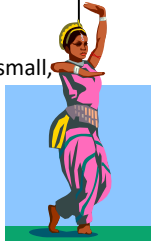


Enquiry question: Why is India incredible? What festival is celebrated in India and why?
period of celebration. Festivals can be celebrated by lots of different people around the world

Prime areas

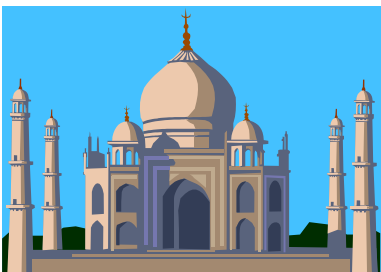
Physical development

To roll and track a ball
To develop accuracy when throwing to a target
To dribble using hands
To throw and catch with a partner
To dribble a ball using feet
To kick a ball to a target
Moving to music
Importance of PE rules and safety and use of space
balancing on obstacle course equipment
Explore ways of travelling under, over and through
equipment emphasising body shape e.g. wide, tall, small,
curling and stretching
Bhangra dance
Hindu Gods dance
Yoga



To use a tripod grip when using mark making tools
To hold scissors correctly and cut along a curved line
To thread small beads
To use small pegs
To write taught letters using correct formation
Opportunities that give children manipulative skills e.g.
cooking, painting, playing instruments
Make diva from dough
Make a Taj Mahal junk model
Threading to make jewellery

Key vocabulary - throw, catch, roll, target, dribble, rules, body shape – wide, tall, small, curling and stretching, Bhangra, Hindu, yoga, formation, Taj Mahal,



Communication and Language / English

To ask questions to find out more about India
To begin to understand humour
To understand a range of complex sentence structures
Listen to Stories from India
words related to Diwali
and tell stories about Indian Animals

Learn
Listen to

To develop the confidence to talk to other adults they see on a daily basis
To talk in sentences using conjunctions e.g. and, because
Join in rhymes and repetitive stories linked to India theme
Retell stories with figures, story props, small world toys and puppets – Rama and Sita
Respond to stories with props and answer questions
Answer questions and talk about events and own experiences
Use language to express themselves and their ideas
Builds on use of vocabulary
Uses talk in pretend play and role play
Talk about own knowledge of India
Role play: Indian Restaurant
Home corner
Make up imaginative stories about India and travel
Go on an imaginary journey to India, how long will it take? How will we get there? What will we pack? Transform classroom with Indian Music, Pictures, Objects etc.

Outdoor:

Key vocabulary – India, Rama and Sita, festival, Diwali, diva lamp, golden deer, Lakshmi, Ravana, New Year, Lantern, Rangoli



Personal Social, Emotional development

To focus during longer whole class lessons
To follow two-step instructions

To begin to show resilience and perseverance in the face of challenge
To practise doing up a zip
To practise doing buttons
To practise doing up buckles

To begin to work as a group with support
To use taught strategies to support turn taking

Compare your own thoughts and feelings about your life to Prita in India, What is the same? What is different?
What Indian food do you like?
Following discussions about Diwali, How does it make you feel?
Describe the flame of a candle
How do our clothes and traditional Indian clothes compare?
How does Indian music make you feel?
Elmer's feelings – What did Elmer think the other elephants thought of him? What would it be like if everyone was the same?
Who are Elmer's family and friends? Discuss how to be a good friend

Key vocabulary – India, same, different, similar, flame, hot, heat, Diwali, diva lamp, Elmer, feelings,

Literacy / English

To act out stories, To begin to predict what may happen in the story, To suggest how a story might end

To recognise taught Phase 2 sounds s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z qu words with -s /s/ added at the end (hats sits) ch sh th ng nk words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags)

To learn Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp

To begin to read longer words

To recognise taught Phase 2 Tricky Words is, I, the put* pull* full* as and has his her go no to into she push* he of we me be

Learn phase 3 tricky words was you they my by all are sure pure

To recognise taught digraphs in words and blend the sounds together, To read sentences containing tricky words and digraphs

To read books matching their phonics ability

To form lower-case letters correctly, To begin to write sentences using fingers spaces, To understand that sentences start with a capital letter and end with a full stop, To spell words using taught sounds, To spell some taught tricky words correctly

Writing in the Indian Restaurant - labels, shopping list, menus

Writing key words for parts of a story

areas of the classroom – clipboards, dry wipe boards

Prodeepta Das, 'Folk Tales of the World – The Tiger Child' by Joanna

India' by Anna Milbourne, 'Elmer' stories, The Tiger child

Make passports and go on an imaginary journey to India

Diwali - words and captions, Diwali card



Key vocabulary – India, Rama and Sita, festival, Diwali, diva lamp, golden deer, Lakshmi, Ravana, New Year, Lantern, Rangoli, grapheme, phoneme, digraph, trigraph, blend, segment

Specific areas



Mathematics

To recognise numbers over 10, To subitise to 5, To find one more of numbers to 10, To find one less of numbers to 10, To explore the composition of number 1-10, To match the number to quantity, Numbers on menus

To count to 15, To count objects to 10, To compare quantities to 10, To begin to understand the difference between odd and even numbers up to 10, To combine two groups of objects

To order objects by height and length, To order the days of the week, To measure height using cubes, To measure time, To begin to name 3D shapes, To explore the properties of 3D shapes - Junk model of Taj Mahal, Find Elmer: Positional language, Patterns and symmetry – Rangoli patterns

Key vocabulary – numbers 1-10 and above, more, less, fewer, quantity, odd, even, group, add, subtract, addition, subtraction, plus, take away, height, length, long, longer, longest, short, shorter, shortest, 2D and 3D shape names, positional language

Understanding of the world – History, Geography, Science, RE

about the past through settings, characters and events encountered in books read in class and storytelling.
Rama and Sita, Find out about Diwali

People, cultures and communities - To know that people around the world have different religions about Diwali and how countries celebrate New Year, Where is India? What is it like? Explore Spencer Bear in India We will think about where England and India are on a map and globe, and how we would get to India. We will learn about the differences between England and India, thinking particularly about how people live. Taste different Indian foods, Explore Indian jewellery and Bind's

The Natural World - To know about and recognise the signs of Winter some important processes and changes in the natural world including states of matter (freezing) different habitats- links to India nocturnal – Indian animals

Explore candles and watch what happens when a candle is lit

Where does light come from? Sort sources of light

Find out about Indian animals and discover some interesting facts, Talk about fire, the dangers, What is a jungle? Can you describe it?

Extra – Computing - To access, understand and interact with a range of technology within the EYFS environment, draw pictures on IWB, changing colour and pen size (Pattern), To learn about e-safety

Key vocabulary – India, World, Country, Capital, New Delhi, Rama and Sita, festival, History, Diwali, religions, New Year, globe, compare, same, different, similar, celebrate, Bind, Winter, frost, cold, snow, temperature, ice, freezing, melt, states of matter, nocturnal, herbivore, carnivore, sources, light, jungle,

To know that some animals are herbivores
To know the difference between herbivores and carnivores



Past and present - To know
Real life History – India;



Expressive Arts and Design / Art / DT / Music

To experiment with different mark making tools such as art pencils, pastels, chalk – Indian flag, pictures of Indian food, candle picture, Diwali card, Rama and Sita puppets, Rangoli Patterns, Mehndi Patterns, Make jewellery and bindi's, Make jewellery designs, Link to Kandinsky patterns, Jewellery designs – make jewellery for a family member

To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split pins) Dinosaur junk models – Taj Mahal model Make playdough / clay diva pots To know how to work safely and hygienically, To use non-statutory measures (spoons, cups), To use some cooking techniques (mixing) Link to India – making sweets or Indian food to try, To know the names of tools To join in with whole school singing assemblies, To create musical patterns using untuned instruments

To begin to create costumes and resources for role play, Move to Indian Music, Dance to Indian Music, Indian Drumming, Look at traditional India instruments – sitar etc.

Role play scenes in the Indian Restaurant

Foundation Stage Music express – Magic Dove – Baak bakum paira (song)

BBC Teach Let's move Diwali – Rama and Sita – Monkey madness

Key vocabulary – Rama and Sita, Diwali, Rangoli, Mehndi, Bindi, Taj Mahal, Sitar, Dove, Baak bakum paira