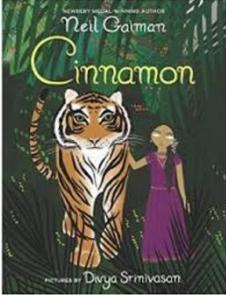


Curriculum Information: India

Term: 1

Year 3 - Hedgehogs

Inspiration/Theme: India	Curriculum Driver: Geography/ Art	Outcome of learning: Indian stories, artwork, food and dance to share at Diwali celebration.	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 <p>Cinnamon by Neil Gaimon Extracts from The Jungle Book by Rudyard Kipling</p>	<p><u>Hook/Super Starter</u> First day – ‘We’re going on a trip, what do you need?’ Creating a virtual passport to India</p> <p><u>Marvellous Middle</u> Creating and tasting Indian food</p> <p><u>Celebration/Fabulous Finish</u> Evening Diwali celebration – families invited to share in our learning about India and the Hindu festival of Diwali. Indian bedtime stories read to younger siblings.</p>	<p>Published story books to share with younger siblings during Diwali celebration evening.</p> <p>Rangoli artwork to use as illustrations for the stories.</p> <p>Compose poems to perform to the class.</p>	<p>I agree / disagree because..... I think..... because.... and also because..... However.....and.....are similar because.....and.....are different in that..... I understand however/ due to / but / therefore ... I accept your decision however I feel / believe..... because / as / due / to...</p> <p>Language of retelling: Meanwhile..... Later on..... Eventually</p> <p>I remember that..... Then.....happened... During..... Lastly..... In the end.....</p>
Topic Table	Role play	Maths Challenge table	Home School Links
<p><u>Key questions</u> What makes people unique? How is this celebrated? Where is India? How is it different to Trowbridge? What do Hindus believe? What do you believe? Does everyone believe the same?</p> <p><u>Key images/artefacts</u> Saris, bells, art work, clothing, scarves. Resources from SWLR. Images of Indian locations and animals.</p> <p><u>Key vocabulary</u> India, beliefs, Hinduism, Diwali, cultures.</p>	<p>Story telling den</p> <p><u>Key questions</u> What happens if.....? What happens next? How are the characters feeling? Where is the story set?</p> <p><u>Key images/artefacts</u> Light resources: mirrors, torches, rocks, different surfaces, different materials, traditional stories Masks, dressing up clothes, puppets, story writers book, non-fiction books etc.</p>	<p><u>Key questions</u> How many candles will you need if...? What is partitioning? How do you decompose a number? Describe three different ways to add two numbers. How far can you count in 4s? What patterns can you see?</p> <p><u>Key images/artefacts</u> Counting objects</p> <p><u>Key vocabulary</u> Altogether, How much, Difference Less , More, Decompose, Partition, Column, Word Problem</p>	<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Spellings: Each week children will receive spellings to be learnt at home. These will be tested on a Wednesday.</p> <p>Maths Challenge: You can help your children with their basic skills as details of their maths challenges are stapled into their planners each week.</p> <p>Reading at home: Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p>Slippers: We continue to encourage the children to bring slippers into school. National research has shown this to have a positive impact.</p> <p>Water and snack: In Year 3 children have the opportunity to bring in their own snack. It is no longer provided from the kitchen. Please ensure your child has a bottle of water in class.</p>

English	Geography/History	Science	Maths
<p><u>Outcome of learning:</u> To write narrative and create performance poetry</p> <p><u>Key Skills in story writing:</u></p> <ul style="list-style-type: none"> Identify the main events in a story Create a setting and character description using expanded noun phrases that describe and specify. Apply inverted commas to punctuate speech. Use a range of conjunctions (subordinating and coordinating) Evaluate, edit & publish writing for an audience. <p><u>Key skills in poetry:</u></p> <ul style="list-style-type: none"> Identify key features of performance poetry Listen and respond to a range of performance poetry Explore rhythm, pattern and rhyme 	<p><u>Outcome of learning:</u> Create fact files to compare the physical and human geography of the UK and India.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Name and locate the world's countries. Define geographical vocabulary including continents, equator, land locked, islands and capital cities, climate, rivers, mountains, earthquakes. Use maps, atlas, globes etc. to compare locations. 	<p><u>Outcome of learning:</u> Perform a shadow puppet show</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Identify that light is reflected from some surfaces. Explain that light travels from a light source. Describe how shadows are formed and change. Design and evaluate an experiment to test optimum light conditions for a shadow puppet show. 	<p><u>Outcome of learning:</u> Numbers to 1000: Children will be able to identify, compare, order and decompose numbers up to 1000. Addition and Subtraction: Children will be exposed to a range of methods of both addition and subtraction</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Counting in 100s, 50s 10s and 1s. Compare and order numbers using place value. Sequence numbers. Counting in 3s, 4s and 8s. Apply basic addition knowledge to 2 digit and 3 digit numbers. Renaming numbers within addition/ subtraction. Apply basic subtraction knowledge to 2 digit and 3 digit numbers. Use bar models to support addition/subtraction.
Art	Computing	Music	PE
<p><u>Outcome of learning:</u> Create our own Rangoli artwork to share as part of our fabulous finish.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Explore and understand what Rangoli artwork is Use a range of media to create marks and line. Explore variations in tone using a range of media. Study pattern to generate ideas. 	<p><u>Outcome of learning:</u> Design and type an invitation to the Diwali celebration for parents.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Share awareness of where content is stored. Save and reopen work saved on the school network. Use a laptop or similar device to create a simple document. 	<p><u>Outcome of learning:</u> Composing to tell a story</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Control instruments Listen to music that tells stories Explore how music, dance and drama can combine in storytelling Explore different rhythms Select instruments for effect 	<p><u>Outcome of learning:</u> Dance -Bollywood dance to perform to Parents for Fabulous Finish. Team games – Focussing on football skills</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Arrange and sequence a number of movements into a dance. Construct a dance to accompany a specified beat. Discuss what changed happen to my body when I exercise, and why. Understand the rules football Play a team game
RE	PSHE	DT	Modern Foreign Languages
<p><u>Outcome of learning:</u> Understand some of the practices and beliefs of Hindus, Create a Diwali lantern</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> know why Diwali is important to Hindus Explain the meaning of symbols associated with Diwali Explore the story of Rama and Sita Explore the importance of light and dark in religion 	<p><u>Outcome of learning:</u> Be able to explain the school rules and how they apply to everyone around us, create class rules, elect a school councillor</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Understanding how the behaviour of others impacts me. Vote in an election Consider the importance of rules 	<p><u>Outcome of learning:</u> Cook a range of Indian snacks for our families at the Diwali celebration.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Prepare a variety of savoury dishes based on understanding of a healthy and varied diet. Use a range of cooking techniques safely and effectively, e.g. chopping, peeling, mashing. 	<p><u>Outcome of learning:</u> Have a simple conversation in French about our families and their birthdays.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Name and ask about different members of the family in French. Count to 20 in French. Name the months of the year and days of the week.