



## Art

**Outcome: Embroider part of an Indian Toran, to be displayed outside our classroom.**

- Explain what he/she likes about the work of others.
- Sort, cut and shape fabrics and experiemnts with ways of joining them.
- Apply decorations to fabric, such as running stitch.
- Add detail to work using stitches such as cross stitch.
- Select particular techniques to create a chosen product and develop some care and control over materials and their use.

## Science

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Understand that animals, including humans, have offspring that grow into adults.
- Describe the basic needs of animals, including humans, for survival (water, food and air).
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units.

## RE

**Outcome: To help create and to perform in the school Easter Service.**

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognise that Jesus gives instructions about how to behave.
- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

## 'Social Injustice'

**How is social injustice visible in Indian culture?  
How is this reflected in the Easter story?**

## Geography

**Outcome: Write about the geographical features of India and label a map of India and its surrounding countries.**

- Ask simple geographical questions such as 'What is it like to live in this place?'
- Use simple maps of the local area e.g large scale print, pictorial, etc.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this Key Stage.
- Understand and use a widening range of geographical terms e.g. specific topic vocabulary such as industry, transport, etc.
- Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
- Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.
- Recognise that different people hold different views about an issue and begin to understand why.



## **Design and Technology**

**Outcome: Make naan bread and Indian sweets for an Indian afternoon at school.**

- Measure and weigh food items appropriately.
- Evaluate their ideas against design criteria.
- Design purposeful, functional and appealing products based on design criteria.
- Say what to do to be hygienic and safe.
- Complete a plan that shows the order and also what equipment/tools are required.

## **PE**

**Outcome: to perform a collective country dance in front of parents.**

- Confidently perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities