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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 – Deep Sea Detectives** |
| **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.Spirit of cooperation, trust and empathy.  |
| **Child Interest**Sharks!  |
| **Key Question drivers**What is in the ocean?  | **Authentic Outcome** Create a class aquarium  |
| **Hook/Visits/Visitors** Visit the Sea Life Centre in Birmingham- 29th June  | **Role play Opportunities** Aquarium gift shop |
| **English**Rec ELG’s: Fine Motor Skills/Comprehension/ Reading & Writing  |
| Reading (including key texts) | Writing Opportunities | Spelling and Grammar |
| **Rec/Y1/2**Dougal's Deep Sea DiaryThe Snail and the WhaleTiddlerThe Rainbow FishOcean poetryFinding Nemo film clipsGilbert the GreatShark in the ParkShark in the Park on a Windy DayShark in the Dark | **Rec/Y1/2*** Diary entry of deep sea adventure.
* Setting description- focus on noun phrases, ambitious adjectives, similes.
* Research a sea creature from Tiddler & make notes. Create a fact file.
* Plan and write own stories changing the fish to another animal e.g. Rainbow Butterfly/Bird/ Chameleon.
* Find out about sharks. Y1 Write questions about sharks. Explore features of non-fiction texts and use in own writing. Create a double page spread all about sharks. Y2 organise writing into sections using sub headings.
* Poetry. Enjoy different poems. Learn the vocab e.g. poem/poetry/verse/poet/rhythm/rhyme. Ch write own poem.
 | **Rec/Y1/2**Follow Sound Discovery for daily phonics.**Y1/2**Use capital letters for proper nouns.Spell the days of the week.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** | **body, dangerous, shark, crab, sharp, whale, shiny, alone, quick, spiky, penguin, sea, shell, waves** |
| **fin, hammerhead, starfish, scaly, huge, colourful, snappy, bones, creature, claws, blowhole, sea horse, suckers, speedy, beady, dolphin, turtle, humpback, ocean, jellyfish, clownfish, lobster, shipwreck, tropical, submarine, anchor, stingray, island, surface** |
| **tentacle, pincers, swift, predator, prey, gills, crustaceans, plankton, Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean, salt water, fresh water, coral, Great Barrier Reef, ocean layers: sunlight zone, twilight zone, midnight zone, abyss, trenches, submerge** |
| **Numeracy** |
| **Reception****Key Objectives:** Consolidate key skills. |
| **Y1 Key Objectives:** **Number and Place Value**Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. 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. **Measurement**Recognise and know the value of coins and notes. Sequence events in chronological order. Recognise and use language relating to dates. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. |
| **Y2 Key Objectives:****Statistics**Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity and total and compare categorical data.**Geometry – Position and Direction**Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). |
| **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: Animals** (Y1 PoS) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals.**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. (ocean habitat)**Activities:*** Recap animal types e.g. mammal, invertebrate, fish, bird, reptile, amphibian…Find out what animals live in the ocean- identify, name and classify by animal group. Learn new animal types e.g. mollusc, crustacean. Draw on & use vocab encountered in previous topics e.g. exoskeleton, habitat, microhabitat.
* Look at what the animals eat. Which are prey? Predators? Identify those that are carnivores, herbivores and omnivores.
* Explore the ocean layers and how different animals survive based on how the ocean provides what they need e.g animals near the top get more sunlight, how do plants and animals in the dark bottom of the ocean survive? Ch draw some animals & plants in each layer and label their features. Write about how they are adapted to survive.
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| **Computing****(Key Vocabulary and links to programmes of study)** |
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| **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**Event beyond living memory (the sinking of the Titanic)**Key Questions/Activities:** * What do we already know about the Titanic and what can we work out from a picture?
* What was so special about the Titanic and what was life on board like?
* Why and how did the ‘unsinkable’ Titanic sink?
* How should we show the sinking of the Titanic?
* Why weren’t more people saved from the Titanic?
* How did they stop a disaster like the Titanic happening again?
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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  |
| **Rec: PSED:** See themselves as a valuable individual. Manage their own needs & personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’ and having a good sleep routine.**Changes (Module 5)**H5 – Exploring what change means.H5 – Exploring loss and change and the associated feelings.H8 – Explore changes of growing from young to old.H9 – Managing change positively.H13 – Identifying strategies and where to go for help. |
| **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.The Sea- Drawing, cutting and collage. Focusing on colour/line/shape. Henri Matisse. **Y1/2: Art and Design: Drawing and Collage – Deep Sea** - Generating ideas- Learning about great collage artists (Megan Coyle) - Experimenting with drawing tools and surfaces- Developing control of line and shape to create forms using drawing tools - Creating light and dark values with drawing tools- Selecting and cutting colours and images to suit ideas - Warm and cold colours |
| **Music****(Key Vocabulary and links to programmes of study)**Rec ELG: Being Imaginative & Expressive  |
| **Rec:** Listen attentively, move to & talk about music, expressing their feelings & responses.**Y1/2:** Listen with concentration & understanding to a range of high-quality music. Experiment with, create, select & combine sounds using the inter-related dimensions of music.Music Express unit- Water. Children to use their voices, movements and instruments to explore changes of pitch. Develop a short performance with different vocal pitch shapes and tuned percussion.  |
| **PE****(Key Vocabulary and links to programmes of study)**Rec PD ELG: Gross Motor Skills  |
| **Rec:** Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.**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. |
| **Homework Opportunities** |
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|  | **Task** |
| 1 | **Out and About**Explore a place featuring water or sea animals with your family such as an aquarium or sea life centre, a pond, a beach or a pet shop. |
| 2 | **Mathematics**Create a tally chart to record your family and friends favourite sea creatures. |
| 3 | **English**Create an acrostic poem about your favourite under the sea creature. |
| 4 | **English**Visit the library and find some under the sea themed books. Can you find and read a non-fiction book and a fiction book? |
| 5 | **Craft**Use junk materials to make a submarine. |
| 6 | **Investigation**Do a float or sink experiment using 10 household objects. Can you predict which will float and which will sink before you test them? |
| 7 | **Food**Make a fish recipe. |

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