



Federation of Penny Acres and Wigley Primary Schools – Topic Map



F/KS1 – Paws, Claws and Whiskers

<u>Curriculum driver(s) -</u> <ul style="list-style-type: none">• Science• Geography• PSHE		<u>Aims/Values drivers (taken from school's key aims/values)</u> <p>To develop the children's respect for our world and provide opportunities for them to make a positive contribution to improving the environment.</p> <p>To foster a happy, safe and caring atmosphere in which each child can forge co-operative and supportive relationships, demonstrate tolerance and respect for all people and for themselves.</p>			
<u>Key Question drivers –</u> <p>Which continent do I live in? Why do some animals have paws, claws and whiskers? What pets do we have? How do we take care of our pets?</p>		<u>Authentic Outcome –</u> To create a Paws, Claws and Whiskers question wall with lift-up flaps. Care for a class pet.			
<u>Visits/Visitors - TBC</u>		<u>Role play –</u> Vet Surgery Pet shop Café for Y1/2			
English					
Reading (including key texts)		Writing		Spelling and Grammar	
FS/Y1/2 The Great Pet Sale Meerkat Mail Supermarket Zoo Supermarket Zoopermarket Mr Wolf's Pancakes Little Red Riding Hood Owls Babies The Tiger who came to Tea The Ugly Five		FS/Y1/2 Story sequencing- time connectives- first, next, after, last, finally. Make lists about what to buy at the Supermarket. Add items into the trolley and label. Write sentences using conjunctions- because, so. If I were Albie I would buy... Plurals adding es, s to nouns. Write noun phrases- cheeky monkeys, loud lion etc. What animals did you see at the Zoopermarket? Match items to animals- pricked onions, salt and fineager etc. What might be at the Zoopermarket- think of your own ideas? Draw and write your own ideas. Create your own Zoopermarket Story. Y2 – apostrophes for belonging. Y1 – draw the tiger and write adjectives to describe e.g. big, furry, stripy Rec/Y1- write a shopping list for Sophie's parents to replace things that the tiger ate, don't forget the tiger food! English/Science- Reading and writing owl facts. Name different owls e.g. barn owl, tawny owl, snowy owl. Look at features of non-fiction texts e.g. contents page, heading, diagrams, fact boxes. Y1/2 children create a double page spread about owls. English/Science- What are meerkats? Watch bbc clips How do meerkats interact in the wild? & Kalahari desert meerkats (you tube) Y2 Nussy- sort adjectives/nouns/verbs. Match adjectives to places around the world that Sunny the meerkat could visit. Y2 Sentence types. Y1/2 Write a postcard from Sunny the meerkat using adjectives to describe the setting (provide images to choose from) & four different sentence types. Y1/2- Choose an animal from the book and write a what am I riddle. Look at questions- sort question/not question. Practice writing question marks. Practice asking yes/no questions about our animals. Can they guess the animal?		Y1/2 Different types of sentences- commands, questions and statements. Suffixes and prefixes- ing, ed, un.	
Tiered vocabulary		enclosure, camouflage, bristle, fearless, insulation, warmth, omnivore, carnivore, herbivore, nocturnal, nesting, herd, flock.			
		carnivore, claw, climate, domestic animal, fur, habitat, sharp, hard, furry, dangerous, scary, continent.			
		paws, whiskers, ears, animal, food, teeth, mane, lakes, trees, desert.			

Numeracy

FS (White Rose Spring Progression) Building 9 and 10: Comparing numbers to 10; number bonds; 3D shape, pattern (link to animal patterns)

Y1/2 (White Rose) Fractions; Shape

Tiered vocabulary

Number names to 10; more; less; same; equal; fewer; add; plus; altogether; count; how many?; 3D shape names; roll; flat; round; pointy; spots; stripes; pattern

Fraction; part; whole; equal; half; quarter; 2D shape names; symmetry; line of symmetry; symmetrical; side; corner; regular; irregular

Science

(Key Vocabulary and links to programmes of study)

FS/Y1/2

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Basic Skills: To sort data using Venn and Carroll Diagrams. To compose sentences orally before writing it. To re-read their sentences to check they make sense. To link what they read and hear to their own experiences.

Choose an animal and watch it live on camera in the zoo!

Identify and classify, gather and record data to help in answering questions and perform simple tests.

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores- look at teeth!
- 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 (fish, amphibians, reptiles, birds and mammals).

Computing

(Key Vocabulary and links to programmes of study)

FS

Use iPads with growing independence. Use 2Paint to draw & colour & type simple words and sentences. Explore tools and their effects. Give simple instructions to direct a turtle- use 2Go.

Y1/2

Create a pic collage about animal types combining photos and text.

Create a branch diagram to find out whether an animal is a mammal, bird, amphibian or reptile.

Create a fact sheet or leaflet about an animal of your choice.

Geography/History

(Key Vocabulary and links to programmes of study)

FS/Y1/2 To use world maps to identify different countries/continents.

Locate hot and cold areas of the world in relation to the Equator and North and South.

Hottest continent, coldest continent.

Name and locate different Zoos around the world.

Identify different habitats

Rainforest and their features- which animals live there?

place, zoo, animals, hot, cold, world, Earth, prey, predator, hottest, coldest, atlas.

Y1/2 Continent, place, North, South, Equator, hot, cold, hottest, coldest, Zoo, atlas, food chain, consumer, producer, prey, predator, conservation, environment, habitat., biodiversity, botanist, canopy, colony, crown, deforestation, extinct, monsoon, temperate, vegetation, equatorial.

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

FS/Y1/2

Standing up for ourselves.

Story- Nothing by Mick Inkpen. Explore different feelings through the story.

PSHE book modules 9 and 11

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

FS/Y1/2

To use painting to develop and share their ideas, experiences and imagination.

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To learn about the work of a range of artists describing the difference and similarities between different practices and disciplines, and making links to their own work.

Ideas:

Use kitchen rolls or toilet rolls to make some binoculars and play a game of 'What animal is behind the binoculars?'

Create 3D art- 3D textured pictures, moving pictures (levers and sliders). Easter cards with sliders. 3D exotic birds using colourful feathers.

Watch the African Art video and then create your own African art. Focus on different cultures.

Explore animal patterns and make an animal mask.

Look at animal illustrations in books and create own drawings e.g. chameleons.

Choose an animal picture, cut down half the face – can you draw the other half?

Create your own animal silhouette art! Look at this example.

Outdoors create a camouflaged bird hide to watch birds. Have bird spotting sheets. Rec- Create the 3 owl babies – small, medium & large, use mixed media and 2D shapes e.g. circles for eyes, triangles for beaks, make them soft and fluffy using cotton wool/craft feathers.

Music
(Key Vocabulary and links to programmes of study)

FS/Y1/2

Playing the recorder. Listen to and clap beats and rhythms.

Listen to animal noises in the rainforest. Use percussion to create animal sounds- explore different ways of making sounds.

Explore dynamics and pitch to create animal sounds.

PE
(Key Vocabulary and links to programmes of study)

FS/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.

Move and travel in different ways like an animal.

Team games and paired games.

Ball skills-working on coordination and control.

HOMEWORK OPPORTUNITIES

- Make an animal mask- which animal will you choose to be? Plan, design and label.
- Create a map of your own Zoo- which animals do you have at your Zoo?
- Find out about 5 features of an animal- can you create your own feature cards? Why do you think your animal has these features?
- Make a moving animal picture-can you create a slider or lever OR a 3D animal picture using different textures.

