a forest setting. Tell me the meaning of 5 new words. |

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