

Out of India MU PLAN 2026

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> Name and locate India on a world map Name and describe India's capital city, national flower and flag. Describe key geographical features, climate and landmarks of India Talk about Indian life and culture, comparing children's lives in 2 separate regions, and also with the life of a child in Worcestershire. Identify, name and use some poetical features Design own repeating pattern suitable for printing Explore and evaluate different methods of printing Design, make and evaluate own simple print stamp 	<p>KEY FOCUS AREAS (highlighted on Topic Overview)</p> <ul style="list-style-type: none"> India – location, geography, landmarks, culture & tradition, symbols, people Poetry – alliteration, simile, performance, diamante structure Sacred places specifically churches and synagogues Printing – evaluating pattern and techniques, designing and making own print stamp and pattern 	<p>SYNOPSIS: Week 1 – Week 6</p>	
		Week 1	Locating India on a map, Exploring main geographical features (climate, landmarks, regions), finding out some key facts about India. Exploration of Indian patterns & Symbols
		Week 2	What is life like in India? Comparing the life of a child in Kerala with the life of a child in Worcestershire. Exploring and evaluating different types of print stamps
		Week 3	Compare child's life in Kerala with child in Mumbai. Design own pattern and print stamp.
		Week 4	Hands on exploration of Indian food, art, clothes, patterns, henna etc.
		Week 5	Study of Taj Mahal – history. Taj Mahal based artwork. Make own printing stamp
		Week 6	Print own fabric and evaluate
		Week 7	Final week – end of term celebrations. India - reflection
<p align="center">Driver: Our Place in the World</p>			
<p>GEOGRAPHY: NC 2014:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops 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 	<p>SCIENCE: Y1: seasonal change and weather & Plants NC 2014:</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>Y2: Assessment and Revisit and consolidation Habitats animals- collect information from secondary sources. NC 2014:</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 		<p>KEY QUESTIONS:</p> <ol style="list-style-type: none"> Where is India and what are its geographical features? What is life like in India? What and where are the main cities and landmarks of India? What are some characteristics of Indian life and culture?
<p>ENGLISH: Poetry: The Owl and The Pussy Cat (Whole Class Reading) Write own Diamante Poem based on an Indian flower. Identifying, exploring and using alliteration and similes. Fiction: The Tiger Child – traditional tales, repetition in a story, use of speech, retelling a known story. The slightly annoying Elephant (Whole Class Reading) Non Fiction: Elephants (Whole Class Reading)</p>		<p>MATHS: Y1- Measures: Length and height Mass, capacity and temperature Geometry Movement and turns Revisit and consolidation</p>	<p align="center">Opportunities for Extension</p> <p>Practical immersion in Indian culture – mehndi patterns, food tasting, dressing up, story-telling, Indian dance. Exploring atlases Story of Rama and Sita Wide range of books/films linked to India</p> <p>MATHS: Y2- Measures: Length and height Mass, capacity and temperature Geometry Position and Direction Revisit and consolidation</p>

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<p>ART: Indian patterns and textiles – research, design, make and evaluate own printing stamp (clay, sponge, card, string) and create own printed fabric Close up study of flowers – sketching and using oil pastels, blending, use of colour. NC 2014:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using pattern about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>RE: Why are some places sacred to believers? What places are special and why? Finding out about which places are special to different faiths. Comparing symbols and objects found in a church, a synagogue and a mosque. Role of sacred place in a believers' life and that of the wider community.</p>	<p>PE & Games: Fundamentals and Athletics Techniques and practise: sprinting, jumping, Throwing. Sports Day practise and performance. Balance, co-ordination and combination of different movements NC 2014:</p> <ul style="list-style-type: none"> master 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 perform dances using simple movement patterns
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<p>COMPUTING: Using Purple Mash materials <u>2.4 Questioning</u></p> <ul style="list-style-type: none"> To show that the information provided on pictograms is of limited use beyond answering simple questions To use yes/no questions to separate information To construct a binary tree to separate different items. Use 2Question (a binary tree) to answer questions To use a database to answer more complex search questions. • To use the Search tool to find information. 	<p>Music: Singing and performance for whole school performance- Mermaids Vs Pirates</p> <ul style="list-style-type: none"> Pupil will use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p>SMSC/PSHE/BRITISH VALUES: Growing and Changing~ Using materials from SCARF scheme: what does my body do, how does my body change, respecting others' bodies, supporting others, coping with change in our lives (moving home, moving school), staying safe.</p>	<p>ENRICHMENT: Transitions Fun Run Sports Day Whole School Play</p>
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ASSESSMENT DESCRIPTORS

<p>Music Targets- A Year 1/2 Musician</p> <ul style="list-style-type: none"> To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use 	<p>Geography Targets - A Year 1 Geographer</p> <ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures, aerial maps as sources of information. Make observations about where things are e.g. within school or local area Become familiar with the uses of picture maps and globes Use basic geographical vocabulary to refer to: Key physical features, including:, forest, hill, mountain, soil, valley, vegetation,. Key human features, including: city, town, village, factory, farm, house, office. 	<p>Art and Design Targets: A Year 1 Artist</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal and chalk. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour Make marks in print with a variety of objects, e.g. stamps, potato prints Make rubbings. Recognise and build a repeating pattern
	<p>Geography Targets - A Year 2 Geographer</p>	<p>Art and Design Targets: A Year 2 Artist</p>

<p>high, low and middle voices.</p> <ul style="list-style-type: none"> • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers. • Perform together and follow instructions that combine the musical elements 	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, aerial maps, pictures/photos and internet as sources of information. • Make simple comparisons between features of different places. • Use an infant atlas to locate places • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Identify what they might change in their current work or develop in their future work. • Identify what they might change in their current work or develop in their future work. • Layer different media, e.g. crayons, pastels, felt tips and charcoal. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. • use a variety of techniques, eg, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques.
<p>PE Targets - A Year 1 Sportsperson</p> <ul style="list-style-type: none"> • Describe how their body works when being physically active (recognise when heart rate, temperature and breathing rate have changed). • Describe how the body is moving and the quality of movement • Find and use space safely • Be aware of others using the same space • Cooperate with other children when using equipment, sharing space, solving problems and performing in pairs • Compete against personal best score, the success criteria, a time limit or others • Run fast, medium and show speeds, changing speed and direction • Link running and jumping activities with some fluency, control and consistency 	<p>Science Targets: A Year 1 Scientist</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. 	
<p>PE Targets - A Year 2 Sportsperson</p> <ul style="list-style-type: none"> • recognise and describe how they feel during and after exercise • describe how the different activities affect their body • know why it is important to be active and demonstrate this in PE lessons and around the school show the ability to sustain their movements over an extended period of time • say why they think their actions are being performed well and suggest ways they could improve their work • work cooperatively with a partner and in a small group to improve their skills • compete against personal best score, the success criteria, a time limit or others – know how to behave when successful and when you don't win • run at fast, medium and show speeds (show change of pace), changing speed and direction with precision • link running and jumping activities with fluency, control and consistency 	<p>Science Targets: A Year 2 Scientist</p> <ul style="list-style-type: none"> • The difference between living, dead and that which was never alive. • What a habitat is, how these can be the same or different, and how some animals and plants suit one habitat better than another. • The names of key plants and animals from a variety of habitats. • The adaptations these plants and animals have to survive these habitats. • Know how these animals and plant depend on each other for survival. • What a food chain is and why they are important. • Understand interdependency and food chains, explained thorough diagrams, written and spoken presentations • Understand what a food source is. 	
<p>Computing Targets – In Year 1</p> <ul style="list-style-type: none"> • I can use technology to organise and present my ideas in different ways. • I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use. • I talk about the different ways I use technology to collect information • I can make and save a chart or graph using the data I collect. • I can talk about the data that is shown in my chart or graph. • I am starting to understand a branching database. 	<p>Computing Targets – In Year 2</p> <ul style="list-style-type: none"> • I can be creative with different technology tools. • I can use technology to create and present my ideas. • I can save information in a special place and retrieve it again. • I can talk about the different ways in which information can be shown. • I can sort different kinds of information and present it to others. <p>I can add information to a pictograph and talk to you about what I have found out.</p>	

<ul style="list-style-type: none"> I can tell you what kind of information I could use to help me investigate a question. 	
<ul style="list-style-type: none"> PSHE & RSE Targets – In Year 1 	<ul style="list-style-type: none"> PSHE & RSE Targets – In Year 2
<ul style="list-style-type: none"> I can tell you some things that babies need. I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. I can name the body parts girls and boys have that are the same and which body parts are different. I can name the adults I can talk to at home and school if I need help. 	<ul style="list-style-type: none"> I can give support to a friend. I can describe feelings of loss and suggest what someone can do if a friend moves away. I can describe the stages of growth I have been through and what I look forward to in my future. I can name the human private parts that are used to make a baby. I can talk about keeping private parts private.