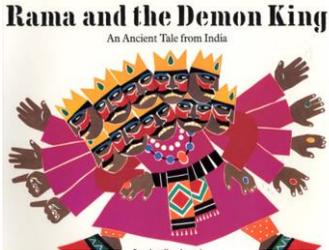


**Curriculum Information – Kingfishers, Newts and Robins**

Term: Autumn 1

Class/Year Group: Three and Two/Three

<p>Inspiration/Theme: 'India'</p>	<p>Curriculum Driver: Geography and Art</p>	<p>Outcome of learning: An afternoon of sharing our learning</p> <ul style="list-style-type: none"> <li>• Stories inspired by traditional Indian stories</li> <li>• Videos of our dance performances</li> <li>• Art exhibition</li> </ul>	
Core texts/artefact/film	Provocation - Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>Rama and Sita</p> <p>Traditional Indian stories</p> 	<p><u>Hook/Super Starter</u></p> <ul style="list-style-type: none"> <li>• Exploring Indian artefacts and reflecting on enquiry questions</li> </ul> <p><u>Trips/Visitors/Marvellous Middle</u></p> <ul style="list-style-type: none"> <li>• Indian enrichment day</li> </ul> <p><u>Celebration/Fabulous Finish</u></p> <ul style="list-style-type: none"> <li>• Afternoon of sharing our learning with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Published stories combined with Rangoli art work and henna hands</li> </ul>	<ul style="list-style-type: none"> <li>• I agree / disagree because.....</li> <li>• I think..... because.... and also because.....</li> <li>• However.....</li> <li>• .....and.....are similar because.....</li> <li>• .....and.....are different in that.....</li> <li>• I understand however/ due to / but / therefore ...</li> <li>• I accept your decision however I feel / believe.... because / as / due / to...</li> </ul> <p><u>Language of retelling:</u></p> <ul style="list-style-type: none"> <li>• Meanwhile.....</li> <li>• Later on..... Eventually .....</li> <li>• I remember that..... Then.....happened...</li> <li>• During..... Lastly..... In the end.....</li> </ul>
Topic Table	Role play	Maths Challenge table	Home School Links
<p><u>Key questions</u></p> <ul style="list-style-type: none"> <li>• What makes people unique? How is this celebrated?</li> <li>• Where is India?</li> <li>• How is it different to Trowbridge?</li> <li>• What do Hindus believe?</li> <li>• What do you believe?</li> <li>• Does everyone believe the same?</li> </ul> <p><u>Key images/artefacts</u></p> <ul style="list-style-type: none"> <li>• Saris, bells, art work, clothing, scarves, masks</li> </ul> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>• India, beliefs, Hinduism, Diwali, cultures, myth, Rangoli, Biomes, Climate, Vegetation belt</li> </ul>	<p><u>Key questions</u></p> <ul style="list-style-type: none"> <li>• What happens if....?</li> <li>• What happens next? How are the characters feeling? Is there a moral to your story?</li> <li>• Where is the story set?</li> </ul> <p><u>Key images/artefacts</u></p> <ul style="list-style-type: none"> <li>• Light resources: mirrors, torches, rocks, different surfaces, different materials, traditional stories</li> <li>• Masks, dressing up clothes, puppets, story writers books, non-fiction books</li> </ul> <p><u>Opportunities for active learning</u></p> <ul style="list-style-type: none"> <li>• Planning formats, writing frames, science report formats</li> </ul>	<p><u>Key questions</u></p> <ul style="list-style-type: none"> <li>• How much would it cost if...?</li> <li>• How long does it take to travel from....to....?</li> <li>• How many miles is it from...to...?</li> </ul> <p><u>Key images/artefacts</u></p> <ul style="list-style-type: none"> <li>• Maps, holiday pictures</li> </ul> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>• Altogether</li> <li>• How much</li> <li>• Difference</li> <li>• Less</li> <li>• More</li> </ul>	<p><b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p>

English	Maths	Science	PE
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will write their own stories based on the Indian Tale of Rama and Sita</li> <li>Children will write a recount of the Indian experience day</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Summarise and explain main points</li> <li>Empathise with character's views</li> <li>Explain the thoughts and feelings of the characters</li> <li>Use noun phrases to specify</li> <li>Use inverted commas</li> <li>Organise events in time order</li> <li>Organise ideas into paragraphs</li> <li>Plan, proof-read and edit writing</li> <li>Publish writing for a purpose</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn the place value of numbers to 1000</li> <li>Children will learn to compose and decompose numbers, compare, order and look for patterns</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Count in 100s</li> <li>Understand how many 100s make a 1000</li> <li>Compose and decompose numbers consisting of 100s, 10s and 1s</li> <li>Understand the value of each digit in a 3-digit number</li> <li>Recognise, describe and continue a number pattern</li> <li>Count in steps of 4 and 8</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will begin to understand how shadows are created</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify light sources</li> <li>Notice that light is reflected by different surfaces</li> <li>Understand how shadows change over time</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>To apply skills to play bench-ball.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Throw overarm with one arm</li> <li>Cope when things don't go our way</li> <li>Congratulate a winner</li> <li>Give feedback</li> </ul>
Art	RE	Music	History
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create their own piece of art work based on Rangoli patterns</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explore variations in tone</li> <li>Make marks and lines with a wide range of media</li> <li>Use sketchbooks to collect and record visual information</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be introduced to Hinduism</li> <li>Children will take part in Diwali celebrations</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Ask appropriate questions about what people believe</li> <li>Make links between own beliefs and those of others</li> <li>Suggest meanings for religious actions and symbols</li> <li>Use a developing religious vocabulary to describe some key religious events</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will work in groups to compose a piece of atmospheric music inspired by Rama and Sita</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Use different timbres in percussion to create atmosphere</li> <li>Collaborate effectively, listening and responding to each other</li> <li>Evaluate own performance and those of others</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will investigate the equipment used by famous explorers from the last century</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Use a range of historical sources</li> <li>Compare and contrast information</li> <li>Consider challenges and how these were solved</li> </ul>
DT	PSHE	Geography	MFL
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a Diwali decoration that includes a circuit</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand how simple electrical circuits work and in which appliances they can be found</li> <li>Create a working circuit</li> <li>Apply knowledge of how to create a circuit to design and make a decoration</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will develop their ability to work effectively as part of a team</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Show respect for others</li> <li>Recognise and celebrate difference</li> <li>Show patience</li> <li>Contribute to a group decision</li> <li>Use different strategies to deal with conflict</li> <li>Give supportive feedback to others</li> <li>Listen to others</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will begin to understand the difference between the UK and India</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Locate and name countries of The World</li> <li>Understand geographical vocabulary such as continents, equator, land-locked, islands, capital cities, biomes, climate, vegetation belts, rivers, mountains</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>The children will take part in International Day of languages</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Talk confidently using new vocabulary</li> <li>Develop understanding of different culture</li> <li>Ask and answer questions</li> </ul>