



Year 4 Spring term India

During this term the children will be learning about the country of India. They will learn about Hinduism and why this religion is important to Hindus. To give another layer to the children's learning the children will experience a Hinduism workshop from an outside company as well as an Indian dance day. The year 4 learning environment will be transformed into an Indian market, to fully ensure the children are immersed in their learning. Musically, they will listen to and learn to compose their own piece based on some of the traditions found in Indian music. They will learn to cook Indian food and share this with their peers. Through reading 'The Jungle Book', completing a study on tigers and looking at the different physical features they will learn about the different habitats which animals live in.

Religious Education

Hinduism

- I can talk about how Hindu's practice their faith.
- I can talk about how and where Hindu's worship
- I can talk about the different Gods and Goddess' in the Hindu religion and what they represent
- I can discuss how Hindu's express their beliefs through the ways they live their life and discuss how this compares to other faiths and non-believers
- I can talk about why the Puja is important to Hindus
- I can discuss the sacred texts that are important to Hindus
- I can explain the different festivals Hindus celebrate and why they are important to them.

Easter

- I can talk about the way in which Christian beliefs can be shown in their traditional celebrations and festivals
- I can describe the history of Maundy money and explain why it is given
- I can retell the events of palm Sunday and how symbols from it are used by Christians today
- I can explain how Christians show their beliefs in the way they behave

Geography

- I can identify where India is on a map
- I can identify physical features using geographical language (revision from AA Y3)
- I can use a map to identify the physical features of a country
- I can observe key topographical features (including mountains, rivers and desserts)
- I can name and locate countries and cities of the UK (revisit from K&Q Y3)
- I can identify, compare the human features of India and the UK using geographical language
- Using geographical language, I can talk about the different types of settlements and land use in India.
- I can talk about why India is one of the richest countries in the world.
- I can compare the schooling system in the UK to India
- I can observe, measure and record the temperature/weather over time in the UK
- I can explain the climate and weather patterns of India and compare these to the UK.
- I can describe how a monsoon can affect the lifestyles of the people who live in India

Science

- I can identify how local environments change through the year
- I understand that the wider environment changes
- I can identify a range of living things
- I can identify and group living things
- I can use a classification key to group living things.
- I can explain the impact the habitat has on the animals.
- I can describe how animals adapt to their habitats
- I can interpret a food chain
- I can construct a food chain

PSHE & British Values

- I can explain what the word tolerance means.
- I can talk about how we can be tolerant to one another in school.
- I can explain what the word respect means.
- I can talk about how we can be respectful to one another in school.



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Art and design

- I can learn about architecture from different places and times and what role the architects play in the building process
- I can use repeated design elements to build up simple patterns and extend this to complex patterns
- I can be inspired by the work of great artists, compare and contrast their work and copy key techniques when creating my own compositions.
- I can practise my knowledge of colour theory using complimentary and contrasting colours when making colour choices for my own work.
- I can paint my drawing of the Taj Mahal
- I can demonstrate two different methods for drawing tigers.

Computing

- I understand the importance of using specific commands to create accurate outcomes (jam sandwich)
- I can explore a range of machines and devices that can be programmed
- I can discuss the similarities and differences of games using fixed and scrolling backgrounds
- I can familiarise myself with the language of scratch
- I can use a repeat script to make a repeating pattern
- I can animate multiple sprites using different colours and effects
- I can design a simple program with a specific focus using algorithms to write the sequence
- I can detect and correct errors in algorithms

Design and Technology

- I can talk about why it is important to have Health and safety guidelines when using food
- I can identify hazards in a kitchen and suggest improvements
- I can follow a recipe accurately.
- I can measure ingredients accurately.
- I can follow Health and safety guidelines when preparing food.
- I can evaluate my work and talk about how I could make improvements.
- I can make food by thinking about a health balanced diet
- I can prepare a curry using a range of cooking techniques
- I understand that certain foods grow in certain seasons
- I can say how ingredients are grown, reared and processed.

Languages

- I can use different phrases to give information regarding my mood.
- I can name the months of the year.
- I can write a short passage using a model about myself.
- I can use familiar phrases to ask for something in a shop.
- I can describe some animals.
- I can count from 20 to 100.

Music

- I can, with a degree of confidence, discuss how Indian music is performed and what instruments they play
- I can explain the meaning of the concept of 'raga' and 'drone' in Indian music, with support.
- I can, with some support, play, perform and evaluate a basic musical improvisation based on the notes of the 'Morning Raga'
- I can, with a degree of confidence, explain the difference between an improvisation vs composition
- I can, with support, create my own raga scale to write my own composition

Dance

- I can generally dance with some rhythm and control, showing awareness of style and music
- I can, with a degree of confidence, link basic movements and ideas into dances and describe simple performance skills
- I can develop dances and skills with guidance
- I can, with questioning, evaluate and comment on my own and others' performance.

DANCE: INDIAN DANCE WORKSHOP

- I can participate in the Indian Dance workshop and show complete focus and attention
- I can transfer my learning of Indian dance phrases and movements from my workshop into my Bollywood dance performance
- I can generally respond imaginatively to the stimulus of India and explore appropriate movements
- I can, with growing confidence, copy and repeat basic Indian dance steps with control mostly in time to the music
- I can generally dance in unison with a partner/group performing a range of movement patterns at my Indian Dance workshop