



Federation of Penny Acres and Wigley Primary Schools – Topic Map



FS/KS1 – Bright Lights, Big City!

<p><u>Curriculum driver(s) -</u></p> <ul style="list-style-type: none"> • Understanding The World/Geography • Expressive Arts & Design/D&T 	<p><u>Aims/Values drivers (taken from school's key aims/values) -</u></p> <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><u>Key Question drivers -</u> Where is London? What might we see in London? What is a City?</p>	<p><u>Authentic Outcome - To create a London Landmarks class information book</u></p>
<p><u>Visits/Visitors - Show and Tell opportunity with a child who used to live in London (Windsor)</u></p>	<p><u>Role play- Costumes and Fancy dress- who are you going to be? A Queen? A King?</u></p>

English

Reading (including key texts)	Writing Opportunities	Spelling and Grammar
<p>FS/Y1/2</p> <p>What the Ladybird Heard on Holiday Paddington's Post Katie in London The Queen's Hat The Queen's Knickers The Queen and Mr Brown A Walk in London</p>	<p>FS/Y1/2</p> <ul style="list-style-type: none"> • Writing letters. • Labelling models, pictures, maps etc. • Captions • Write a recipe for marmalade sandwiches (see food tech) • Make a poster to encourage people to visit London. • Label London landmarks • Pick your own animal- describe the animal • Live videos- explore.org • Adjectives to describe the crown jewels • Katie visits the Globe Theatre- learn about Shakespeare & read some children's versions of his works. • Paddington's adventures- first, next last (time connectives) • What could Paddington wear in London? • A postcard (I saw...) • Letter to Aunt Lucy/ Text messages • Newspaper article • Write a question for the queen/write a letter for the queen. • Design and make a crown to describe. 	<p>FS/Y1/2</p> <p>Follow Sound Discovery for daily phonics.</p> <p>Y1/2</p> <p>Read & spell contractions. Use apostrophes for contractions and possession. Identify nouns/ proper nouns. Conjunctions- because, and, so.</p>

Tiered vocabulary	Westminster Abbey, Houses of Parliament, Big Ben, Buckingham Palace, St. Paul's Cathedral, The Globe, The London Eye, The Shard, Tower Bridge, Science Museum, Wembley Stadium, River Thames, Trafalgar Square, London Underground, Natural History Museum
	city, capital, London, England, UK, United Kingdom, Wales, Cardiff, Scotland, Edinburgh, Northern Ireland, Belfast
	boat, bus, busy, building, shop, zoo, river, bridge

Numeracy

FS (White Rose Autumn) Just Like Me (matching, sorting, comparing, patterns)

Y1 (White Rose Autumn) Place Value up to 10; Addition and Subtraction up to 10

Y2 (White Rose Autumn) Place Value up to 100; Addition and Subtraction

Tiered vocabulary	same, different, match, belong, sort, more, less, fewer, same amount, size, shape, long, short, pattern, repeat, describe
	number, count, ten, one, number names, forwards, backwards, one more, one less, equal, the same as, more, greater, less, fewer, order, part, whole, add, subtract, total, takeaway, fact family, number bond, digit, number word, place value, one-digit, two-digit

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: Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions

Everyday materials and their uses

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Fill in a table – object/material/adjectives. The Queen's Hat- What is the best material for a new hat for the queen? Look at hats made of different materials e.g. glass, clay, wood, metal...Write about the pros and cons of that material for the Queen's hat. Design and make a nice hat for the Queen using a suitable material (see D&T)

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

Use google maps and simple websites to explore London and find out information. Children choose a landmark or place to find out about and word process facts for our display. Go on a virtual tour of London Zoo.

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
- 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
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Have Paddington Bear arrive at school with his suitcase and a letter for the children. Use objects, maps, pictures etc in the suitcase for Paddington to teach the children all about London.

Look at maps of London and find famous landmarks and features. Identify human and physical features. Compare the city of London with the village of Holmesfield/ Wigley. Draw own maps including a key. Describe routes around maps using directional language and compass directions. Use a map of the UK to find England, Wales, Scotland and Northern Ireland and learn the capital cities. Watch video clips to see what these cities are like (e.g. Barnaby Bear and William Whiskerton)

Compare cities, towns and villages-See link [Cities, towns and villages - BBC Teach](#)

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 Throughout key stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

R.E

Focus during Autumn Term:

- Bible stories, Aesop's fables.
- Special events and celebrations.
- Identify and describe special places of worship
- Symbols and their meaning

Pupils should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- to share their opinions on things that matter to them and explain their views

Preparing to play an active role as citizens

- to recognise choices they can make, and recognise the difference between right and wrong
- to realise that people and other living things have needs, and that they have responsibilities to meet them

PSHE

In KS1 PSHE lessons, children will learn to:

- Develop resiliency, enabling them to better handle difficult situations
- Become a better team player
- Understand how to cope with anxiety, unhealthy relationships and other challenges in life
- Develop healthy confidence in themselves
- Practice communication skills with others around them

This will be taught through circle time sessions, stories and texts exploring the themes of relationships, feelings and communication (e.g. Mister Seahorse- Eric Carle) Also, through teacher-led and child led activities- such as turn taking games and modelling.

Exploring characters in texts and videos- discussing their behaviour and feelings.

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 & Technology

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Make mammalade sandwiches for Paddington Bear and write the recipe (see English) Build famous London landmarks using different construction resources (both small and large scale) Look at hat designs, then design and make a new hat for the Queen using appropriate materials (see Science) Evaluate hats using

design criteria. Make boats for the River Thames that will float and can carry passengers. Make a moving car, taxi or bus for Paddington to travel around London (use wheels & axels). Create small world (City). Create the London Bridge using a range of materials plan, create and evaluate. Look at Street Art (Banksy) and his gallery /work in London. Explore the National Gallery and artwork displayed on the Gallery- create your own artwork which could be displayed (Homework Task).

Music

(Key Vocabulary and links to programmes of study)

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
 - play tuned and untuned instruments musically
 - listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music
- See link: [Rhymes and Songs | KS1 - Y1 & Y2 | Music | Hamilton Trust \(hamilton-trust.org.uk\)](#) and [KS1 Music: The Great Fire of London 'Fire, fire, everywhere!' - BBC Teach](#)

PE

(Key Vocabulary and links to programmes of study)

- 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
- perform dances using simple movement patterns

See link: [The PE Shed](#)

HOMEWORK OPPORTUNITIES

- Draw a picture of a village, town or city which you have visited. What was the name of this village? City? Town? What did you do there? Write a sentence and draw a picture.
- The London Eye, The River Thames are some of the famous landmarks which you would see in London. Can you create your own landmark and think of a name? You could create an interesting bridge? Tower?
- Create a snack for Paddington Bear. What snack could you make for him? What are the steps to make this? Could you write instructions on how to make your snack?
- Have a look at where the United Kingdom is on Google maps. What town do we live in? Can you find Chesterfield? Look for England then Chesterfield. How many places have you been in the United Kingdom? Can you find these three cities? London, Manchester and Sheffield. Which city is the closest to Chesterfield?
- Explore the National Gallery in London and artwork displayed in the Gallery- create your own artwork which could be displayed here in the Gallery. First of all, what is a Gallery? What tools and techniques will you use to create your artwork? What colours will you choose- primary colours? See link: [The National Gallery, London](#)