



<p><b>Art:</b> -  <i>We will look at different Indian art, thinking about the different colours and patterns they use. Explore Indian block printing Children will use symmetry to create traditional Rangoli Patterns.</i>  <i>Explore the artist Henri Rousseau I can use pencils to create lines of different thickness in drawings.</i>  <i>I can name the primary and secondary colours.</i>  <i>I can use IT to create a picture. I can describe what I can see and give an opinion about the work of an artist.</i>  <i>I can ask questions about a piece of art.</i></p>	<p><b>Key Questions:</b>  <i>Where is India?</i>    <i>What is the weather like in India?</i>    <i>Can we name human and physical features of India?</i>    <i>Can we compare similarities and differences between Stafford and Jalandha?</i>    <i>Can we compare tigers and humans?</i>    <i>How do the seasons change in India?</i></p>	<p><b>English</b>  <b>Text: Tiger who came to Tea</b>  <i>Drama, story maps, retell</i>  <i>Character description</i>  <i>Persuasive writing - inviting Tiger back</i>  <i>What happened next? The Tigers nest adventure</i>  <i>Cross -curricular writing - Children will write descriptions about people, experiences and places in India.</i>  <i>Children will make written comparisons between locations.</i>  <i>Children will write instructions for cooking.</i></p>	<p><b>History Targets:</b>  <i>I can use words and phrases like: old, new and a long time ago.</i>  <i>I can recognise that some objects belonged to the past.</i>  <i>I can explain how I have changed since I was born.</i>  <i>I can explain how some people have helped us to have better lives.</i>  <i>I can ask and answer questions about old and new objects.</i>  <i>I can spot old and new things in a picture.</i>  <i>I can explain what an object from the past might have been used for.</i></p> <p><b>ESSENTIAL KNOWLEDGE</b></p> <p><i>I can use all of the information I have learnt and researched about India to create a large visual presentation and draw on my own conclusions.</i>  <i>This will include:</i>  <i>-Where is India?</i>  <i>Where is Chembolika?</i>  <i>-What do we know about India?</i>  <i>-What do we know about Chembolika?</i>  <i>-What is the weather like in Chembolika?</i>  <i>-What do we know about human and physical features of Chembolika?</i>  <i>-What are the similarities and differences between Chembolika and Stafford?</i>  <i>-What do we know about animals commonly found in India?</i></p>
<p><b>Geography:</b>  <i>I can compare and contrast the UK to India.</i>  <i>I can explain some of the main things that are in hot and cold places.</i>  <i>I can explain the clothes that I would wear in hot and cold places.</i>  <i>I can name and locate the world's 7 continents and 5 oceans</i>  <i>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</i></p>	<p><b>History:</b>  <b>Henri Rousseau</b>  <i>I can explain how some people have helped us to have better lives.</i>  <i>I can use words and phrases like: old, new and a long time ago.</i>  <i>I can recognise that some objects belonged to the past.</i>  <i>I can explain what an object from the past might have been used for.</i></p> <p><b>Computing:</b>  <b>Create a Rangoli pattern</b>  <i>I can create digital content.</i></p>	<p><b>Maths</b>  <i>Number - addition and subtraction to 20</i>  <i>Place Value - up to 50 including multiplies of 2, 5 and 10.</i>  <i>Symmetry - Rangoli Patterns</i>  <i>Money</i></p> <p><b>Design Technology:</b>  <b>We will be learning how to make Indian food.</b>  <i>I can cut food safely.</i>  <i>I can use my own ideas to make something.</i></p>	

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<p>map; and use and construct basic symbols in a key I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p>	<p>I can store digital content. I can retrieve digital content. I can use a web site. I can use a camera. I can record sound and play back. I can use technology safely. I can keep personal information private.</p>	<p>I can choose appropriate resources and tools. I can make a simple plan before making. I can explain to someone else how I want to make my product.</p>	
<p><b>Additional Links:</b> <b>SMSC:</b> * Jigsaw - Puzzle 3 Dreams and Goals  *RE - Celebrations</p>  <p>Unicef RRSA <b>Article 28</b> Every child has the right to an education <b>Article 29</b> Education must develop every child's personality, talents and abilities to the full. <b>Article 30</b> The right to practise their own culture, religion, and language. <b>Article 31</b> Every child has the right to relax, play and join in a wide range of cultural and artistic activities.</p>  <p><b>Global Goals</b> No.4 Quality Education No.13 Climate action No. 14 Life below water</p>	<p><b>Science: Animals and Humans</b> <b>How are Tigers and Humans the same?</b></p> <p>I can ask simple scientific questions. I can identify and classify things.</p> <p>I can observe and comment on changes in the seasons. I can name the seasons and suggest the type of weather in each season.</p>	<p><b>PE:</b> <b>Bhangra Dance</b> <b>Yoga</b> <b>Gymnastics</b></p> <p>I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways. I can repeat actions and skills. I can move with control and care. I can use equipment safely.</p>	<p><b>Geography Targets:</b> *I can keep a weather chart and answer questions about the weather. I can explain where I live and tell someone my address. I can explain some of the main things that are in hot and cold places. I can explain the clothes that I would wear in hot and cold places. I can explain how the weather changes throughout the year and name the seasons. I can name the four countries in the United Kingdom and locate them on a map. I can name some of the main towns and cities in the United Kingdom.</p>
	<p><b>Music</b> <b>Bhangra Dance</b></p> <p>I can use my voice to speak, sing and chant. I can clap short rhythmic patterns. I can repeat short rhythmic and melodic patterns. I can say whether I like or dislike a piece of music. I can use instruments to perform.</p>	<p><b>Special Events/Visits:</b></p> <ul style="list-style-type: none"> <li>• Indian Banquet</li> <li>• Visit to a Gurdwara</li> <li>• Visitors</li> <li>• Indian school life</li> </ul>	

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*Multiples of 2s, 5s and 10s*