



## Indian Spice

### Essential Knowledge

#### By the end of this unit children will know...

- Use different sources to research topic and find out about India and Indian Cultures. E.g. Books, the internet, holiday brochures and family photographs
- Research geographical location of India and compare to our own country and locality. Find out about the differences in physical and human geographical features.
- Compare cultures in United Kingdom to cultures in India.
- Learn about Indian Traditions and life in a country different to ours, including leisure activities. E.g. Sports, Music and Art.
- Understand the different religions practiced in India and how this affects the way people live.
- Make, taste and compare Indian food to traditional food in Britain.

### Launch

#### Indian Banquet

Plan a visit from a chef or someone who works at a local Indian Restaurant.  
Hold Indian Food Tasting Event.

### Explore

#### Research

Children to research and compare the differences between India and the United Kingdom in relation to:

- Culture
- Religion
- Geographical Features
- Leisure

### Energise

#### Temple Visit

Take Children on a trip to a local Temple or Mosque.

### Celebrate

#### Family Day

Invite Indian family members and/or local residents into school to celebrate and learn about Indian traditions.  
E.g. Indian Food, Dress, Art, Sports and Music.

## Indian Spice Theme Content

### Core Subjects:

Links to theme

#### English

- Children will write descriptions about people, experiences and places in India.
- Children will make written comparisons between locations.
- Children will write instructions for cooking and design a menu.

#### Mathematics

- Multiplication and Division
- Fractions
- 3D Shape
- Measurement of weight and mass
- Daily Rainbow Maths (mental maths)
- Weekly problem solving activities

#### Science

- Children will investigate different habitats and compare the changes of the season
- Children will be planting and measuring growth changes

### Personal Development

#### Spiritual

- Children will be introduced to the idea that different societies have different beliefs and that these can be affected by the environments they live in.

#### Moral

- Children will be taught to think of others, listen well to others points of view and try to imagine others' points of view, especially those who live in difficult circumstances.

#### Social

- Children will work together collaboratively when designing, making and performing.

#### Cultural

- Pupils will consider how communities adapt to hot or cold environments.
- Children will investigate differences in housing, food, and clothing and say how these are influenced by where they live.

### Foundation Subjects

#### History, Geography and Citizenship

- Children will use a range of geographical skills to help them investigate the environments in India
- Pupils will select and use appropriate ways of presenting information to help them investigate places and environments.
- Children will make comparisons between their own locality and that of a non-European country.
- Children will describe the physical and human characteristics of an area by referring to regions, countries and continents and consider how similarities and differences in environments affect the lives of people who live there.

#### Art and Design and Design Technology

- Children will use symmetry to create traditional Rangoli Patterns.
- Children will develop their own ideas and use a range of materials.
- Pupils will design, amend and evaluate their own Indian drum

#### Music, Languages and Physical Education

- Children will play a range of different rhythms on a drum and use it to accompany music and singing.
- Children will learn simple traditional dance moves from another culture.
- In gymnastics, the children will be jumping and landing.

#### Computing

- Pupils will search for and use information from a range of sources.
- Pupils will continue to develop their skills using Word.

# Indian Spice Links to National Curriculum Framework

## Core Subjects:

### English

- Write for a wide range of purposes using the main features identified in Reading.
- Write descriptions of people, experiences and places.
- Use a range of sources to gather information around a theme.
- Ask questions to improve understanding of a text.

### Mathematics

- Compare and sequence intervals of time and begin to understand time difference between another country and our own, using appropriate mathematical vocabulary.
- Identify the properties of 2D shapes including number of sides and lines of symmetry.
- Order and arrange combinations of mathematic objects in patterns and sequences.
- To measure, compare, add and subtract capacity in liters and milliliters.

### Science

- Make accurate measurements using standard units and a range of equipment. E.g. thermometers and data loggers.
- Describe how different habitats provide for the basic needs of different kinds of animals and plants.

## Foundation Subjects

### History, Geography and Citizenship

#### Geography:

- To share prior knowledge and understanding of a country and ask questions to deepen understanding.
- Describe geographical similarities and differences between countries.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- To ask and answer geographical questions about the physical and human characteristics of a location.
- Describe and understand key aspect of physical geography, including climate zones and weather.

#### Citizenship:

- To be able to empathise with lives of people different to them.
- To try new things.

### Art and Design and Design Technology

#### Design Technology:

- Design purposeful, functional, appealing products for themselves and other users.
- Select from a range of tools and equipment to perform practical tasks.
- Evaluate their ideas and products against design criteria.

#### Art & Design:

- To develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space.

### Music, Languages and Physical Education

#### Physical Education:

- 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.

#### Music:

- Experiment with, create, select and combine sounds and rhythms.

### Computing

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Use the online resources and websites for research topics and locations.

# Indian Spice Assessment Opportunities/Tasks within Theme

## Core Subjects

### English

- Can write descriptions about various aspects of life in India and make comparisons to their own locality.
- Can show understanding through their answers to questions and will deepen this knowledge by asking their own questions.

### Mathematics

- Can show an understanding of intervals of time and will be able to measure using liters/milliliters.
- Can recognise lines of symmetry and will be able to create their own through making patterns in Rangoli.

### Science

- Can show an understanding of the plants and animals that live in different areas and will explain why, giving reasons for the ranging climates.
- Can make accurate measurements using a range of equipment i.e. Thermometers.

## Foundation Subjects

### History, Geography and Citizenship

- Can describe similarities and differences between two locations.
- Can use atlases, maps and globes to locate countries and different features.
- Can show an understanding of the physical and human features of a location.
- Can use geographical vocabulary to explain, show their understanding and make comparisons of locations.
- Can describe and show comparisons of the differing climate and weather in two locations.
- Can empathise with others.
- Can try new things, sometimes with the support of others.

### Art and Design and Design Technology

- Can demonstrate their understanding of food and hygiene and preparation techniques alongside understanding the different food groups.
- Can demonstrate ability in cutting and joining techniques when making their Dhol drums.
- Can demonstrate a range of skills through a range of techniques including pencil drawing, creating patterns and prints.

### Music, Languages and Physical Education

- Can repeat a series of simple movements and perform to others.
- Can demonstrate understanding of rules in a game and use these to participate as part of a team, showing control and co-ordination when playing.
- Can communicate understanding of rhythm and beat when playing and listening to music.

### Computing

- Can demonstrate understanding of online search engines and how to use them effectively and safely to find and retrieve information.