

Indian Spice! YEAR 2

<p>ART: Rangoli art</p> <p>Sketching Hindu Gods</p> <p>Sketching elephants</p> <p>I can choose and use three different grades of pencil when drawing.</p> <p>I can use charcoal, pencil and pastel to create art.</p> <p>I can use different effects within an IT paint package.</p>	<p>KEY QUESTIONS:</p> <p>What do I like about India?</p> <p>What is India like?</p> <p>How do jobs differ between rural and city areas of India?</p> <p>What animals live in the Indian rainforest?</p> <p>What is life like for children in India?</p> <p>What is the diet and hygiene like for people who live in India?</p>	<p>HISTORY:</p>	<p>History Targets - A Year 2 Historian</p> <ul style="list-style-type: none"> • I can use words and phrases like: before, after, past, present, then and now. • I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. • I can give examples of things that were different when my grandparents were children. • I can find out things about the past by talking to an older person. • I can answer questions using books and the internet. • I can research the life of a famous person from the past using different sources of evidence.
<p>DESIGN TECHNOLOGY:</p> <p>Make a tamal Indian drum.</p> <p>Make a felt elephant that can be stuffed and sewn together and decorated.</p> <p>Make Indian God puppets to use in a puppet show to decide if materials are transparent/translucent/opaque.</p> <p>Indian food tasting and making an Indian naan bread or an Indian curry.</p> <p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can join materials and components in different ways.</p> <p>I can describe the ingredients I am using.</p>	<p>GEOGRAPHY:</p> <p>Where is India in the world?</p> <p>What geographical words can I use to describe India?</p> <p>Similarities and differences between Stafford and India.</p> <p>What is the capital city of England and India? What transport do they use to get around these capital cities and how are they different?</p> <p>What is the tallest peak in India and how does this compare to the tallest peak in Stafford.</p> <p>Compare urban and rural areas of India and look at jobs in these two areas and what life is like for children.</p>	<p>HISTORY:</p>	<p>Geography Targets - A Year 2 Geographer</p> <ul style="list-style-type: none"> • I can say what I like and do not like about the place I live in. • I can say what I like and do not like about a different place. • I can describe a place outside Europe using geographical words. • I can describe some of the features of an island. • I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. • I can explain how jobs may be different in other locations. • I can explain how an area has been spoilt or improved and give my reasons. • I can explain the facilities that a village, town and city may need and give reasons. • I can name the continents of the world and locate them on a map. • I can name the world oceans and locate them on a map. • I can name the capital cities of England, Wales, Scotland and Ireland. • I can find where I live on a map of the United Kingdom.
	<p>Maths:</p> <p>Data comparing population between India and Stafford.</p>	<p>ENGLISH:</p> <p>Retelling the story of the Jungle Book, drama, hot seating and interviewing the characters.</p>	<ul style="list-style-type: none"> • ESSENTIAL KNOWLEDGE • Recognise and explain where India is • Identify differences between rural and city areas of India • Compare Stafford to India • Compare pictures about the jobs in rural and city areas of India

<p>ADDITIONAL LINKS</p> <p>Global Learning: life in India, jobs in India, life for children in rural and urban India. Global issues that are affecting India such as health care, hunger and poverty and habitat loss for animals.</p> <p>ICT/Computing: Research about India. Emailing an Indian school. Create a Rangoli pattern on an IT package using paint.</p> <p>Homework/Independent Learning: Make a model of an Indian animal</p> <p>Music: Indian Music. Bollywood dancing</p> <p>PE: Indian dancing, yoga</p>	<p>Data comparing tallest peaks in India and Stafford.</p> <p>Planning a holiday to India: looking at cost of flights/accommodation/spending money/price of food and trips.</p> <p>Science: What are the best materials to use to make a Tabla Indian drum? Materials that are transparent/translucent/opaque to use for a puppet show.</p> <p>I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).</p> <p>I can identify and name plants and animals in a range of habitats.</p> <p>I can match living things to their habitat.</p> <p>I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).</p> <p>I can suggest why a material might or might not be used for a specific job.</p>	<p>Creative writing to describe Indian animals.</p> <p>Persuasive letter to the WWF to help the protection of endangered animals like Indian elephants and Indian rhinoceros.</p> <p>Instruction writing to make Indian naan bread or an Indian curry.</p> <p>Non-chronological report on Indian animals such as elephants, Indian cobra and rhinoceros.</p> <p>VISITS: -Gurdwara -visit from parents delivering presentation on Southern India -possible visit from chef to do food tasting</p>	<ul style="list-style-type: none"> • Discuss reliability of pictures/ accounts/stories. (Perception and judgement) • Use a source – observe or handle sources to answer questions about jobs in India • Ask perceptive questions to form a line of enquiry. • Name a variety of animals that live in the Indian rainforest • Can talk about diet and hygiene of different areas of India between wealthy and poor children
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