



Federation of Penny Acres and Wigley Primary Schools – Topic Map



FS/KS1 – Up, Up and Away!

<u>Curriculum driver(s) -</u> <ul style="list-style-type: none">To develop the children's respect for our world and provide opportunities for them to make a positive contribution to improving the environment.		<u>Aims/Values drivers (taken from school's key aims/values)</u> <ul style="list-style-type: none">Imagination, flair and creativityPositive challenge and aspiration
<u>Key Question drivers -</u> <p>What can you see in the sky? How can we travel up in the air? How has this changed?</p>		<u>Authentic Outcome -</u> <p>Create a class book containing facts and information. Create a true or false question board to demonstrate what we have been learning and to challenge others.</p>
<u>Visits/Visitors</u> <p>Airport or airfield day trip Owl visit</p>		<u>Role play Opportunities</u> <ul style="list-style-type: none">Predict stories from props.Tell real and imaginative stories using conventions of familiar story language using puppets.Explain their reactions to text, commenting on important aspects.Use language from texts to inspire Role-play.Dressing up box and props to enable imaginative play.
English		
Reading (including key texts)	Writing Opportunities	Spelling and Grammar
FS/Y1/2 The Blue Balloon The Journey Home Winnie's Flying Carpet The Magnificent Sheep in their Flying Machine Room on the Broom A Balloon for Grandad Mole and the Baby Bird A tale of two feathers The Firebird Owl Babies Owl/Birds non-fiction Toys in Space The Way Back Home	FS/Y1/2 <i>Poetry- Rhyming poems. Discuss features of poems e.g. alliteration, rhyme, repetition, onomatopoeia.</i> Writing similes. Predictions- what could happen next? Retell the traditional tale 'The Firebird'. Using story language and adjectives. Retell the story Owl Babies using puppets. Toys in Space- Make a collection of soft toys and invent owners and addresses for each toy. Label each toy like the ones in the book and display them on shelves. Extend this by creating a name and character profile for each toy. Find the adjectives used to describe each toy in the book and write adjective/noun phrases to describe our own class collection of toys. Explore the features of non-fiction texts and use the	FS/Y1/2 Follow Sound Discovery for daily phonics. Y1/2 Nouns and adjectives: writing expanded noun phrases. Use a range of punctuation correctly including question marks for questions. Different types of sentences and applying these within out writing to write for a range of purposes. Spell homophones.

Solar System non-fiction	<p>contents and index and glossary to find out facts and answers to questions.</p> <p>Create double page spreads about owls and the solar system.</p> <p>Create a multiple choice quiz about the solar system using question marks and a range of question words correctly.</p>	<p>correctly,- their, there, they're.</p> <p>Read/spell contracted words.</p> <p>Present and past tense.</p> <p>Using suffixes.</p> <p>Conjunctions- and, so, because.</p>
Tiered vocabulary	Glide, swoop, prey, male, female, roost, screech, preen, pellet, fluffy down, bi-plane, hang glider, solar system	
	Owlet, hunt, silently, pounce, hooked beak, claw, hatch, parachute, flight, engine, space, planet	
	Bird, owl, chick, nest, egg, feathers, sharp, aeroplane, hot air balloon, helicopter, fly, wing	
Numeracy		
FS (White Rose Autumn) Light & Dark; Alive in 5!; Growing 6,7,8		
Y1 (White Rose Autumn) Addition and Subtraction (within 10); Geometry (shape); Place Value (within 20) Addition and Subtraction (within 20)		
Y2 (White Rose Autumn) Addition and Subtraction; Money; Multiplication and Division		
Tiered vocabulary	Number names, compare, more, less, same, night, day, morning, afternoon, evening, count	
	Add, plus, total, whole, part, addition, equals, the same as, subtract, minus, take away, subtraction, count on, count back, How many altogether? How many left? Multiply, times by, groups, sets, divide, division, multiplication, lots of, shape names. coin, note, how much altogether? How can you make...?	
Science (Key Vocabulary and links to programmes of study)		
<p>FS (Development Matters) Understanding the World: Describe what they see, hear and feel whilst outside. Explore the natural world around them.</p> <p>Y1/2 Working Scientifically: asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions</p> <p>Animals</p> <ul style="list-style-type: none"> Identify and name a variety of common birds. Describe and compare the structure of a variety of common birds. 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. Notice that animals have off-spring which grow into adults. Find out about and describe the basic needs of animals (water, food, air) <p>Uses of everyday materials</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Activities</p> <p>Birds: bird watching; build a bird hide to watch from; name the birds we see using identification charts and draw and label them into topic books; label the body parts of different birds & compare; learn more about owls- draw diagrams of their life cycle and food chain; discuss why winter might be difficult for birds...how can we help birds in the winter? Investigate what birds like to eat by making different feeders and hanging outside and see which are eaten first!</p>		

Read The Blue Balloon and explore balloons and other objects that can change shape by squashing, bending, twisting, stretching.

Additional activities- Explore making bubbles of different shapes outside (use wire coat hangers); use windy day box and make wind chimes to hang outside and kites to fly. What does wind feel like?

Planets- What planet do we live on? Look at land and sea. Who was the first person to travel on the moon? Create craters like on the moon- using stones and sand.

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

Explore animation. Create own animations using 2animate

Geography/History
(Key Vocabulary and links to programmes of study)

FS (Development Matters) Understanding the World: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

Who is the person? What did they do you think? Look for clues within image.

Y1/2

History

- Learn about events beyond living memory that are significant nationally or globally.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements
- Compare how transport has changed over time e.g. flight.

e.g. Timeline 1903 1969 2015 First successful flight – The Wright Flyer The Eagle landed – Neil Armstrong walked on the moon Tim Peake was launched to the International Spa

- Find out about a significant person involved in space exploration (Neil Armstrong).

Learn about the history of flight transport and create a timeline in chronological order. Study The Wright Brothers, Emilia Earhart and Amy Johnson.

Explore BBC Exciting Explorers

Geography

- Look at places in the UK. Look at UK on a map and locate the 4 countries. How could I get there? Explore different types of travel. E.g. England to Edinburgh. England to Ireland etc.
- Comparing cities- First, how could I get there? What might I see? Geography KS1 / KS2: Living in hilly cities - Edinburgh and Addis Ababa.
- If I was a bird what might I see? Look at aerial photographs- birds eye view. What do you notice? Land, sea, rivers.
- If I were an astronaut what might I see? Look at the Earth and explore what you might see.

RE/PSHE/Modern British Values
(Key Vocabulary and links to programmes of study)

FS (Development Matters) Understanding the World: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Personal, Social & Emotional Development: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs including personal hygiene. Know and talk about the different factors that support their overall health and wellbeing including regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian.

FS/Y1/2

R.E

Who is a Muslim and what do they believe? Where do they worship?

PSHE

Module- Being responsible and helping others.

Taking responsibility- How to Heal a Broken Wing by Bob Graham (a story of a boy who takes on the responsibility for caring for an injured bird)

Mutual respect & tolerance for diversity- But Martin! By June Counsel (a story about differences, friendship and getting along at school...with an alien!) The Cloud by Hannah Cumming

Art/DT/Food Technology
(Key Vocabulary and links to programmes of study)

FS (Development Matters) Expressive Arts & Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

Y1/2

Design and Technology

Design:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, model, develop and communicate their ideas through talking, drawing, templates, mock-ups, and, where appropriate, information and communication technology

Make:

- Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining, finishing
- Select from and use a wide range of materials and components

Evaluate:

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical Knowledge

- Explore and use mechanisms in their products (wheels & axles)
- Make a moving card slot aeroplane toy for a younger child with wheels & axles

Music
(Key Vocabulary and links to programmes of study)

FS (Development Matters) Expressive Arts & Design: Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and

responses.

Y1/2

Music

- experiment with, create, select and combine sounds using the inter-related dimensions of music
- play tuned and untuned instruments musically

Recorder lessons; Explore percussion and make sounds in different ways by experimenting with pitch, dynamics and tempo. Can we create sounds like birds?

Creating different sounds using body percussion and instruments.

Dance- Dance with the Elements- Listening to classical music including JS Bach, Karl Jenkins, Aaron Copland, Johann Strauss, Claude Debussy and John Adams and initiating movement in response to this music. [Physical Education / Music KS1: Dance with the Elements - BBC Teach](#)

PE

(Key Vocabulary and links to programmes of study)

Team games developing co-ordination and control integrating equipment e.g. beanbags, balls.

HOMEWORK OPPORTUNITIES

- Think about all of the different objects or animals that fly. Can you make a model or a picture of one of them for our classroom display?
- Parachute challenge! Can you make a parachute to transport an egg safely to the ground without breaking it? Which materials make the best parachute?
- Do some bird spotting- draw or make a picture of your favourite bird
- Create your own paper aeroplane and decorate it. Using a starting point measure how far it can travel in cm/metres.
- Visit the library and find a book about something that is in the sky...e.g. the planets, birds, aeroplanes and create a fact sheet combining facts and drawings