

prospectus



Where the Wild Things Are: Reception and Year 1

Essential Knowledge

By the end of this unit children will know...

- To create our own maps for a new home for Max and the Wild Things.
- To carry out a mini investigation into Floating and Sinking.
- To identify and name a variety of common wild and garden plants.
- Sequencing and ordering pictures in relation to time.
- What happened in the history of the Monarchy? To look closely at Queen Elizabeth I and Queen Victoria?
- How to write for a range of different purposes.
- How to use different sources of research e.g. books, pictures, photographs and the internet.
- Use IT equipment to research, record, access online text,
- How to design and make their own egg box monster.
- How to work together to create a collaborative display of Where the Wild Things are.
- To compose their own music to the Wild Rumpus.
- PSHE: Healthy Living, taking responsibility for their actions and looking after our property.
- Forest Schools – Mini-beasts and how plants grow.

Launch

Let's Imagine!

Children walk into the classroom with it dark and with pictures of the wild things on the IWB. Who are they? To have a message from Max to ask for their help finding the lost wild things.

Explore

Let's model!

To create our own Mad Max tail and crown.
To design a create a Wild Thing puppet.

Eneraise

Let's go wild!

To create our own wild thing den at Forest School.
To create our own short film or audio book based upon Where the Wild Things Are.

Celebrate

Let's Celebrate!

Invite parents in to view the children's work from the topic. To share their homework, books and learning journeys on the tables.

Aspirations

To find out about the jobs of people involved within computing such as producers and designers. To arrange professionals to visit the children.

Enterprise

Pupil Voice and we will use our knowledge to help us understand how the world around us works today by using maps and atlases. We will also make a collaborative display for our topic lead by the children and their learning.

Knowledge of the World

Looking at the 7 continents around the world.
To know of the 4 different seasons.
To know of Historic events within the Monarchy .

Core Subjects:

Links to theme

Communication and Language

- Poetry making with poem of the week.
- All About Me Box
- Turn Taking (Circle Time)
- Storytelling
- Spencer Bear
- Circle time.

Physical Development

- Games
- Dance

Personal, Social, Emotional

Spiritual

Children to explore the spiritual meaning of music from different cultures. To think about the spiritual meaning within special places.

Moral

Children to understand the difference between right and wrong.
To know the moral beliefs of different faiths.

Social

How societies live together.
To know how different faiths socialise.

Cultural

Children to respect the traditions and values of different cultures.
To know the importance of Special places for different faiths .

Where the Wild Things Are - Reception/Year 1: Theme Content

Personal Development

Literacy/English

- Children to create an apology letter from Mad Max to his Mum.
- Children to create their own descriptive wanted posters for Max.
- Children to write instructions for how we made Max's tail and crown.
- Children to write their own story using their own wild things.
- Poetry about Monsters.
- Rhyming words
- To create a list of things
- To create their own descriptive word cards.
- To order and sequence events from the book

Mathematics

- Time
- Length using cm
- Number patterns (2, 5 & 10 – Y1).
- Mental Maths – Number Bonds to 10 – Use number fans (x2 a week)
- Problem Solving.
- Counting in 2's, 5's and 10's.
- Fractions
- Word problems
- Multiplication
- Division
- Addition
- Subtraction
- 3D shapes
- Right angles

Foundation Subjects

History, Geography and RE

Geography:

- Children to name and locate the world's 7 continents on a map.
- Maps and keys

History:

- To explore Monarchy and compare the lives of Queen Elizabeth I and Queen Victoria.

RE:

- To talk about Special Places and design s special home for Max.

Art and Design, Design Technology and Music

Art:

- Design your own 'wild things' that live in different habitats.
- To use ICT to create my own Wild Thing.

Design & Technology:

- Split Pin puppets

Music:

- To compose a piece of music to accompany the 'wild rumpus'.

Science

- Plants and how they grow
- Names of plants and how we can identify them
- Floating and sinking

UTW: Computing

- To create my own audio book or short film based upon Where the Wild Things Are.
- To create my own map to the Wild Things and use the Beebots to navigate it with positional language.
- To create my own Wild Thing using the online game.

Where the Wild Things are - Reception and Year 1: Links to National Curriculum Framework

Core Subjects:

Communication and Language (prime)/English (Specific)

- Write sentences by; saying loud what they are going to write about, sequencing sentences.
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Learn rhymes and poems and recite some by heart.
- Use digital texts to find information.
- All of section vocabulary, grammar and punctuation

Mathematics (Specific)

- Sequence events in chronological order using language.
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Recognise, find and name a half and a quarter.
- Solve one-step problems involving multiplication and division.
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20.
- To solve missing number problems.
- To read and write numbers to 100.
- To name the properties of 3D shapes
- To confidently identify a right angle.

Science (Specific)

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely/Perform simple tests
- Gathering and recording data to help in answering questions.
- Using their observations and ideas to suggest answers to questions.
- Observe changes across the four seasons
- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- To identify and describe the basic structure of a variety of common flowering plants, including trees.
- To know what materials float or sink.

Foundation Subjects

UTW: History, Geography and RE.

Geography:

- Name and locate the world's seven continents and five oceans.
- Use geographical vocabulary
- To read a map accurately
- To understand the role and purpose of a key on a map.

History:

- To understand the lives of significant individuals in the past who have contributed to national and international achievements such as Elizabeth I and Queen Victoria.

RE:

- Special places

EAD: Art, Design and Design Technology and Music

Art and DT:

- To use a range of materials creatively to design and make products.
- To use drawing and sculpture to develop and share ideas and imagination.
- To develop a wide range of art and design techniques
- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing and information and communication technology.

Music:

- 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.

PD: Physical Education (Prime)

- 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
- Perform dances using simple movement patterns.

Computing

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- To use mixed media to create different images and Art.

Where the Wild Things Are - Reception and Year 1: Assessment Opportunities/Tasks within theme

Core Subjects	Foundation Subjects
English	History, Geography and Citizenship
<ul style="list-style-type: none"> Can they use description when creating their own wanted posters for a Wild Thing? Can they create a narrative story about the Wild Things? Can they use rhyming words to create a short poem? Can they remember key events from a fiction story and then sequence and organise them? Can they create their own labels? Can they write for a variety of different purposes? Can they use a range of punctuation? Can they write a list of instructions? Can they use finger spaces, capital letters and full stops? Are letters formed correctly? 	<p><u>Geography:</u></p> <ul style="list-style-type: none"> Can children name and locate the world's seven continents and 5 oceans on a map? Can children design their own map for where the Wild things live and add a key? Can they read and know the importance of different symbols in a key? Can they design their own memory walk stick to know the importance of a specific route on a map? <p><u>History:</u></p> <ul style="list-style-type: none"> Can they name Queen Elizabeth I and Queen Victoria? What is special about them? What was significant in their life? What time period were they from? <p><u>RE:</u></p> <ul style="list-style-type: none"> Can they name special places for different faiths? Why are they important?
Mathematics	Art and Design, Design Technology and Music:
<ul style="list-style-type: none"> Apply skills to real-life contexts. Can they solve word and practical problems using a range of skills? Can they solve addition and subtraction sums? Do they know their number bonds to 10/20? Can they count in 2's, 5's and 10's? Can the children name the months of the year and days of the week? Can they solve problems on fractions, multiplication and division? Can they sequence in chronological order? Can they identify a right angle? Can they name the properties and names of 3D shapes? 	<p><u>Art & Design:</u></p> <ul style="list-style-type: none"> Can they mix colours and use a range of techniques? Can they <p><u>Design & Technology:</u></p> <ul style="list-style-type: none"> Can they design and create for a purpose? Can they evaluate and improve their design? Can they use a range of materials to strengthen their design? Can they create their own rocket/space mobile? <p><u>Music:</u></p> <ul style="list-style-type: none"> Can children create a small tune for the Wild Rumpus? Can they play along to a simple rhythm and beat with tuned and un-tuned instruments?
Science	Physical Education
<ul style="list-style-type: none"> Can children carry out a mini-investigation into how plants grow and how they work? Can they name factors are important into helping a plant grow? Can children explain what is floating and what is sinking? Can children carry out investigations into how materials differ and change? Why do these materials either float or sink? Can children observe and explain differences about the four seasons? 	<ul style="list-style-type: none"> Can children create their own Wild Thing interpretive dance? Can children show balance, co-ordination and movement of their body? Can children work together? Can they show sportsmanship and team skills?
	Computing
	<ul style="list-style-type: none"> Can they use mixed media to create pictures and Art? Can they use and operate beebots, knowing how to make them move in the correct direction and sequence a set of instructions? Do they know and remember how we stay safe when using the internet? To know the main tips for staying safe with Lee and Kim.