

Topic: India

Cycle Year:2

Term:2

Educational Visit: Indian Dance Workshop



Personal, Social, Health and Emotional Development:

Many objectives are covered through other subjects and according to need:

- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Spiritual, Moral, Social and Cultural Development:

- Consider how we should treat one another (RQ4) e.g. respect, Sewa, Rosh Hashanah/Yom Kippur, Guru Nanak, parables (e.g. loaves and fishes)
- Consider why Christians call the day Jesus died 'Good Friday' (UC Salvation 2a.5) and consider other messages from Holy Week (e.g. humility; betrayal; denial). Children will explore concepts of heaven through the question 'Is there a heaven?' and a variety of texts (I'll always love you; Badger's parting gift; waterbugs and dragonflies)

PE:

- Invasion Team games: passing/receiving, controlling e.g. hockey and netball
- Dance: explore dance styles - visiting professional to do an Indian dance workshop.
- Gymnastics: apply specific skills to sequences and partner work (use level 3 games models)

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- Numbers to 31
- Days and months including writing the date and birthdays (Birthday song)
- Weather (incl. 'Mr Wolf's Week')
- Animals ('Brown Bear / Ours Brun' Story) Pets (incl. noises)
- French culture - Easter

Please see French progression map for further guidance

As historians we will:

Explore the historical connection that the UK has with India. India being part of the British Empire and then becoming independent in 1947.

Please see history progression map for further guidance

As geographers we will:

- Develop location and place knowledge for a place outside of Europe (map the countries of Asia).
- Identify the key lines of latitude and longitude and understand their significance and understand that there are 2 hemispheres.
- Locate the Taj Mahal and consider the impact this has on tourism.
- Understand the key physical geographical features of India and compare to the UK.
- Explore the key human geographical features of India and compare to the UK.
- Investigate the similarities and differences between a small area of Southern India (Bangalore, Chembakoli, Nigri Hills) and the UK.
- Undertake a weather study possibly with a weather station.
- Use maps to identify climate zones and consider how the weather might be different in each zone.
- Discuss global warming and research the implications and possible solutions.

Please see geography progression map for further guidance

As designers we will focus on:

Design, make and evaluate a range of Indian Bangalore street food dishes:

- Explore tastes and smells of foods in India.
- Plan, make and evaluate a healthy, balanced Indian meal.
- Consider what makes a healthy, balanced lifestyle (food and exercise, yoga)

Please see design and technology skills sheets for further guidance.

As artists we will focus on:

Design, make and evaluate a fabric place mats using Indian batik and tie dye techniques.

- Experiment with a range of tie dye techniques: nature resist and shibori (rubber band)
- Experiment with a range of batik techniques (wax on coloured or white fabric that it then dyed and using objects (potato masher) to print using wax).

Please see art progression map for further guidance

As musicians we will:

(MC adapted KS3 resources)

- Study traditional Indian music, instruments and song
- Sing a call and response song (e.g. Allah Hoo) with drone and ostinato accompaniment (Tala)
- Listen to music considering tempo, texture, instruments
- Improvise rhythms in a 4-beat bar
- Improvise melodies in call and response structure
- Consider and attempt Indian dance/hand movements in response to music
- Listen and compare different world music e.g. Australia, China, Africa, Japan

Please see music progression map for further guidance

As experts in computing we will:

- Apply my mathematical and programming knowledge to logo (4.5)
- Create an animation for the digital display board (4.6 2animate)
- Revisit searching browsers effectively, including their credibility (4.7)
- Be hardware investigators (4.8)

Please see computing progression map for further guidance

As scientists we will focus on:

Work scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Ask relevant questions
- Set up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings in a range of different ways.
- Make predictions using their scientific knowledge and draw conclusions from results to answer scientific questions.

Plants:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth and how they vary from plant to plant.
- Understand the role of flowers in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.
- Investigation: What are the factors that will impact on a bean plant growing? Measuring the size of the seedling if it germinates.
- Use classification keys to group living things in different ways: STEM leaf shape sorting.
- Name a variety of living things and compare these to plants and animals in India.
- Recognise that environments can change and that this can sometimes pose dangers to living things (tiger habitats).

States of Matter:

- Identify and explain the difference between solids, liquids and gases.
- Compare and group materials based on whether they are solids, liquids or gases.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Investigate the conditions of evaporation: heat, surface area)
- Working scientifically experiment: What conditions affect the rate of evaporation?
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) STEM playing with puddles.

Please see science progression map for further guidance

Develop our English skills through the stimuli of:

- Read and adapt the traditional story of The Blue Jackal.
- Retell an Indian shadow puppet story.
- Playscript for a scene from Jungle Book.
- Advert for Indian food made in design and technology.
- Instruction writing for a Bangalore street food recipe used in design and technology.
- Persuasive writing about a healthy lifestyle.

Please see English assessment progression map for further guidance

Develop our Maths skills through key foci of:

Year 3	Year 4
I can divide a whole number by 10 to make tenths.	I can divide a whole number by 10 and 100 to make tenths and hundredths.
I can recognise the place value of tenths and can count up and down in tenths.	I can recognise the place value of tenths and hundredths and can count up and down in tenths and hundredths.
I can multiply a 2-digit number by a 1-digit number.	I can multiply a 3-digit number by a 1-digit number.
I can find a unit fraction of an amount.	I can find a non-unit fraction of an amount.
Problem solving and reasoning skills	
Fluency of number and times table/division facts.	
Explore the properties of a range 2D and 3D shapes.	
Tell the time to the nearest minutes and explore 24 hour clock	

- Money work to budget food for cooking.
- Please see skills and knowledge in year group assessment grids.

