

Topic Title – India		
<p>Science</p> <p>Focus – Seasons</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> - name the 4 seasons - name the 12 months of the year - observe changes across the 4 seasons - observe and describe weather associated with the 4 seasons - work scientifically by making charts about the weather - explain the day length varies during the year <p>Focus – Animals including humans (2 terms)</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - identify, name and label the basic parts of the human body - name body parts they cannot see (muscles, organs) - to know that the skeleton supports the body - notice the changes as we grow - link body parts to the senses 	<p>Geography</p> <p>Focus – India</p> <p>Enquiry question: What are the similarities and differences between homes in Polegate and Chembakoli.</p> <p>Place knowledge</p> <p>Can I compare Polegate with a contrasting place in India?</p> <p>Can I talk about people and places beyond my local environment?</p> <p>Can I explain what my home is like and compare it to homes in India</p> <p>Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</p> <p>Locational Knowledge</p> <p>Can I locate places on a world map?</p> <p>Can I locate continents and find the largest/smallest?</p>	<p>History</p> <p>Focus – How have toys changed since my teacher was little?</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - Sequence events, objects or people on a timeline (within living memory) - Use and understand common words and phrases relating to the passage of time; <i>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</i> - Describe some similarities and differences between artefacts - Sort artefacts from ‘then’ and ‘now’ - Identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between old and new toys). - Find answers to some simple questions about the past from simple sources of information e.g artefacts or pictures - Ask and answer questions e.g ‘Which things are old and new?’ or ‘Why did they play with this toy?’ - Select information from different types of sources including written, visual and oral sources and

		<p>artefacts.</p> <ul style="list-style-type: none"> - Identify differences in a range of sources e.g pictures
<p>Art and design</p> <p>Focus – Printing (linked to enterprise)</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> - Explore patterns in Indian culture - Use pencils to draw lines of different shapes - Show interest and respond to art from starting points - Create a repeating pattern - Choose appropriate colours - Block printing - Design pattern & print using paint onto fabric to create an Indian animal <p>Pattern – bracelets</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> - Explore repeating patterns 	<p>Design Technology</p> <p>Focus - Cooking</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from. - Prepare and cook a simple recipe from India - Practice cutting skills and mixing to create a sauce. - understand the importance of hygiene when cooking. 	<p>Computing</p> <p>Focus – Creating media: Digital painting</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - I can make marks on a screen - I can draw lines - I can choose appropriate shapes - I can make appropriate colour choices - I can create a picture in the style of an artist <p>Focus – Programming: Simple inputs</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - To combine start events and click events to program
<p>PSHE</p> <p>Focus: RSHE:</p> <ul style="list-style-type: none"> - To know how to describe my feelings - To understand that people react differently to their feelings - To know that all feelings are OK, but some behaviours are not - To know and correctly name the main parts of the body - To know and name the private part of the body that boys have 	<p>Religious Education</p> <p><u>Who is Jewish and how do they live?</u> [God/Torah/People] What is precious to Jewish people? What does a mezuzah remind Jewish people about?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Who is Jewish and how do they live?</p>	<p>Music</p> <p>Focus – Music from different cultures</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> - Explore rhythm and create rhythms using untuned instruments - Listen and appraise music from Indian culture - Compose Indian style music using rhythm as a focus

<ul style="list-style-type: none"> - To know and name the private part of the body that girls have. - To know how to actively listen to other people - To know and reflect about ways of communicating effectively - To know and have considered ways to resolve disagreements through negotiation - To know some ways that diseases are spread - Know some ways that I can protect myself from diseases - know some ways that I can protect others from diseases - To know the people that can help look after me - To know and identified people I can ask for help - To know I can ask for help if I need to <p>Focus: Dreams and goals</p> <ul style="list-style-type: none"> - Know how to set simple goals - Know how to achieve a goal - Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them - Know when a goal has been achieved - Know how to work well with a partner - Know that tackling a challenge can stretch their learning 	<p>[God/Torah/People]</p> <p>How and why do Jewish people celebrate Shabbat? Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) <p>Who is Jewish and how do they live? [God/Torah/People]</p> <p>What stories do Jewish people tell from the Jewish Bible? Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas <p>What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live 	
<p>Physical Education</p> <p>Focus – Hands <u>Key Skills:</u></p> <ul style="list-style-type: none"> - Throwing underarm - Apply throwing into a game context 	<p>Forest School</p>	<p>Stunning start: Sensory journey through India</p> <p>Marvellous middle: VR class trip to the Taj Mahal & the Jungle Book</p> <p>Fabulous finish: Holi festival celebration!</p>

- Stop a ball using hands
- Roolla ball towards a target
- Score points

Focus – Health and Wellbeing

Key Skills:

- Understand how to be more agile when moving
- Improve balance
- develop coordination
- perform a circuit

Focus – Dance

Key skills:

- Bollywood dance
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