

# Kingfishers Knowledge and Skills Organiser

Year 3, 4, 5 and 6

## India



**Subjects covered by the National Curriculum:**

### English

Answering questions using non-fiction texts and internet research  
Animal fact files  
Postcards  
Letters to persuade  
Indian myths  
Storyboard and scripts for shadow puppet show  
Write and perform poetry

### Computing

Programming - Sequence in sound and repetition in shape

### Geography

Can you explain the water cycle?  
Can you name differences that you would see on two different mountains?

### R.E

What is Philosophy?  
How do people make moral decisions?

### D & T

How can you design and make puppets to retell the story of Rama and Sita?

### Science

How does the distance between the shadow puppet and the screen affect the size of the shadow?  
  
How can we change the pitch and volume of sound and what patterns do you notice?

### Maths

Fractions  
Number and place value  
Measurement  
Addition and subtraction  
Multiplication and division  
Geometry  
Reasoning and problem solving

### Enrichment

Indian dance workshop

### French

Can you have a basic conversation in French?  
Can you remember numbers 1-10 and 5

### PE

What makes an outstanding professional basketball player?  
  
Can you perform a routine to an audience displaying skills you have learnt? Can the audience give feedback on how to make it better and what is good about it?

### History

How can you tell that India is part of our past and our current lives?

### RSHE

What is the difference between secrets and a surprise?  
What is a good friendship and how do you deal with strangers?

### Music

What are the 'style indicators' of RnB music?  
Can we perform a tune on the glockenspiel to an audience?

### Art

How can Indian art influence my own artwork?

## The skills and knowledge you will develop in this topic:

### Geographical skills and fieldwork: Mountains and rivers

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

**Vocabulary:** climate, equator, continent, ocean, feature, rivers, streams, precipitation, runoff, underground water, sea, wind, sun, evaporation, condensation, banks, channel, meander, mouth, estuary, river bed, source, mountain ranges, summit, peak, environment, valley, hemisphere, man-made, natural, altitude, cliffs, crags, craters, foothills, highlands, peaks, ridges, terrain, glaciers, moraine (lateral, medial and terminal), erosion (physical and chemical)

### History: The British Empire and trade

Identify and give reasons for historical events, situations and changes relating to the British Empire in India. Identify some of the results of the legacy of the British Empire in India.

**Vocabulary:** significant, artefact, impact, evidence, immigration, trade, bias, democracy, credible, persecution, reliable, civilisation, settlement, invasion, communication, culture, food, trade, sports, architecture, travel, British Empire, art, music, entertainment

### **Art: Indian Art**

Create sketch books to record their observations and use them to review and revisit ideas, Improve their mastery of painting. Art inspiration e.g. Madhubani Painting, Warli Painting.

**Vocabulary:** *Art – pattern, Rangoli, Mendhi, design, observe, colour, portrait, landscape, primary/secondary colours, abstract, real life, digital media, texture, sketch, collage, tome, shade, printing, form, critique*

### **French**

Have a basic conversation in French, revise numbers 1-10, using French phonemic system -ch ou on oi, and silent letter 'h'.  
*Bonjour, Salut, Ca va, Comment tu t'appelles, Je m'appelle, A plus tard, Au revoir, J'habite, numbers one to fifty (in French)*

### **PE**

Skills used in basketball such as shoot pass, and dribble.

Skills used to create a dance routine such as exploring space, patterns and coordination.

### **RSHE**

Exploring the difference between secrets and surprise. Who are my friends?/ Stranger Danger.

**Uncomfortable, unsure, bribe, threat, jokes, pranks, dare, responsible, confide, happy, enjoy, honest, openness, reliable, trust, confidential, known, unknown, safe, unsafe, fear**

### **Design Technology**

Research and develop design criteria to inform the design of innovative, functional, products that are fit for purpose, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, and computer-aided design, select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately, evaluate ideas and products to improve their work, understand how key events and individuals in design and technology have helped shape the world.

**Vocabulary:** *appeal, practical, equipment, design criteria, annotate, plan, adapt, market, mechanism, prototype, mock-up, construct, join, function, template, product, materials, shadow, light, shade, movement*

### **Science: Autumn 1**

Recognise that they need light in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by an opaque object, find patterns in the way that the size of shadows change, using straightforward scientific evidence to answer questions or to support their findings. asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests.

**Vocabulary:** *light, dark, shadow, straight, source, reflect, day, month, year, cycle, light bulb, candle, surface, test, record, table, light source, transparent, translucent, opaque, reflect, observe, record, investigate, equipment/apparatus, fair test, accurate, measure, result*

### **Science: Autumn 2**

Identify how sounds are made, associating some of them with something vibrating, recognise that vibrations from sounds travel through a medium to the earth, find patterns between the pitch of a sound and features of the object that produced it, find patterns between the volume of a sound and the strength of the vibrations that produced it, recognise that sounds get fainter as the distance from the sound source increases, using straightforward scientific evidence to answer questions or to support their findings. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, setting up simple practical enquiries, comparative and fair tests,

making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

**Vocabulary:** *direction, vibrate, vibration, pitch, volume, insulation, travel, faint, wavelength, pitch, amplitude, soundproof, vacuum, particles, ear/eardrum, echo, investigate, fair test, prediction, method, conclusion, diagram, observe, record, investigate, equipment/apparatus, fair test, accurate, measure, result*

### **RE**

Recognise that there are many different religious and non-religious answers to questions people raise about the world around them, talk about the difference between knowing and believing, decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, use more than one reason to support their view, recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad', recognise some of the similarities and differences between these ideas, Give reasons for more than one point of view, providing pieces of evidence to support these views, describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences

**Vocabulary:** *morals, perspective, morality, politeness, generosity, honesty, unity, cleanliness, discipline, diligence, frugality*

### **Computing: Autumn 1**

Explore a new programming environment, identify that commands have an outcome, explain that a program has a start, recognise that a sequence of commands can have an order, change the appearance of my project, create a project from a task description.

**Algorithm, sequence, language, bug, de-bug, loop, repeat, decomposing, data, embed, sounds, noises**

### **Computing: Autumn 2**

Identify that accuracy in programming is important, create a program in a text-based language, explain what 'repeat' means, modify a count-controlled loop to produce a given outcome, decompose a task into small steps, create a program that uses count-controlled loops to produce a given outcome.

*Algorithm, sequence, language, bug, de-bug, loop, repeat, decomposing, data, embed, shapes, rotation*

**Music: Autumn 1**

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, develop an understanding of the history of music.

*Instruments, rhythm, blues, tune, strings, bass, guitar, drums, percussions, melody, tune, pitch, notation, tempo, style*

**Music: Autumn 2**

Play and perform in solo and ensemble contexts, and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

*Crochet, minim, semibreve, melody, tune, instrument, perform, glockenspiel, audience, solo, ensemble, beat, instrument*

**Home Learning ideas:**

*Research Mendhi and Rangoli patterns and have a go at drawing one then create your own, make a fact file about India. read the story of Rama and Sita from Indian folk law, find out about what it is like to be a Hindu.*

*By the end of our topic the children will:*

*Will showcase learning through a puppet show based on a traditional Indian Folk Tale, and perform an Indian dance routine.*