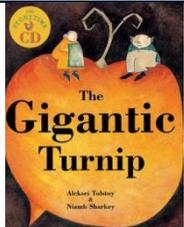


Curriculum Information: The Gigantic Turnip

Term: Autumn Term 1 Year1/Horseshoe Bats



Inspiration/Theme: The Gigantic Turnip		Curriculum Driver: Science and Technology		Outcome of learning: To write a story based on the Gigantic Turnip to share.			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
 <p>Texts: Other traditional stories Information books about animals</p> <p>Artefacts: Animals from the story and other animals, different vegetables and seeds to observe and grow.</p>		<p><u>Hook/Super Starter</u> Exploring and planting vegetables through art, observation.</p> <p><u>Trips/Visitors/Marvellous Middle</u> Making animals and turnip soup.</p> <p><u>Celebration/Fabulous Finish</u> The children will share their stories with their parents.</p>		<p>Display of the children’s stories and story maps.</p> <p>Paintings of plants, vegetables, animals</p> <p>Wooden sculpture of an animal on display.</p>		<p><u>Language of comparison</u> They are the same because..... They are different because..... They are alike because they are both.....</p> <p><u>Language of deduction</u> I think that I think that because.....</p> <p><u>Language of description</u> They are They are because</p>	
Topic Table		Role play		Maths No Problem		Home School Links	
<p>Key questions What animals are in the story? What do they eat? Are they carnivores, herbivores or omnivores? How would you group them? What is the same? What is different? How are they similar?</p> <p>Key images/artefacts Copy of Gigantic Turnip Some animals from the book. Stuffed animals. Plant growing. Writing frames linked to key questions with a finished example.</p> <p>Key vocabulary Carnivores, herbivore, omnivores, compare, group</p>		<p>Inside role plays: Farm shop, vets, puppet theatre with fairy-tale puppets, small world gigantic turnip.</p> <p>Outside role plays: Garden planting, performance area with musical instruments, construction, mud kitchen, small world animals in different habitats.</p>		<p>Key questions Can you count to 10 and beyond? What makes 10? Can you count back from 10? Which is biggest? Which is smallest? Can you identify the missing number? Can you write a curved number? Can you write a number with a straight edge?</p> <p>Key images/artefacts Tens frame, numicon, baskets of 10, objects number cards, lego, maths trolley outside, maths toolkit.</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> Whole, part, count, bigger, smaller, forwards, backwards. 		<p>Weekly Home Learning: Read and share familiar and traditional stories at home. Notice different types of animals e.g. fish, amphibians, reptiles, birds and mammals. You might like to visit a local farm or zoo.</p> <p>Count in 1s forwards and backwards to 10 and beyond.</p> <p>Weekly home learning:</p> <ul style="list-style-type: none"> Your child will bring reading books and a library book home each week to share with you at home. Spellings/key words will be given out each week. Please practise them daily. Practice finding numbers that make 10 <p>Home work will be set on a Friday and is due the following Wednesday.</p>	

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English	Maths	Science	PE
<p>Outcome of learning:</p> <ul style="list-style-type: none"> The children will publish their own story based on the Gigantic Turnip. <p>Key Skills:</p> <ul style="list-style-type: none"> Compose a sentence orally. Sequence sentences Discuss what they have written with adults and peers. Leave spaces between words, use capital letters and full stops. Form lower case letters in the correct direction. Sit correctly at a table and hold a pencil correctly and comfortably. <p>The children will be practicing their phonics and reading skills daily in 'Read Write Inc' sessions.</p>	<p>Outcome of learning:</p> <ul style="list-style-type: none"> The children will be able to order recognise and count to ten and beyond <p>Key Skills:</p> <ul style="list-style-type: none"> Count accurately forwards and backwards to 10 and beyond. Count objects to 10 and beyond Use a ten frame to count accurately and systematically. Understand ways to make 10 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Label describing a familiar animal they have made out of wood. The children will have worked scientifically by thinking about how to observe, compare and group different animals <p>Key Skills:</p> <ul style="list-style-type: none"> Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Identify and name animals that are carnivores, herbivores and omnivores <p>Outdoor investigation area with writing frames to encourage observation and experimentation.</p>	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will learn key physical skills of running through the sport of football. Perform a themed dance. Children will perform and animal themed dance <p>Key Skills:</p> <ul style="list-style-type: none"> Running: in a straight line and change direction. Know what to wear to be safe when doing physical activity. Children can say please and thank you Sequence movements including travel, balance, stillness, jumping and landing. <p>Evaluate a piece of work and use vocabulary such as high, low, fast and slow to describe a dance.</p>
Art	RE	Music	History
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will produce a painting of a familiar vegetable, plant or animal. <p>Key Skills:</p> <ul style="list-style-type: none"> Identify and make primary and secondary colours. Make marks and explore line and tone. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will become more aware of their own and others sense of belonging valuing difference and diversity. <p>Key Skills:</p> <ul style="list-style-type: none"> Think about aspects of identity shown in the community and family and the choices they make. Listen to religious stories about who we are and talk about some beliefs linked to these stories. Discover that some objects are special because they can help us answer the question "who am I?" 	<p>Outcome of learning:</p> <p>To learn to use music to help tell a story.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Sing together and add in percussion instruments. Listen to music and discuss how it makes them feel. Use musical instruments in the performance area to help tell a story. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to name and identify physical and human features in the school grounds.. Create a timeline showing when they were born to present day. <p>Key Skills:</p> <ul style="list-style-type: none"> Name and identify human and physical features. Understand chronological order. <p>Explain what changes over time.</p>
Computing	PSHE	DT	MFL
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children watch clips of video about animals and know how to use Hector. Children will complete an acceptable use charter. <p>Key Skills:</p> <ul style="list-style-type: none"> Children use technology respectfully and safely. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will make a class charter and explore their place within the classroom and school community through circle time. <p>Key Skills:</p> <ul style="list-style-type: none"> Understand the school charter and school rules. Understand their place within the school. Understand they have a voice within the school and class context. 	<p>Outcome of learning:</p> <p>Design and make an animal out of wood.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Test their made products for durability against the design criteria. Reflect on the product made and verbalise the adaptations that could be made 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will count to ten in French. <p>Key Skills:</p> <ul style="list-style-type: none"> Children will complete the register in French. <p>Children will count to ten in French through number games.</p>

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