



SOUTH DARLEY C.E. PRIMARY SCHOOL THEME OVERVIEW

Beautiful India? (KS1)

Culturally diverse with studies to do with our link school in India. What is beautiful and what is not Study areas around the world and what they eat. Enterprise activity with the children preparing food and selling recipe books. Local farming and links with local. Maps with places visited and places they want to visit.



Living as Children of Light: Our 'Shine' Curriculum

School Trips:
25th January KS1 Festival at the Arc

Key Vocabulary

Moral dilemma for discussion:
Beautiful India?

History	Geography	Art	DT	Science	Literacy
	<p>Use an atlas, map and globe to locate India and add interesting information we have found out- key cities, rivers, flag, climate information. Talk about what it might be like to live in India, including at Hastings School, Kollata (reassuring that this is not a universal experience, although not unusual).</p> <p>Use a world map (and the Horrible Histories empire song!) to explain about the British Empire, looking how far it reached during the time of Queen Victoria and compare with those countries now. Discuss the Commonwealth and why it exists.</p> <p>Celebrate Indian cultural experiences such as dress, food, music, Bollywood, dance, festivals etc. Annotate a picture of Britain and a picture of India to demonstrate some of the similarities/ differences.</p> <p>Discuss what makes a place 'beautiful' and why there might be a question mark in the title of this topic. DO we think India is beautiful? Why?</p>	<p>Learn about the rangoli patterns used to celebrate Diwali. Create our own rangoli patterns in groups using coloured rice. Use floor space outside to create welcoming patterns in chalk.</p> <p>Talk about the significance of the elephant in Indian art. Use different fabrics cut into elephant shapes and decorate several with different stitches and materials to make an elephant mobile.</p>		<p>Exploring Changes Observe a block of ice and record Understand what happens to particles in ice and water by role-playing the movement of particles in the PE hall/playground. (Exploring, problem solving, observing over time). Year 1 -Observe a block of ice and record the changes. Year 2 -Understand that water is a material and ice is water in a different state. Explain how the appearance of ice changes as it melts? How long will the block of ice last? What will happen if we put salt on it? Consider why it is useful to know how to regulate the melting of ice. Year 1 -Observe a block of ice and consider how to change its state. Year 2 Devise an investigation to melt the ice quickly or slowly and make predictions. Create puddles in shallow containers or plastic sheets. Drawing chalk lines around the puddles, measure and observe the changes and make predictions. Discuss evaporation. (Exploring, observing over time). Year 1 – Understand that water is a material. Year 2 Talk and write about the best ways of observing and measuring how puddles change over time Create dances, portraying the changes in a puddle and a block of ice over time, and perform The Puddle Dance and The Ice Dance to an audience. (Pattern Seeking, problem solving). Year 1 - Consider what makes a difference to how puddles dry up and Year 2- consider the rate at which they do. Have a go at wax drawing and washing as a way of giving fabric waterproof properties. Make a wax resist picture using wax crayons, oil pastels and paint. Year 1 -Consider why waterproof material is sometimes used for making clothes. Year 2 -think of other reasons why a material may need to be made waterproof. Make a batik wax piece of art by applying molten wax to a piece of cotton and dying it. Chop up old wax crayons and heat in moulds in the microwave/oven. Make new wax crayon in a different shape (Exploring) Year 1 - learn about what happens when a material is heated up and why it changes shape. Year 2 -Role play what happens to the particles in a material when it is heated.</p>	<p>Fiction: Traditional Tales</p> <p>Key Texts - <i>'The Three Little Wolves and the Big, Bad Pig'</i>; <i>'The True Story of the Three Little Pigs'</i></p> <p>-Identifying features of a traditional tale</p> <p>- Using story maps to create our own versions of the stories</p> <p>Non-fiction: Instructions and Lists</p> <p>Key texts – <i>'Shh! We Have a Plan'</i> by Chris Haughton; <i>'We're Going on a Bear Hunt'</i> by Michael Rosen</p> <p>- Learn the language of instructions, such as imperative (bossy) verbs and use of <i>first</i>, <i>next</i> etc</p> <p>Poetry: Bedtime Poems</p> <p>Key Text – <i>'Switching on the Moon'</i>, a collection of bedtime poems</p> <p>-Enjoy the sounds of these poems as we learn and perform them</p> <p>-Use the patterns of the poems to write our own verses</p>

Maths	Music	Computing	PSHE	PE	RE
<p>White Rose Maths Units:</p> <p>Y1</p> <ul style="list-style-type: none"> Addition and Subtraction (within 20) Place Value (within 50) <p>Y2</p> <ul style="list-style-type: none"> Multiplication and Division Length and Height 	<p>Charanga Units: 'Everyone'- learning nursery rhymes and action songs</p>	<p>Animate with shapes:</p> <p>Children will learn the basic skills of stop frame animation and produce a simple animated movie.</p>	<p>Derbyshire PSHE Matters Units:</p> <p>Changes</p> <p>Including thinking about loss and how to manage the bog feelings that this can create.</p>	<ul style="list-style-type: none"> Dance <p>P.E provided by Qualitas.</p>	<p>Who is a Hindu and what do they believe?</p>