



Federation of Penny Acres and Wigley Primary Schools -



Topic Map

Reception/KS1 - Grand Designs

<p><u>Curriculum driver(s) -</u></p> <ul style="list-style-type: none"> Art & Design 	<p><u>Aims/Values drivers (taken from school's key aims/values) -</u></p> <p>To provide a dynamic and relevant curriculum; one which serves to inspire the children and prepares them for the challenges of life and citizenship in the 21st Century.</p>
<p><u>Key Question drivers -</u></p> <p>What is an architect? Can I be an architect? How could I create my own grand design? What jobs do architects do?</p>	<p><u>Authentic Outcome -</u></p> <p>To create a 3D display featuring our grand designs!</p>
<p><u>Hook/Visits/Visitors</u></p> <p>Architect Day and design competition.</p>	<p><u>Role play Opportunities</u></p> <p>Can you be an architect? What materials could you use? Lego, bricks, sticks, straws? Provide clipboards, paper and measuring tools.</p>

English

Rec ELG's: Fine Motor Skills/Comprehension/ Reading & Writing

Reading (including key texts)	Writing Opportunities	Spelling and Grammar
<p>Rec/Y1/2</p> <p>Iggy Peck, Architect In Every House on Every Street</p> <p>The 3 Little Pigs (& alternatives)</p> <p>The House That Once Was</p> <p>The House That Jack Built</p> <p>The House in the Night</p>	<p>Rec/Y1/2</p> <p>Write descriptive home adverts for and Estate Agent.</p> <p>Retell the story of The 3 Little Pigs- learn it off by heart.</p> <p>Compare alternative versions e.g. The 3 little wolves and the big bad pig/ The true story of the big bad wolf.</p> <p>Create a Newspaper article about the Big, Bad Pig.</p> <p>Y2 Plan and write own alternative version by changing the animals e.g. The 3 little mice and the big bad barn owl etc.</p> <p>Focus on features of traditional tales including story openings and story language.</p> <p>Focus on using expanded noun phrases.</p> <p>Focus on using a range of punctuation accurately.</p> <p>Use past tense consistently including spelling verbs with the ed suffix.</p>	<p>Rec/Y1/2</p> <p>Follow Sound Discovery for daily phonics.</p> <p>Y1/2</p> <p>Identify and use adjectives</p> <p>Write expanded noun phrases.</p> <p>Understand how to use question marks, exclamation marks, full stops, commas in lists and apostrophes for possession.</p> <p>Spell words with suffixes and learn and apply spelling rules.</p> <p>Nouns, verbs, adjectives and synonyms.</p>
<p>Tiered vocabulary</p>	<p>Architect, manipulate, construct, structure, innovative.</p> <p>Design, create, creation, famous, plan, materials, tools, measure, home, habitat.</p> <p>Build, make, house, bungalow, detached, semi-detached, flat/apartment.</p>	

Numeracy

Reception (White Rose Spring) Growing 6,7,8; Building 9 & 10; Consolidation

Y1 (White Rose) Geometry (shape); Place Value; Addition and Subtraction

Y2 (White Rose) Multiplication and Division; Statistics; Geometry (shape)

Tiered vocabulary

EYFS/ Y1 (Addition and Subtraction)

Number line Add, more, plus, make, sum, total, altogether Double Half, halve
Equals, is the same (including equals sign) How many more to make...? How many
more is,,, then,,,? How much more is...? Subtract, take away, minus.

Number bonds Inverse Near doubles Difference between How many fewer
is...than...? How much less is...?

Y1/Y2 (Multiplication and Division)

Odd, even, double, halve, hare, share equally, group in pair, equal groups of.
Divide.

Count in two, five and tens (forwards from/ backwards from) How many times?
Lots of, groups of Multiple of, times, multiply, multiply by Repeated addition
Array, row, column, group in twos, threes.

Divided by, left, left over. Multiples. Equal and unequal groups.

Science

(Key Vocabulary and links to programmes of study)

Rec ELG: The Natural World

During years 1 and 2, children will be taught to use practical scientific methods, processes and skills through the teaching of the programme of study content:

Uses of Everyday Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Activities: Recap materials & their characteristics. Look at materials used for houses- link to 3 little pigs. Discuss why particular materials are used for particular items. Investigation- What is the best material for Teddy's tent? (simple test, making observations using simple equipment, gathering & recording data to answer questions)

How do animals build their homes? E.g. beehive, rabbits burrow, birds nest, badger, termite mound, beavers dam. What materials have been used to build the home? How are they constructed? Are they made by one animal or a group? What size and shape structures do they build? Compare and discuss.

Houses and homes in the future- What do you think homes will look like the future? Mobile homes? Solar powered homes. Elon Musk plans to send 1 million people to Mars by 2050. Where will they live?!

Computing

(Key Vocabulary and links to programmes of study)

Y1/2 Computing

- Recognise common uses of information technology beyond school.
- On line safety.

Activities: Use Purple Mash online safety unit. Ask children to find technology outside of school and report back. They might take photos which could be printed at school. How do architects use technology in their jobs?

Geography/History

(Key Vocabulary and links to programmes of study)

Rec ELG: People, Culture & Communities.

Rec- Draw information from a simple map.

Y1/2 Geography

Geographical skills

- Devise a simple map using symbols & a key.
- Use simple compass directions & locational & directional language to describe the location of features & routes on a map.

Locational knowledge

- name and locate the world's seven continents and five oceans

Human and physical geography

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops.

Activities: Draw own maps for the 3 little pigs using symbols & a key. Include symbols for human & physical features e.g. house/shop/lake/forest. Describe their routes using language: North/South/East/West. Near/Far/Left/Right.

Houses around the world- identifying different types of houses- detached, semi-detached, bungalow.

Comparing houses around the world and locating these in the different places, continents. Use compass directions.

RE/PSHE/Modern British Values

(Key Vocabulary and links to programmes of study)

Rec ELG's for PSE Development/People, Culture & Communities

R.E (Derbyshire Syllabus)

How should we care for others and the world, and why does it matter?

Jonah and the Whale.

Jesus blesses the children (Mark 10/Luke 18) Talk about how we are all unique and important.

Talk about the benefits and responsibilities of friendship and the ways in which people care for others.

Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1-11), four friends take the paralysed man to Jesus (Luke 5 v 17-26), 'The good Samaritan' (Luke 10: 25-37)

Work together as a group to organise a small fund-raising event and donate the money to a local charity. Lent and Easter and their significance for Christians. Discuss what Lent is. Think about saying sorry and forgiving each other.

PSHE (PSHE Matters) Being safe

Democracy- Our House by Michael Rosen

Look at Religious places in our Local Area.

Art & Design/Design & Technology
(Key Vocabulary and links to programmes of study)
Rec ELG: Creating with Materials/Fine Motor Skills

Rec- Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Y1/2 **Art & Design**

Drawing and Printing - Wallpaper Design

- Generating ideas
- Learning about great designers (Laura Ashley, William Morris, Yinka Ilori)
- Experimenting with printing tools and surfaces
- Control of line and shape to create forms
- Creating texture
- Shading nearly
- Colour theory
- Printing techniques
- Replicating and create patterns

Music
(Key Vocabulary and links to programmes of study)
Rec ELG: Being Imaginative & Expressive

Rec- Sing in a group or on their own, increasingly matching the pitch and following the melody.

Y1/2 **Music**

Use voices expressively and creatively by singing songs & speaking chants & rhymes.

Listen with concentration and understanding to a range of high-quality music.

Make links with traditional tales e.g. Traditional Tales music unit on BBC Teach or Out of the Ark Story & Sing The 3 Little Pigs.

PE
(Key Vocabulary and links to programmes of study)
Rec ELG: Gross Motor Skills

Rec- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing

Y1/2 **P.E**

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.

Gymnastics at Graves Sports Centre (Penny Acres and Wigley).

Invasion Games incorporating taught skills into team games.

Homework Opportunities

- Draw a picture of your house from the outside and label what different features you can see e.g. windows door. (observational drawing)
- Watch the video

Proud to be an architect on BBC.

Design your own building. Plan your idea and then create it.

- Paul Klee has created some fascinating mosaic style artwork including:
Castle and Sun.
- Can you create a mosaic of your own house?
- Create your own 3D house.
- What features will you add to your house?



- This is called 'The Shoe House' in the Netherlands! Research books or the Internet to find 1 unique house which exists somewhere in the world. Draw a picture and locate on map where this house is.