



## Federation of Penny Acres and Wigley Primary Schools – Topic Map



### FS/KS1 – Party Time!

<p><u>Curriculum driver(s) -</u></p> <ul style="list-style-type: none"> <li>• <b>Understanding The World/R.E</b></li> <li>• <b>Expressive Arts &amp; Design/Art &amp; Design</b></li> </ul>	<p><u>Aims/Values drivers (taken from school's key aims/values)</u></p> <p>=</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> <p>To develop and extend the children's knowledge of their world and respect for moral values, tolerance of gender, sexual orientation and other cultures so that they are equipped for the opportunities, responsibilities and experiences of life.</p>
<p><u>Key Question drivers –</u></p> <p>When do people have parties? What are they celebrating?</p>	<p><u>Authentic Outcome –</u></p> <p>Christmas Party and Performance</p>
<p><u>Visits/Visitors</u></p> <p>William the Wizard 12<sup>th</sup> November- class party, puppet show and magic show</p>	<p><u>Role play Opportunities</u></p>

### English

Reading (including key texts)	Writing Opportunities	Spelling and Grammar
<p>FS/Y1/2</p> <p>Pumpkin Soup</p> <p>The Leaf Thief</p> <p>The Viking who liked Icing</p> <p>Supertato- Carnival</p> <p>Catastro-pea</p> <p>Monster Christmas</p> <p>The Christmas Pine</p> <p>The Hanukkah Bear</p> <p>Rama and Sita- the story of Diwali</p> <p>Alfie's Birthday Party</p> <p>Alfie's Christmas</p>	<p>FS/Y1/2</p> <p>Writing letters and party invitations.</p> <p>Write a reply to party invitation from William the Wizard.</p> <p>Autumn poems.</p> <p>Character descriptions.</p>	<p>FS/Y1/2</p> <p>Follow Sound Discovery for daily phonics.</p> <p>Y1/2</p> <p>Verbs, adjectives, adverbs (use in character descriptions)</p> <p>Comprehension activities (including poems)</p> <p>Singular and plural spellings and exploring the rules (linked to Autumn) e.g. fox/foxes, leaf/leaves (use in poems)</p>
<p>Tiered vocabulary</p>	<p>RSVP, Diwali, Sikh, Sikhism, Hindu, Hinduism, religion, diva lamp, tradition, traditional, Hanukkah, Jewish, Judaism, poetry, rhyme, rhythm, verse, Rama Sita,</p> <p>Invitation, invite, excitement, joy, celebrate, seasons, Autumn, year, changes, colours, day length, celebration, festival, magician, weather, cosy, chilly, warm</p> <p>Party, pumpkin, Christmas, special, food, clothing, happy, lights, birthday, magic, trick, games, puppet, fun, firework, cold,</p>	

### Numeracy

FS (White Rose Autumn) It's Me 1,2,3 (numbers to 3, circles & triangles, positional language) Light & Dark (4 & 5, 4 sided shapes, night & day)

Y1 (White Rose Autumn) Addition and Subtraction

Y2 (White Rose Autumn) Addition and Subtraction; Multiplication and Division

Tiered vocabulary

Number names, compare, more, less, same, shape, circle, triangle, square, rectangle, sides, corners, up, down, left, right, next to, in between, above, below, inside, outside, night, day, morning, afternoon, evening

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

### Science

(Key Vocabulary and links to programmes of study)

FS (Development Matters) **Understanding the World:** Explore the natural world around them.

Y1/2

**Working Scientifically:** Identify and classify. Use observations and ideas to suggest answers to questions.

Gather and record data to help in answering questions

#### Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

#### Seasonal Changes

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Outdoor Hunt- Looking for signs of Autumn- Leaf Thief. Leaves on the ground. Bare branches, No berries, Pine cones etc. Discuss seasonal changes that happen in Autumn.

Discuss hibernation and create a hedgehog house. Prepare hedgehog house and discuss where to position it, what could go inside etc.

Learn about and identify deciduous and evergreen trees and compare and contrast- take photographs of different trees. Identify, name and label these trees. Sort into groups deciduous, evergreen.

### 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

Take photographs to show signs of Autumn.

Children to print these and write about what they saw. Using vocabulary such as deciduous, evergreen, hibernation.

### Geography/History

(Key Vocabulary and links to programmes of study)

FS (Development Matters) **Understanding the World:** Draw information from a simple map. Recognise some environments that are different from the one in which they live.

Y1/2

#### Geography

- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Scotland)

- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Learn about Scotland (link to St. Andrews Day) Use this to recap the countries in the UK. What is Scotland like? Look at the human and physical features.

Look at world maps and the globe- find the countries where religious festivals originate- which seasons do they fall in?

**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.

Y1/2

**R.E**

What makes some places sacred?

Festivals/Celebrations: Christmas (Christian), Diwali (Hindu/Sikh), Bodhi Day (Buddhist), Hanukkah (Jewish), St. Andrew's Day

**PSHE**

Difference and Diversity

**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

**Art and Design**

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Learn about Japanese artist Yayoi Kusama. Create dotty pumpkin pictures inspired by her.

3D work- use clay or salt dough to make Christmas Tree Decorations.

**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**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically

Recorder lessons; Singing Stars (Penny Acres); Percussion instruments- rhythm. ; Music and Movement- Body percussion, actions for Nativity.

**PE****(Key Vocabulary and links to programmes of study)**

Fundamentals of Movement, teamwork and developing co-ordination and control.

**HOMEWORK OPPORTUNITIES**

- The Viking who liked Icing text- Can you create your own treat which you like to eat. Can you write the instructions on how you made it?
- Leaf Thief text- Signs of Autumn- Take photographs or draw pictures to show signs of Autumn. e.g. a photograph of you in a pile of leaves etc. Be creative! Create artwork inspired by an element of Autumn e.g. A pumpkin head, a leaf animal etc.
- Create your own board game inspired by Autumn. Could you collect conkers if you land on certain numbers? Could your board game be made of leaves?
- What parties/celebrations have you been to? Draw a picture or include a photograph to share with the class. Write a sentence to tell us about this party/celebration?