



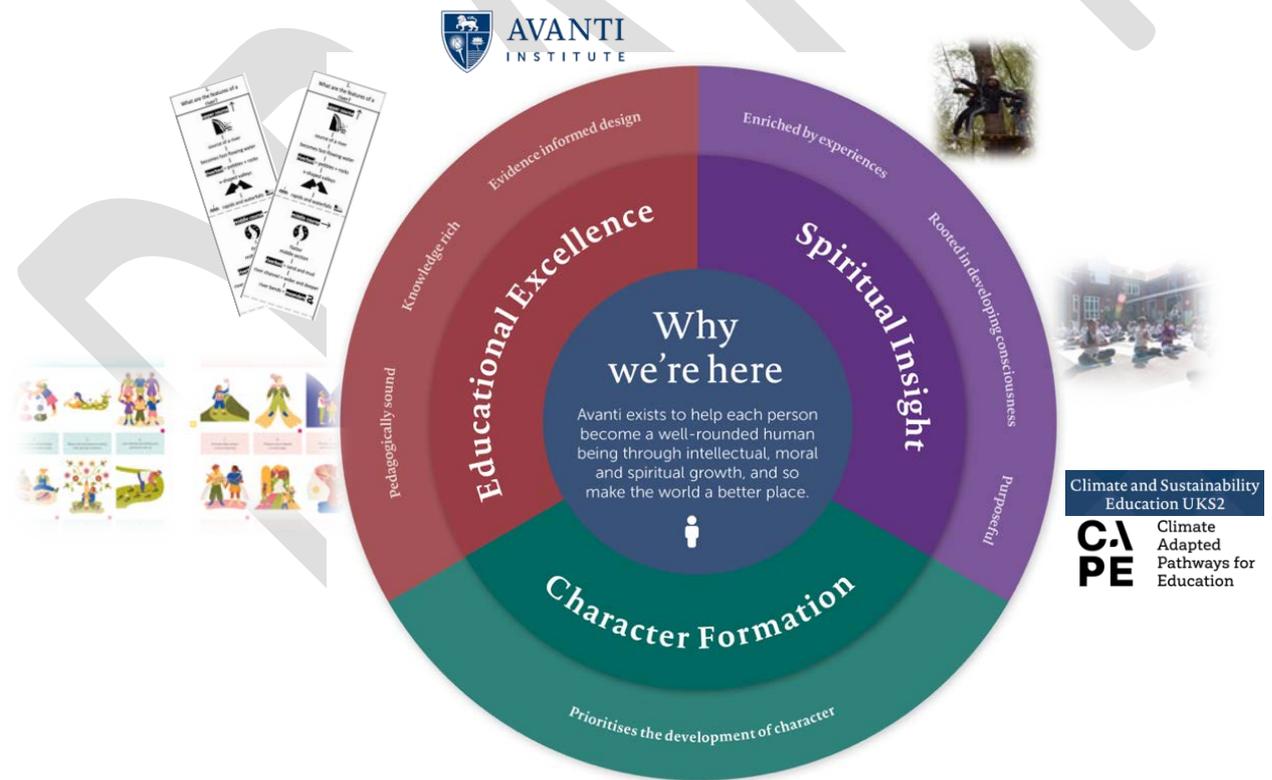
## Avanti Schools Trust Framework for Curriculum, Learning and Teaching

### Contents:

1. The Avanti Curriculum - rooted in the Avanti Principles
2. The Avanti Vision for Learning and Teaching
3. The Purpose of the Learning and Teaching Framework
4. Evidence Informed Practice
5. The Avanti Teacher Toolkit
6. The Role of the Avanti Teacher Toolkit in Teacher Development

### 1. The Avanti Curriculum – rooted in the Avanti Principles

*The Avanti Curriculum details the substance of our unique, rich, and holistic curriculum offer, rooted in our collective purpose as a trust: to help each person become a well-rounded human being through intellectual, moral, and spiritual growth, and so to make the world a better place.*



### Curriculum Three-Fold Path

The three core tenants around which the curriculum is designed are:



- 1) Educational Excellence
- 2) Spiritual Insight
- 3) Character Formation

These tenants ensure our curricular serve an intention purpose and that the curricular choices and decision making at both a trust and localised school-level are aligned and deliver on, not only espouse, our ethos as a Trust.

### ***Educational Excellence***

Our vision for educational excellence is one where deeply inspired teachers nurture joyful students and nourish their innate passion for learning. Learning is a quest to discover each student's unique gifts and potential and lay the foundation for their lifelong journey of learning. This is inseparable from high academic standards, where a challenging holistic curriculum cultivates independently thoughtful and reflective students by working towards a sense of mastery, emphasising depth, and not just breadth.

### ***Spiritual Insight***

Our vision for spiritual insight is one where our interconnectedness with all living beings and with the universe, urges acts born out of humility and love, and the Self is perceived beyond its layers of coverings. Learning blossoms for these seekers as a quest for self-discovery and opens the door to their unlimited potential; an antidote to the emptiness of a materialistic or mechanistic worldview. The curriculum unveils the possibilities of sacredness and transcendence at every moment and so engenders a deeply positive attitude to life, enduring happiness and heartfelt relationships.

### ***Character Formation***

Our vision for character formation is one where virtues are taught by example and a supportive community of learners fosters a powerful sense of individual and collective purpose. Learning develops for these conscious changemakers as a quest for making the world a better place, starting with oneself. The capacity to internalise and put into practice what we have learned is the true test of learning. Building this capacity demands an experiential, virtues-led curriculum that embraces collaboration, custodianship and global perspectives.

### **Curriculum Design Principles**



At a more granular level, school curricular across the Avanti Trust align to seven core curriculum principles which are both led by the trust ethos and evidence-informed ‘best bets’. This ensures that the curriculum deliver on our mission as a trust but also on ensuring that pupils have embedded learning over time. These principles are as follows:

**1. *Pedagogically sound***

Our curriculum prioritises pedagogically-sound delivery and recognises that ‘pedagogy is curriculum’ (Wiliam 2011) Through the Avanti Teaching and Learning Toolkit and our defined 12 teaching habits (x6 foundational habits and x6 pedagogical habits) we are able to clearly codify and thus support teachers in continually developing their practice. It also recognises the importance of quality-first teaching in ensuring that ALL pupils can access, be challenged by and enjoy their learning.

**2. *Knowledge rich***

Our curriculum recognises the importance of establishing, developing and deepening knowledge over time. Inspired by the work of Literary Professor E.D. Hirsch from the 1970’s, our curriculum focuses on developing the necessary body of knowledge, or what Hirsch refers to as ‘communal knowledge’, for our pupils to access and master the entirety of the curriculum. Michael Young, of the Institute of Education, refers to ‘powerful knowledge’ as the knowledge that allows individuals to go beyond their own personal experience and deeply understand their natural and social worlds. Our curriculum aims to capture this powerful knowledge and make sure our pupils have secured understanding of this knowledge during their journey with us. Each subject discipline has a carefully planned sequence of knowledge that empowers pupils to engage with and drive their evolving understanding over time. Each lesson has clearly defined points of knowledge to ensure that learning cumulatively grows. Each lesson also has a sharp focus on subject-specific vocabulary, with key concepts being visited and revisited regularly, to ensure long-term retention of knowledge.

**3. *Evidence-informed design***

Our curriculum design and delivery are guided and informed by the evolving evidence base from educational research and cognitive science. We are selective about the evidence that informs the curricular, as to ensure that our curricular decisions are both grounded in the ‘best bets’ and that colleagues practice is enhanced NOT overwhelmed by research. We ensure the evidence base that we have selected (see below) are integrated into staff’s existing schema and craft expertise around what works in the classroom and adopt an ethos of ‘meeting colleagues where they are’ in terms of professional learning. A culture of continuous improvement means that we regularly revisit the evidence to refine and augment our collective understanding. This is reinforced by ‘The Avanti Institute’, our unique professional learning body, which offers colleagues multiple pathways of professional learning, informed by the latest research.

**4. *Enriched by experience***

Our curriculum recognises that pupil learning sits within a wider landscape of experiential understanding and experience. This concept draws upon the findings from the UCL Rapid Evidence Assessment of Experiential Learning that found ‘positive effects for experiential learning approaches related to children’s motivation, engagement, agency, wellbeing, and academic achievement.’ In order to ensure equity and equality, we have agreed a charter of experiences that complement the academic curriculum but also the wider personal development curriculum.

**5. *Rooted in developing consciousness***

Reflective of our ethos, our curriculum is designed to develop consciousness. Consciousness concerns an individual’s own awareness of their own unique thoughts, ideas, memories, and perspectives. This is embedded in the curriculum itself, particularly through our Yoga, Meditation



and PRE-curriculum- unique aspects of our curriculum offer- that enable pupils to develop an awareness of self and others. In doing this, we ensure our pupils are ready to take their place in wider society, as global citizens who understand themselves well and have the ability to use this understanding to self-regulate and manage their own internal worlds. By doing so, pupils will be best placed to serve their communities and develop strong, social connections with those around them.

### 6. Purposeful

The Avanti Curriculum is designed intentionally to enable pupils to fulfil their own unique purpose and to truly 'give back' to society by applying the knowledge and learning they acquire, in a meaningful and contributory way. Our Climate and Environmental Education Curriculum, for example, enables pupils' knowledge to serve a very real purpose in the wider world, positioning our pupils as giving and loving individuals and potential future leaders of tomorrow.

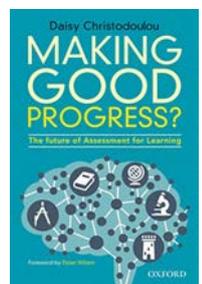
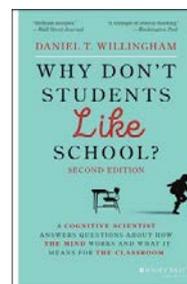
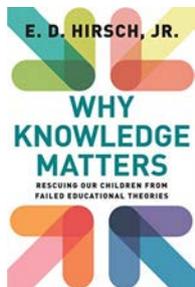
### 7. Prioritises the development of character

Our curriculum offer recognises the importance of character in our pupils' evolution as individuals. It addresses character both explicitly, through the study of philosophy, religion, and ethos, but also implicitly through the delivery of our subjects. For example, pupils study a core set of texts in our literature spine, each with a clearly defined character-driver question that enables teachers and pupils to explore a core value or virtue, linked to the story. Leaning on the work of Daniel Willingham and his assertion that stories are 'psychologically privileged', we believe this study of literature is a unique opportunity for pupils to develop an understanding of the different facets of character and how they can go about cultivating the values and virtues that will stand them in good stead for their lives.

## In Development

We are keen to further develop our offer so that where possible our pupils and parents can clearly understand that our curriculum design seeks to provide seamless progression, development and mastery throughout and between both the primary and secondary phases. In the near future we will be seeking - for each subject area - to develop an all-through road map that will provide an overview of the curriculum journey our pupils will experience as Avanti learners.

## Curriculum Evidence Base



## References



- Hirsch, E. D. (1996). *The schools we need and why we don't have them*. New York: Doubleday
- Ranken, Manyukhina, Wyse and Bradbury (2023) *Experiential Learning for Children Age 4-14: A Rapid Evidence Assessment*, UCL
- Wiliam, D. (2011). *Embedded Formative Assessment*. Bloomington: Solution Tree Press
- Willingham, D. (2010). *Why Don't Students Like School?* New York: Jossey-Bass
- Young M, Lambert D, Roberts C, et al. (2014) *Knowledge and the Future School: Curriculum and Social Justice*. London: Bloomsbury

## 2. The Avanti Vision for Learning and Teaching

- 2.1 Avanti exists to help every human being become a well rounded person through Educational Excellence, Character Formation and Spiritual Insight. At Avanti we believe access to a world-class curriculum and quality first teaching is a universal right for all of our pupils and that the best way to make this happen is to develop our classroom practitioners through an aligned approach to pedagogy.
- 2.2 Avanti believes that domain specific knowledge and skills, driven by subject specialists who develop highly effective curriculums and implement them across our schools, is the primary lever by which high quality learning takes place. Alongside this is acknowledgement that all classroom practitioners can benefit from a shared understanding of the overarching, evidence-informed foundations and pedagogy required for learning to take place.
- 2.3 The vision for Learning and Teaching aligns with our Curriculum vision and therefore this document must be read in partnership with the Curriculum Strategy and Framework.

## 3. The Purpose of the Learning and Teaching Framework

- 3.1 Rooted in cognitive science and evidence-informed practice, the Learning and Teaching Framework aims to capture the essential ingredients of Avanti classroom practice in order to enable staff across the trust to identify their personal pedagogical areas of strength and be able to develop their practice in others.
- 3.2 At Avanti, the purpose and benefits of an aligned approach to learning and teaching are:
  - To be clear about the learning and teaching expectations in all our classrooms.
  - To use a shared language about effective learning and teaching.
  - To be able to use this common language to share expertise and examples of best practice across our schools.
  - To use the framework to support teacher development through a coaching model.
- 3.3 By having a shared language around learning and teaching, our staff can benefit from cross-trust collaboration, the sharing of best practice and a framework through which to invest in their own



professional development, rooted in the 'best bets' from research to guide where to invest their time and energy.

3.4 The structure of the Learning and Teaching Framework is purposefully designed to be:

- **Applicable at different scales.** It may be applied to an individual teacher, a department or phase, or a whole school.
- **Adapted to be context considerate at school level.** The habits apply in all schools and contexts, however the ways in which these are achieved may be autonomous to each school.

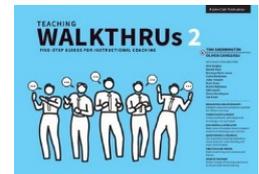
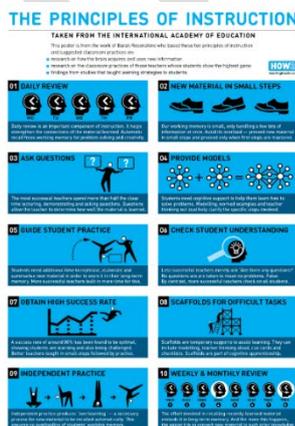
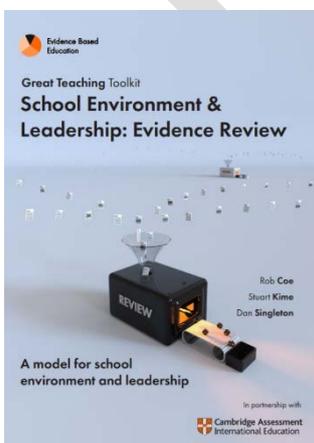
3.5 In circumstances where the effectiveness of classroom practice at individual, department or school level is identified as requiring improvement, the Learning and Teaching Framework will be used to drive school improvement. Under these conditions, the Director of Education and/or School Improvement Leads will work with school leaders to agree the specific strategies that will be implemented in each area and support the school to implement these.

#### 4. Evidence and Research Informed Practice

4.1 The Learning and Teaching Framework is rooted in cognitive science and evidence informed practice.

3.2 The following references underpin the work in this framework:

- Rosenshine’s Principles of Instruction, Rosenshine 2010
- The Science of Learning Report, Deans for Impact 2015
- WalkThrus, Sherrington & Caviglioli
- Great Teaching Toolkit Evidence Review, Evidence Based Education 2020
- Teaching and Learning Toolkit, Education Endowment Foundation, 2021
- Cognitive Load Theory, Sweller 1998





4.2 The Learning and Teaching Framework is underpinned by Rosenshine’s Principles of Instruction, (Rosenhine, 2010), but recognises that these alone do not provide a full picture of the classroom conditions that teachers influence. The Great Teaching Toolkit Evidence Review, (Evidence Based Education 2020), “Reviewed existing research studies and frameworks that are relevant to the components and routes to improvement of teacher effectiveness,” (Coe, 2020). It aimed to identify the ‘best bets’ for teachers to invest time and effort in for students to learn more. The report summarised four priorities for teachers to focus on:

1. *Understanding the content*
2. *Creating a supportive environment*
3. *Maximising opportunity to learn*
4. *Activating hard thinking*



4.3 These four priorities have informed the Avanti Learning and Teaching Framework, alongside Rosenshine’s Principles and have led to the development of the Avanti Teacher Toolkit.

4.4 Importantly, the Framework’s approach to identifying best practice in an Avanti classroom looks to build on the evidence from research and cognitive science by considering it through the lens of the Avanti Way. In this respect it is unique.

4.5 The values and practices in the Avanti Way directly influence the Avanti Teacher Toolkit, ([The Avanti Way - Avanti Schools Trust](#)). The six Avanti Way Practices are shown below.

### The Avanti Way Practices

We have six foundational practices that we all strive to live by:

1. We realise our incredible potential by nurturing all parts of ourselves – intellectual, emotional, physical, and spiritual.
2. We choose to respond to life with goodness and thus nurture goodness within us.
3. We care for and respect all life – human, animal, and plant – and live in a way that causes the least possible harm.
4. We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision.
5. We serve a greater purpose by living a meaningful and satisfying life of contribution.
6. We are nourished and nourish others through relationships that fulfil our need to love and be loved, encouraging us to be the best we can be.

Through living these practices, we hold ourselves accountable for our own wellbeing and that of our whole community.



## 5. The Avanti Teacher Toolkit

### 5.1 The Toolkit:

- Identifies what 'The Avanti Way' looks like in a classroom context.
- Is made up of 12 habits that underpin practice in an Avanti classroom.
- Is rooted in cognitive science.
- Gives us a shared language to speak about best practice for learning and teaching in an Avanti school.
- Links each habit to a cluster of classroom techniques to support a teacher's development.
- Provides a model for teacher development when used with an instructional coaching model.

5.2 Each of the 12 habits has an associated 'So that...' and 'When successful...' statement. These link directly to the Avanti Way practices (Fig 1.), which give the habits a wider purpose and role within the Avanti Way.

5.3 The 12 habits are supported by WalkThru techniques from Tom Sherrington and Oliver Caviglioli's WalkThru series. In addition, and where appropriate, these are alongside other learning and teaching techniques and strategies that align with the Avanti ethos. These techniques and strategies enable us to have a clear structure for CPD to support the framework, via the Avanti Institute and the Trust model for school improvement.

5.4 Linking the habits to WalkThru clusters and other classroom strategies, carefully curated by Avanti School practitioners, enables us to identify specific techniques staff can work on in order to improve the effectiveness of their teaching in any of the 12 toolkit areas.

5.5 There are 6 Foundational Habits and 6 Pedagogical Habits. This model recognises that the foundational habits are a prerequisite for learning to take place. In the absence of the foundational habits, the pedagogical habits do not have the foundations to be effective.

5.6 It is expected that the 12 Habits in the Avanti Teacher Toolkit will be evident in every school within the trust. The ways in which the habits are embedded within our schools may be co-constructed with each leadership group, providing important, context-specific variation. Where a school demonstrates effective learning and teaching is taking place, the toolkit will be implemented with 'Informed Autonomy' where the school will take the lead on the specific techniques selected for each habit. Where concerns are identified (see point 2.5), the toolkit will be implemented with 'Informed Prescription' where the central Education team, in collaboration with the school leaders, will agree the specific techniques to be implemented for each habit.

5.7 An example of this might be within the establishment of familiar routines in Habit 2. Not all schools are expected to start and end lessons in a prescribed way, however all are expected to have clear routines within their own school that are effective. Where this habit might not be



effectively implemented by a teacher, coaching for improvement, using the identified WalkThru techniques in the toolkit, would be necessary.

5.8 The use of effective routines to underpin and embed the habits in Avanti classrooms is an important element of successful implementation. The use of routines, that become automated over time by the teacher and pupils, help to reduce the ‘extraneous load’ on cognitive capacity and ensure we maximise the opportunity for pupils to focus on the intended learning, (McCrea, 2023 and Sweller, 2019). In many settings and scenarios positive routines for learning will underpin the habits in our classrooms.

5.9 The importance of maintaining subject specific pedagogical approaches to classroom practice through pedagogical content knowledge is recognised within this framework. The pedagogical habits are specifically designed to be implemented by subject specialists in ways which suit the subject curriculum requirements, and subject experts will be able to curate their own practices and techniques in line with evidence-informed research in their subject areas.

5.10 Teaching Assistants (TAs) contribute significantly to the pupil’s learning experience in school, in the classroom and beyond. Further guidance on how the foundational and pedagogical habits apply specifically to TA/teacher working can be found in the teaching and learning toolkit.

### Avanti Teacher Habits





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## The Avanti Teacher Habits

Foundational Habits (Creating Conditions)	1. Build positive relationships with pupils and each other	<b>So that</b> all learners have the opportunity to learn in an environment where people are treated with warmth, kindness and respect.	<b>When successful</b> pupils feel nourished and nourish others through relationships that fulfil their need to love and be loved, encouraging them to be the best they can be.
	2. Begin and end lessons calmly with familiar routines	<b>So that</b> all learners know what to expect at the start and end of a lesson and that lessons begin purposefully, in order to maximise learning time.	<b>When successful</b> pupils develop habits that ensure learning time is not wasted and routines are embedded and understood by all.
	3. Use intentional seating and classroom set up	<b>So that</b> all learners have the opportunity to sit where their learning is maximised based on the teacher's specific intentions for them and resources are deployed efficiently to support learning.	<b>When successful</b> the teacher's seating plan and deployment of resources maximises learning opportunities for all pupils and enables all pupils to make progress.
	4. Create a flourishing learning environment by managing behaviour effectively	<b>So that</b> all learners have the opportunity to learn, develop and thrive without disruption or distraction by others.	<b>When successful</b> pupils show care for and respect for all life and live in a way that causes the least possible harm.
	5. Have clear and ambitious learning intentions for all pupils	<b>So that</b> the intended learning for the lesson is clear and understood by all pupils, and that the potential for a pupil to make progress is not limited by prior attainment or additional need.	<b>When successful</b> pupils are clear about what they are learning and can assess their progress against the intentions so their incredible intellectual potential can be realised.
	6. Are always context considerate and adapt practice appropriately	<b>So that</b> all learners have the opportunity to flourish in school regardless of starting point, personal context, prior attainment or learning need and are always ambitious.	<b>When successful</b> practice is adapted dependent on a deep understanding of classroom context. Pupils' incredible potential is realised by nurturing all parts of themselves.

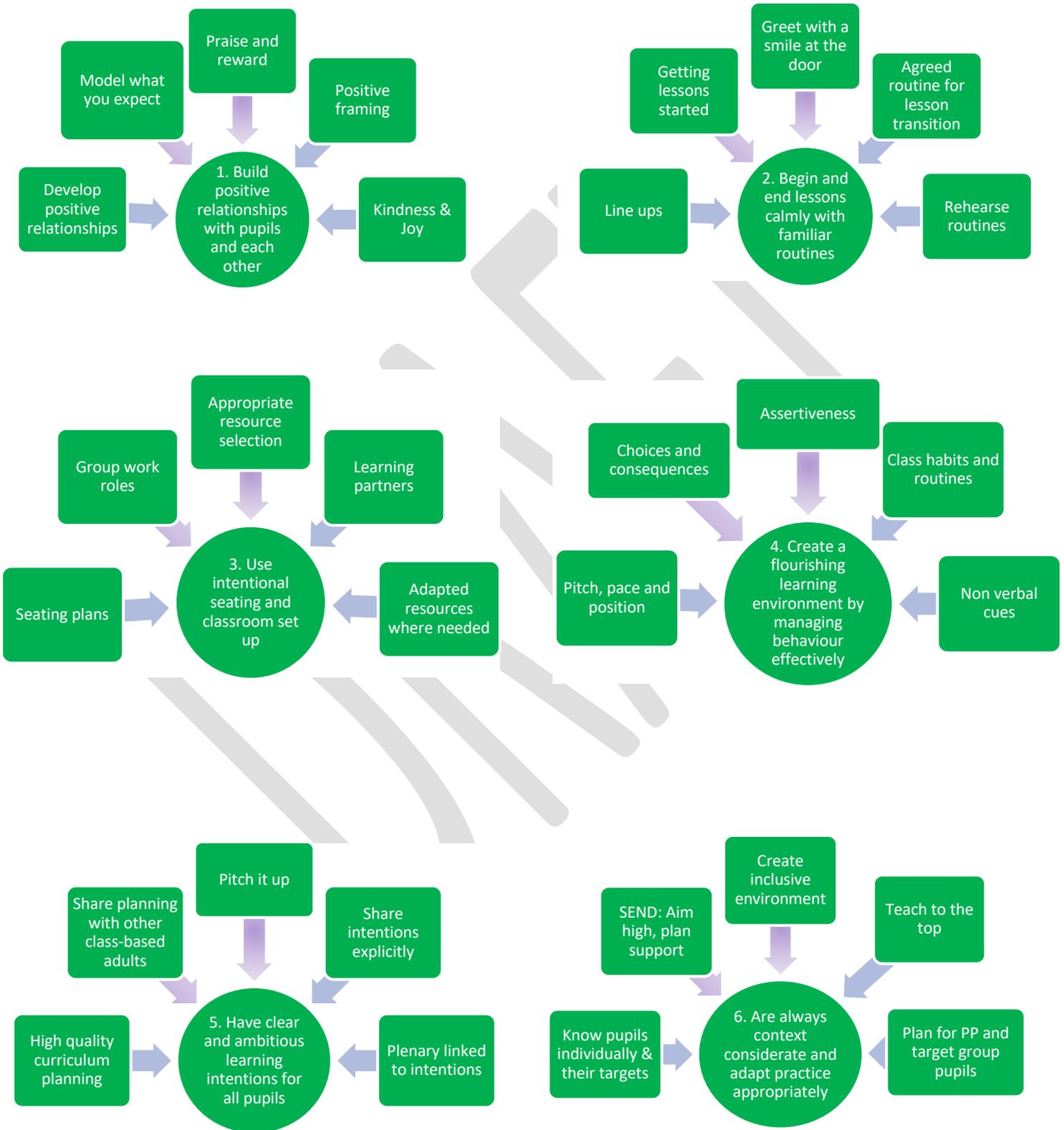


## Avanti Teacher Habits

Pedagogical Habits (Activating Hard Thinking)	7. Activate daily review of prior learning	<b>So that</b> pupils have the opportunity to engage in regular retrieval practice in order to embed knowledge into their long term memories to be able to use it when needed in future learning.	<b>When successful</b> pupils are able to recall prior knowledge effectively in order to apply it to new situations.
	8. Present new material in small steps	<b>So that</b> learners acquire knowledge incrementally, in line with a carefully sequenced curriculum, and are not cognitively overloaded.	<b>When successful</b> pupils are presented with new material in a way that inspires them to engage and interact with the learning, and remember it long term.
	9. Provide modelling and scaffolding	<b>So that</b> teachers give clear instructions to pupils, modelling what is expected, and adapt their practice to support all pupils to meet the learning intentions.	<b>When successful</b> all pupils are able to learn and make progress to realise their incredible intellectual potential.
	10. Give opportunities for guided and independent practice	<b>So that</b> all learners have the opportunity to build independence over time, with careful support to address misconceptions	<b>When successful</b> all pupils are given opportunities to practice, receive feedback and adapt their practice accordingly, supporting them to flourish and progress.
	11. Ask effective questions and check for pupil understanding	<b>So that</b> all learners have the opportunity to contribute and deepen their understanding through sustained conversations with their teachers and peers.	<b>When successful</b> pupils engage in open minded dialogue to deeply enrich their learning.
	12. Review learning regularly before moving on to new content	<b>So that</b> teachers check pupils have learnt the intended knowledge or skill before moving on in the curriculum, through carefully and intentionally selected assessment methods.	<b>When successful</b> pupils develop secure, subject specific knowledge and understanding over time and teachers have an accurate understanding of progress for each pupil.

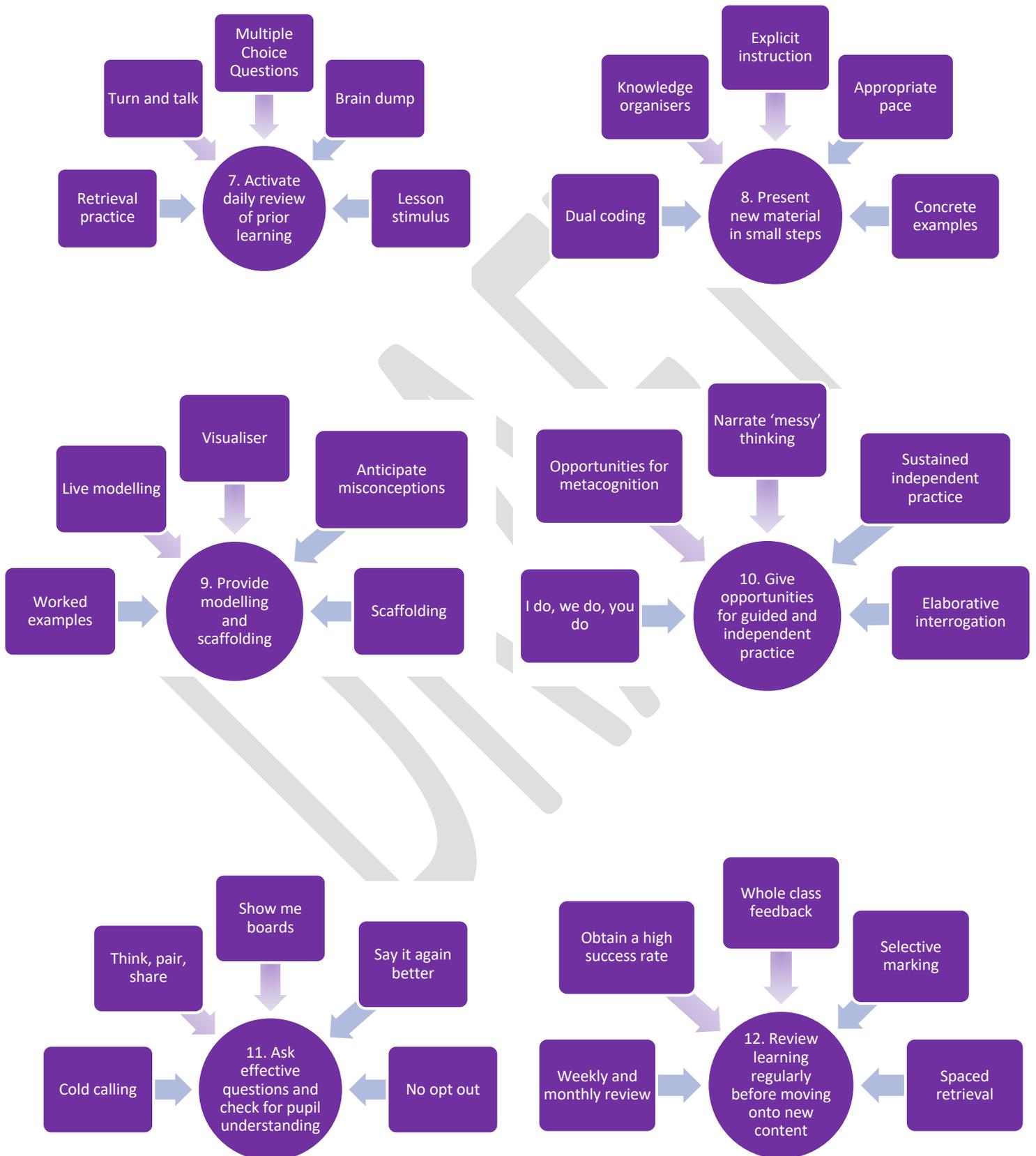


### Foundational Habits: Teacher Strategies





### Pedagogical Habits: Teacher Strategies





## Foundational Habits (Creating Conditions)

Habit	Teacher Strategies	Evidence base / Reference
<b>1. Build positive relationships with pupils and each other</b>	Develop positive relationships	➤ WalkThrus 1: <a href="#">Positive Relationships</a> p36
	Model what you expect	➤ WalkThrus 3: <a href="#">Modelling Mindsets</a> p50
	Praise and reward	➤ 'Precise Praise' Teach Like a Champion 2.0 Technique 59 p433
	Positive framing	➤ WalkThrus 1: <a href="#">Positive Framing</a> p42 ➤ 'Positive Framing' Teach Like a Champion 2.0 Technique 58 p426
	Kindness and Joy	➤ An Avanti Way approach ➤ 'Joy Factor' Teach Like a Champion 2.0 Technique 62 p442
<b>2. Begin and end lessons calmly with familiar routines</b>	Lineups	➤ Dixons Open Source <a href="#">Leading large-scale change - YouTube</a>
	Getting lessons started	➤ 'Do Now' Teach Like a Champion 2.0 Technique 20, p161 ➤ WalkThrus 2: <a href="#">Getting Lessons Started</a> p38
	Greet with a smile at the door	➤ Agreed Avanti Way routine – may be adapted at school level
	Agreed routine for lesson transition	➤ Agreed Avanti Way routine – may be adapted at school level ➤ WalkThrus 3: <a href="#">Ending lessons</a> : The last 10 minutes p52
	Rehearse routines	➤ WalkThrus 1: <a href="#">Rehearse Routines</a> p44
<b>3. Use intentional seating and classroom set up</b>	Seating plans	➤ Agreed Avanti Way routine – may be adapted at school level ➤ WalkThrus 3: <a href="#">Seating Plans</a> p44
	Group work roles	➤ Agreed Avanti Way routine – may be adapted at school level
	Appropriate resource selection	➤ Agreed Avanti Way routine – may be adapted at school level ➤ WalkThrus 2: <a href="#">Textbooks and Workbooks</a> p72
	Learning partners	➤ Agreed Avanti Way routine – may be adapted at school level
	Adapted resources where needed	➤ Agreed Avanti Way routine – may be adapted at school level



4. Create a flourishing learning environment by managing behaviour effectively	Pitch, pace and position	<ul style="list-style-type: none"> <li>➤ 'Every Minute Matters' Teach Like a Champion 2.0 Technique 31, p224</li> <li>➤ 'Radar/Be seen looking' Teach Like a Champion 2.0 Technique 51, p387</li> <li>➤ WalkThrus 3: <a href="#">Front Loading Behaviour Management</a> p42</li> </ul>
	Choices and consequences	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Choices &amp; Consequences</a> p46</li> </ul>
	Assertiveness	<ul style="list-style-type: none"> <li>➤ WalkThrus 2: <a href="#">Assertiveness</a> p36</li> </ul>
	Class habits and routines	<ul style="list-style-type: none"> <li>➤ Teach Like a Champion 2.0 Technique 42, p316 (Habits of Discussion)</li> <li>➤ WalkThrus 1: <a href="#">Establish your Expectations</a> p38</li> </ul>
	Non verbal cues	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Signal, Pause, Insist</a> p40</li> <li>➤ 'Least Invasive Intervention' Teach Like a Champion 2.0 Technique 53, p395</li> </ul>

5. Have clear and ambitious learning intentions for all pupils	Share planning with other class-based adults	<ul style="list-style-type: none"> <li>➤ Agreed Avanti Way routine – may be adapted at school level</li> <li>➤ WalkThrus 3: <a href="#">Teaching Assistants: Working in Tandem</a> p140</li> </ul>
	High quality curriculum planning	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Designing a Knowledge Rich Curriculum</a> p50</li> <li>➤ 'Begin with the End' Teach Like a Champion 2.0 Technique 16, p132</li> </ul>
	Pitch it up	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Pitch It Up</a> p58</li> </ul>
	Share intentions explicitly	<ul style="list-style-type: none"> <li>➤ WalkThrus 2: <a href="#">Learning Objectives vs Tasks</a> p64</li> <li>➤ Agreed Avanti Way routine – may be adapted at school level</li> </ul>
	Plenary linked to intentions	<ul style="list-style-type: none"> <li>➤ Agreed Avanti Way routine – may be adapted at school level</li> </ul>

6. Are always context considerate and adapt practice appropriately	Know pupils individually and their targets	<ul style="list-style-type: none"> <li>➤ Agreed Avanti Way routine – may be adapted at school level</li> </ul>
	SEND: Aim high, plan support	<ul style="list-style-type: none"> <li>➤ WalkThrus 2: <a href="#">SEND: Aim high, plan support</a> p70</li> </ul>
	Create inclusive environment	<ul style="list-style-type: none"> <li>➤ Avanti Way approach</li> <li>➤ EEF <a href="#">Special Educational Needs in Mainstream Schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</li> </ul>
	Teach to the top	<ul style="list-style-type: none"> <li>➤ WalkThrus 2: <a href="#">Teach to the Top</a> p68</li> </ul>
	Plan for PP and target group pupils	<ul style="list-style-type: none"> <li>➤ Agreed Avanti Way routine – may be adapted at school level</li> </ul>



**Pedagogical Habits (Activating Hard Thinking)**

Habit	Teacher Strategies	Evidence base / Reference
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<b>7. Activate daily review of prior learning</b>	Retrieval practice	<ul style="list-style-type: none"> <li>➤ Quick View: <a href="#">Impact Video - Retrieval Practice (vimeo.com)</a></li> <li>➤ Sumeracki &amp; Weinstein, 2018, <a href="#">Optimising-Learning-Using-Retrieval-Practice.pdf (chartered.college)</a></li> <li>➤ Dixons Open Source <a href="#">Retrieval practice - YouTube</a></li> <li>➤ WalkThrus 3: <a href="#">A Repertoire of Retrieval Routines</a> p128</li> <li>➤ <a href="#">Retrieval Practice eBook (hubspotusercontent-na1.net)</a> Kate Jones &amp; Evidence Based Education, 2023 Ebook</li> </ul>
	Turn and talk	<ul style="list-style-type: none"> <li>➤ Teach Like a Champion 2.0 Technique 39, p324</li> <li>➤ Blog: <a href="#">TLAC 3.0: Using Turn &amp; Talk to Make Your Classroom 'Crackle to Life'   Teach Like a Champion</a></li> <li>➤ Dixons Open Source <a href="#">Turn and talk - YouTube</a></li> </ul>
	Multiple choice questions	<ul style="list-style-type: none"> <li>➤ WalkThrus 2: <a href="#">Multiple Choice Questions</a> p118</li> </ul>
	Brain dump	<ul style="list-style-type: none"> <li>➤ Blog: <a href="#">Brain Dump: A small strategy with a big impact – Retrieval Practice</a></li> </ul>
	Lesson stimulus	<ul style="list-style-type: none"> <li>➤ Selecting an inspiring resource to prompt high level thinking and connection to prior/future learning – An Avanti Approach</li> <li>➤ WalkThrus 1: <a href="#">Big Picture, Small Picture</a> p74</li> </ul>

<b>8. Present new material in small steps</b>	Dual coding	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Dual Coding</a> p70</li> <li>➤ WalkThrus 2: <a href="#">Dual Coding: Diagrams</a> p86</li> <li>➤ Caviglioli O (2019) Dual Coding with Teachers. Woodbridge: John Catt Educational.</li> <li>➤ Clark JM and Paivio A (1991) Dual coding theory and education. Educational Psychology Review 3(3): 149–210.</li> </ul>
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	Knowledge organisers	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Using a Knowledge Organiser p116</a></li> <li>➤ Chartered College Article: <a href="#">Organising knowledge: The purpose and pedagogy of knowledge organisers : My College (chartered.college)</a></li> <li>➤ <a href="#">Dixons Open Source Knowledge organisers in a primary classroom - YouTube</a></li> </ul>
	Direct instruction	<ul style="list-style-type: none"> <li>➤ WalkThrus 3: <a href="#">Giving an Explanation p82</a></li> <li>➤ Podcast (Paul Kirschner) <a href="#">Direct instruction with professor Paul Kirschner – Tes Podagogy – Podcast – Podtail</a></li> </ul>
	Appropriate pace	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Feedback that Moves Forward p104</a></li> </ul>
	Concrete examples	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Concrete Examples p124</a></li> </ul>
9. Provide modelling and scaffolding	Worked examples	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Worked Examples &amp; Backward Fading p68</a></li> </ul>
	Live modelling	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Live Modelling p78</a></li> </ul>
	Visualiser use	<ul style="list-style-type: none"> <li>➤ Blog <a href="#">The Power Of Visualisers - TeacherToolkit</a></li> </ul>
	Anticipate misconceptions	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Head-On Misconceptions p86</a></li> </ul>
	Scaffolding	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Scaffolding p80</a></li> </ul>
10. Give opportunities for guided and independent practice	I do, we do, you do	<ul style="list-style-type: none"> <li>➤ WalkThrus 3: <a href="#">Modelling Handover: I do, we do, you do p100</a></li> <li>➤ Dixons Open Source <a href="#">I do, we do, you do - YouTube</a></li> </ul>
	Opportunities for metacognition	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Metacognitive Talk p82</a></li> </ul>
	Narrate 'messy' thinking	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Live Modelling p78 Step 2</a></li> </ul>
	Sustained independent practice	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Independent Practice p128</a></li> <li>➤ WalkThrus 3: <a href="#">Sustained Independent Practice p138</a></li> </ul>
	Elaborative interrogation	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Elaborative interrogation p114</a></li> </ul>
11. Ask effective questions and check for pupil understanding	Cold calling	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Cold Calling p90</a></li> <li>➤ 'Cold Call' Teach Like a Champion 2.0 Technique 33, p249</li> </ul>
	Think, pair, share	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Think, Pair, Share p92</a></li> </ul>
	Show me boards	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Show-Me Boards p94</a></li> </ul>
	Say it again better	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Say It Again Better p98</a></li> </ul>
	No opt out	<ul style="list-style-type: none"> <li>➤ WalkThrus 2: <a href="#">No Opt Out p98</a></li> <li>➤ 'No Opt Out' Teach Like a Champion 2.0 Technique 11, p90</li> </ul>
12. Review learning	Weekly and monthly review	<ul style="list-style-type: none"> <li>➤ WalkThrus 1: <a href="#">Weekly &amp; Monthly Review p122</a></li> </ul>



regularly before moving on to new content		➤ Sherrington, 2019, Rosenshine’s Principles in Action
	Obtain a high success rate	➤ WalkThrus 1: <a href="#">Check For Understanding</a> p96 ➤ Sherrington, 2019, Rosenshine’s Principles in Action
	Whole class feedback	➤ WalkThrus 1: <a href="#">Whole-Class Feedback</a> p108
	Selective marking	➤ WalkThrus 2: <a href="#">Selective Marking</a> p108 ➤ ‘Yellow box marking’ <a href="#">Yellow Box Methodology - TeacherToolkit</a>
	Spaced retrieval	➤ WalkThrus 1: <a href="#">Quizzing</a> p112 ➤ Ebbinghaus Forgetting Curve <a href="#">Ebbinghaus Forgetting Curve (Definition + Examples) (practicalpie.com)</a> ➤ Kate Jones: <a href="#">Reminders versus retrieval practice - Evidence Based Education</a>

## 6. The Role of the Avanti Teacher Toolkit in Teacher Development

*“If we think of teacher quality as a continuum, we now know that we are unable to locate a particular teacher along that continuum with any accuracy, but we do know which way is better. If we direct our energies not on evaluating teachers but on improving them, we are far more likely to improve the quality of education that our pupils receive.”*

*Dylan Wiliam, 2023 | Impact Magazine, Chartered College of Teaching*

6.1 The Avanti Teacher Toolkit is intended to support teacher development in schools regardless of a teacher’s career stage or experience.

6.2 Through the use of the teacher habits, staff will be able to identify the habit most appropriate for them to develop. We recognise that expert teachers are always learning and seek to adapt and improve their practice according to the latest evidence and to respond to the needs of their pupils.

6.3 As the effectiveness of a teacher develops, it is likely they will shift focus from the foundational to the pedagogical habits. The breadth of techniques in the toolkit enable teachers of all experience to develop their practice in a personalised way.

6.4 The habits should be used within the context of the learning and teaching framework, to drive high quality conversations with teachers about the effectiveness of classroom practice within a school. The habits should **not** use be used in the following ways:

- As a ‘tick list’ for lesson observation
- To quantify the quality of a lesson
- To give an Ofsted judgement to a lesson



## The Avanti Teacher Habits

		Avanti House Primary School
<b>Foundational Habits (Creating Conditions)</b>	<b>1. Build positive relationships with pupils and each other</b>	<ul style="list-style-type: none"> <li>• <b>Develop positive relationships:</b> greeting pupils at the start of the day (welcoming as they enter the classroom), teacher check ins with pupils,</li> <li>• <b>Model what you expect:</b> using respectful language with all members of the school community, modelling respectful interactions.</li> <li>• <b>Praise and reward system:</b> aligned to Avanti virtues using Good to be Green, House Points, weekly Star of the Week certificates, attendance cup.</li> <li>• <b>Positive framing:</b> praising positive behaviour and engagement (avoiding use of negative statements),</li> <li>• <b>Kindness &amp; joy:</b> Collective Worship weekly focus,</li> </ul>
	<b>2. Begin and end lessons calmly with familiar routines</b>	<ul style="list-style-type: none"> <li>• <b>Line ups:</b> use of transition script and chant by pupils,</li> <li>• <b>Getting lessons started:</b> morning soft start, Morning Collective Worship (pupils involved in playing instruments), every lesson starts with 5-a-day recap (retrieval practice), setting behaviour expectations</li> <li>• <b>Greet with a smile at the door</b> (high-fives, etc.)</li> <li>• <b>Agreed routine for lesson transition</b> (wake up, shake up, chair yoga, breathing, meditation etc.)</li> </ul>
	<b>3. Use intentional seating and classroom set up</b>	<ul style="list-style-type: none"> <li>• <b>Seating plans:</b> created by class teachers in collaboration with support staff and reviewed weekly.</li> <li>• <b>Group work roles:</b> class monitors, intentional and purposeful group work</li> <li>• <b>Appropriate resource selection:</b> resource bank reviewed by subject leads</li> <li>• <b>Learning partners:</b> talk partners utilised to enhance understanding</li> <li>• <b>Adapted resources where needed:</b> bespoke resources to support individual learners, resources clearly labelled in all classrooms</li> </ul>
	<b>4. Create a flourishing learning environment by managing behaviour effectively</b>	<ul style="list-style-type: none"> <li>• <b>Pitch, pace and position:</b> all pupils are challenged in every lesson, lessons are well-paced (pupils engaged), teachers and TAs have a good understanding of their role and responsibility and position themselves carefully in the classroom</li> <li>• <b>Choices and consequences:</b> behaviour policy followed carefully by all – restorative justice and reflection sheets, Good to Be Green in EYFS and KS1, house points and stickers across the school, post-card set home,</li> <li>• <b>Assertiveness:</b> Be consistent in behaviour expectations in all lessons/transitions, 0 tolerance of low-level behaviour (except pupils with additional needs), expectations shared, and pupils reminded regularly</li> <li>• <b>Nonverbal cues:</b> countdown used after pair talk, sounds (clap, bell, etc.) used throughout lessons</li> </ul>
	<b>5. Have clear and ambitious learning intentions for all pupils</b>	<ul style="list-style-type: none"> <li>• <b>High quality curriculum planning:</b> LOs are skill and knowledge based (not activity based) and achievable by all, progression maps are used consistently to build on prior knowledge, ensuring retrieval and review of prior learning, planning for common misconceptions,</li> <li>• <b>Share planning with other class-based adults:</b> TAs are given weekly time (30 mins) to review planning &amp; prepare for the week ahead, join 30 mins of PPA where possible, TAs feedback to teachers about progress made in lessons</li> <li>• <b>Pitch it up:</b> targeted questioning,</li> </ul>



		<ul style="list-style-type: none"> <li>• <b>Share intentions explicitly:</b> vocabulary focus, pupils repeat vocabulary &amp; teachers check for understanding</li> <li>• <b>Plenary linked to intentions:</b> class teachers adapt the plenary based on their formative assessment during the lesson, mini-plenaries where necessary</li> </ul>
	<p>6. Are always context considerate and adapt practice appropriately</p>	<ul style="list-style-type: none"> <li>• <b>Know pupils individually and their targets:</b> teaching teams spend time reviewing progress during phase and pupil progress meetings then plan accordingly, Educater used as a gap analysis tool</li> <li>• <b>SEND: Aim high, plan support:</b> class teacher termly ILP meetings with SENCOs, learning broken down into small steps</li> <li>• <b>Create inclusive environment:</b> targeted resources to support all needs and learning styles, i.e., wobble cushion, etc., adapt classroom setup to support individuals</li> <li>• <b>Teach to the top:</b> high quality models used (plan for GD pupils and break down teaching into smaller steps to support the needs of all)</li> <li>• <b>Plan for PP and target group pupils:</b> teachers work in conjunction with SENDCO and PP Lead to support individuals and ensure progress in made</li> </ul>

Avanti Teacher Habits		
Avanti House Primary School		
Pedagogical Habits (Activating)	7. Activate daily review of prior learning	<p><b>Turn and Talk:</b> purposeful and intentional pair talk used,</p> <p><b>Retrieval Practice:</b> 5-a-day recaps in every lesson, effective teacher questioning</p> <p><b>Multiple Choice Questions:</b> kahoot, slido and other online quiz platforms</p> <p><b>Brain Dump:</b> mind maps at the beginning of every new unit (add it to it throughout the sequence of lessons with purple pen)</p> <p><b>Lesson Stimulus:</b> high-quality images, videos, sound clips (etc.) used to engage pupils</p>
	8. Present new material in small steps	<p><b>Dual Coding:</b> teaching key vocabulary using widgeit, etc.</p> <p><b>Knowledge Organisers:</b> CUSP book work, lesson slides, subject progression maps</p> <p><b>Explicit Instruction:</b> all teachers follows a clear lesson structure and sequence to ensure every child can access the learning</p> <p><b>Appropriate Pace:</b> teachers know each learner and their needs and will adapt lessons accordingly to ensure all children are making progress</p> <p><b>Concrete Examples:</b> teachers utilise tangible resources to bring learning to life</p>
	9. Provide modelling and scaffolding	<p><b>Worked Examples</b> - Big write, short burst writing, editing work</p> <p><b>Live Modelling-</b> Whole class teaching particularly core subjects, modelling learning habits, modelling strategies</p> <p><b>Visualiser-</b> editing work, modelling structure and work, handwriting, presentation</p>



	<p><b>Anticipate Misconceptions</b>-pre teaching, misconception slides, gap analysis- tracking gaps and planning for these misconceptions</p> <p><b>Scaffolding</b> - no ceiling to their learning, breaking down concepts into small concepts, ILP targets, small step teaching, advice from external agencies, making reasonable adaptations to the resources and environment</p>
<p><b>10. Give opportunities for guided and independent practice</b></p>	<p><b>I do, we do, you do</b>- Interventions, basic lesson plan structure, teaching new strategies (modelling)</p> <p><b>Opportunities for metacognition</b> - reflection time, plenaries, teaching strategies for meta cognition, adapted resources, VAK opportunities, quizzes</p> <p><b>Narrate 'messy' thinking</b> – mind maps, debates, discussions,</p> <p><b>Sustained Independent Practice</b>- Big write, writing investigations, explorations and investigations, research</p> <p><b>Elaborative Interrogation</b>- Walk thrus- questioning and feedback, open ended questioning, misconceptions</p>
<p><b>11. Ask effective questions and check for pupil understanding</b></p>	<p><b>Cold Calling:</b> used frequently in lessons to ascertain pupils' understanding and address misconceptions</p> <p><b>Think, Pair, Share:</b> used intentionally and purposefully for open discussions. Pupils share what they have heard to promote active listening and look at topics from a different perspective</p> <p><b>Show me boards:</b> used daily for recall and closed questions (addressing misconceptions and teacher assessment)</p> <p><b>Say it again better:</b> used in conjunction with cold-calling where pupils clarify and rethink their answers</p> <p><b>No opt out:</b> when a child struggles to answer a question ("I don't know"), teacher adapts or re-scaffolds the question, learning is broken down into smaller steps and thinking time is given</p>
<p><b>12. Review learning regularly before moving on to new content</b></p>	<p><b>Weekly and Monthly Review:</b> Daily/weekly 5-a-day review in all subject areas completed through mind-maps and quizzes (mind maps are revisited to reflect on prior learning and add new learning)</p> <p><b>Obtain a high success rate:</b> lessons are adapted spontaneously based on teacher assessment with pupils' next steps in mind (re-teaching where necessary), "What have you understood?" is used instead of "Have you understood?"</p> <p><b>Whole class feedback:</b> Used weekly at different points (soft start, beginning/middle/end of lessons) - teacher collates key strengths and areas of development of the lesson across the class and provides time for them to improve in these areas (improvement time is given)</p> <p><b>Selective Marking:</b> used in all short-burst writing lessons, teachers use this when live marking (OMs) - have pupils understood your feedback before you move away? Teachers focus only on a small portion of pupils' work in relation to the LO</p> <p><b>Spaced Retrieval:</b> when teacher finish teaching a concept/unit, quizzing is used to assess their knowledge/skills</p>



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**PRIMARY CURRICULUM OVERVIEW – Avanti House Primary School**

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Curriculum Overview - EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Year						
Half Term Theme	<b>All About Me</b> 	<b>Festivals and Cultural Celebrations</b> 	<b>Let's Pretend</b> 	<b>Animals</b> 	<b>People who help us!</b> 	<b>Changes</b> 
Learning to learn Skill sad attitudes	<ul style="list-style-type: none"> <li>making relationship communicating feelings</li> <li>initiating conversation</li> <li>listens to range of stories and responding to others</li> </ul>	<ul style="list-style-type: none"> <li>Communicating our interests, beliefs, traditions</li> <li>Asking a range of questions and answering a range of questions</li> </ul>	<ul style="list-style-type: none"> <li>Creating own narratives</li> <li>exploring different feelings and behaviours</li> <li>collaborating with peers/developing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Answering 'how' and 'why' questions</li> <li>using materials and tools effectively</li> <li>carrying out research and investigations</li> <li>communicating ideas, opinions and findings</li> </ul>	<ul style="list-style-type: none"> <li>Investigating differences and similarities</li> <li>Communicating attributes.</li> <li>Asking questions to a range of people/ interviewing skills</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for transition into year 1</li> <li>Explore feelings, fears and ambitions</li> </ul>
Avanti and British Values	<u>Empathy</u> <u>BV: mutual respect</u> <ul style="list-style-type: none"> <li>Pupils begin to understand their own and others' needs and feelings and develop respectful friendships in</li> </ul>	<u>Self-discipline</u> <u>BV: mutual respect and tolerance</u> <ul style="list-style-type: none"> <li>Pupils explore traditions and lifestyles of other faiths and cultures, making respectful comparisons to</li> </ul>	<u>Respect</u> <u>BV: rule of law</u> <ul style="list-style-type: none"> <li>Pupils engage in exploration and discussions around story themes and characters, e.g.,</li> </ul>	<u>Integrity</u> <u>BV: individual liberty</u> <ul style="list-style-type: none"> <li>Traditional story themes link to deeper exploration of integrity through role play.</li> <li>Circle time supports a beginning</li> </ul>	<u>Courage</u> <u>BV: democracy</u> <ul style="list-style-type: none"> <li>Pupils explore how they and others show courage in real life situations</li> </ul>	<u>Gratitude</u> <u>BV: recap all British Values</u> <ul style="list-style-type: none"> <li>Pupils demonstrate gratitude towards their experience of reception and prepare themselves for their</li> </ul>



	<p>their new school setting.</p> <ul style="list-style-type: none"> <li>• Pupils develop turn taking and sharing skills, showing care and empathy for peers</li> </ul>	<p>their own faith and cultural celebrations.</p> <ul style="list-style-type: none"> <li>• Behavioural expectations on school trip.</li> <li>• Linking cultural stories to our values e.g., Ravana’s lack of self-discipline in Diwali story</li> </ul>	<p>linking respect to fairytales, etc.</p> <ul style="list-style-type: none"> <li>• Thinking about school rules, creating own rules and making links to ‘Rule of Law’.</li> </ul>	<p>understanding of individual liberty through freedom of speech (talking partner/ group work activities)</p>	<p>both in and out of school, related to key professions.</p> <ul style="list-style-type: none"> <li>• Pupils begin to understand and practice democracy through class votes, etc.</li> </ul>	<p>transition into year 1, looking ahead to how they will show respect and self-discipline in their new setting.</p>
Educational Visits including in house workshops	<b>School visits</b>	<ul style="list-style-type: none"> <li>• <b>Virtual tours of different places of worship</b></li> <li>• <b>Church trip (TBC)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Nature walks linked to UW and lit focus</b></li> <li>• <b>Theatre performance (in house)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animal Experience (in house)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Police / Fire Brigade visits (TBC)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Willow’s Farm (TBC)</b></li> </ul>
World Festivals/days	<ul style="list-style-type: none"> <li>• <b>Janmashtami</b></li> <li>• <b>Muslim New year</b></li> <li>• <b>Raksha Bandhan</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diwali</b></li> <li>• <b>Dusshera</b></li> <li>• <b>Srila Prabhupada’s Disappearance Day</b></li> <li>• <b>Christmas</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Holi</b></li> <li>• <b>Gaura Purnima</b></li> <li>• <b>Easter</b></li> <li>• <b>World Book Day</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narasimha Jayanti</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rath Yatra</b></li> <li>• <b>Father’s Day</b></li> <li>• <b>Yoga day</b></li> </ul>
Enrichment Links	<ul style="list-style-type: none"> <li>• Halloween (designing and building cards/ puppets/ other creative activities)</li> <li>• <b>Opportunities to delve into any current affairs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Nativity play (Christmas)</li> <li>• <b>Opportunities to delve into any current affairs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Valentines Day (creating cards and linking in with gratitude: how are we thankful to our parents or those we love)</li> <li>• <b>Opportunities to delve into any current affairs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mother’s Day (Mother’s Day letters and appreciation cards/ notes: link in with Gratitude)</li> <li>• <b>Opportunities to delve into any current affairs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Opportunities to delve into any current affairs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Father’s Day ( Father’s Day letters and appreciation cards/ notes: link in with Gratitude)</li> <li>• <b>Opportunities to delve into any current affairs</b></li> </ul>
Core Texts	<ul style="list-style-type: none"> <li>• I am Absolutely too Small for School</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction books</li> <li>• Elmer</li> <li>• Christmas story</li> </ul>	<ul style="list-style-type: none"> <li>• The Gingerbread Man</li> </ul>	<ul style="list-style-type: none"> <li>• Monkey Puzzle</li> <li>• Giraffes Can’t Dance</li> <li>• Dear Zoo</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Fiction books:</li> </ul>	<ul style="list-style-type: none"> <li>• Hungry Caterpillar</li> </ul>



	<ul style="list-style-type: none"> <li>• Harry and Dinosaurs go to School</li> <li>• Funnybones</li> <li>• Titch</li> <li>• Peepo</li> <li>• Avacado Baby</li> <li>• Olivers Fruit Salad</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali story</li> <li>• Mr Birthday (Mr Men book)</li> <li>• Handa’s Surprise (BHM)</li> </ul>	<ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• Hansel and Gretel</li> </ul>	<ul style="list-style-type: none"> <li>• Handa’s Surprise</li> <li>• Mad About Dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>• police/ fire brigade/ doctors/ hospital/ teachers/ paramedics, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Once There Were Giants/ When I Grow Up</li> <li>• The Tiny Seed</li> <li>• Tree; Seasons Come and Go/What makes the Seasons</li> <li>• Zog</li> <li>• Mad about minibeasts</li> </ul>
PSED	<ul style="list-style-type: none"> <li>•Getting to know peers and adults at school</li> <li>•Developing courage and resilience in a new setting</li> <li>•Talking about ourselves, our interests and our families. What makes us special?</li> <li>•Who is special to us?</li> <li>•Settling into a new surrounding</li> <li>•Following expectations: making links to rule of law, thinking about why we have rules in school and the importance of them</li> <li>•Thinking about respect and sharing with our peers</li> <li>•Sharing experiences, likes and dislikes</li> <li>•Exploring simple similarities and differences</li> <li>•Can describe self in positive terms and talk about abilities</li> <li>•Handling self-care and independence</li> <li>•Taking care of belongings</li> </ul>		<ul style="list-style-type: none"> <li>• Beginning to think about the feelings of others and other living beings: Linking to empathy and mutual respect, developing care and respect for all living creatures through explorations and focus stories.</li> <li>• Solving problems and situations</li> <li>• Developing ability to express own opinions and feelings</li> <li>• Continue to develop our understanding of why we have rules and expectations. How to show self- discipline in a range of situations.</li> <li>• Exploring similarities and differences</li> <li>• Managing self-care and independence</li> </ul>		<ul style="list-style-type: none"> <li>• Solve problems amongst peers and developing our empathy towards others in a range of situations</li> <li>• Developing understanding of change and transition Building on courage and preparing ourselves for change</li> <li>• Expressing opinions well and finding ways to manage feelings</li> <li>• Work in groups and take ideas from peers when completing an activity, negotiating ideas with peers.</li> <li>• Preparing for change, building resilience and courage for change</li> <li>• Independently managing self-care</li> </ul>	
C&L	<ul style="list-style-type: none"> <li>• Listening and joining in with rhymes, stories and songs</li> <li>• Listening to others and asking a range of questions</li> <li>• Answering a range of questions</li> <li>• Maintaining attention with chosen activities</li> <li>• Understands simple instructions</li> <li>• Initiate small conversations</li> <li>• Talk about family/ friends/ celebrations/events</li> <li>• Talk about selves/ likes and dislikes</li> </ul>		<ul style="list-style-type: none"> <li>• Responding to stories and poems</li> <li>• Listening attentively in a range of situations</li> <li>• Expressing ideas, feelings and opinions</li> <li>• Responding to instructions: linking in with following rules and steps</li> <li>• Discussing elements of stories and events, developing empathy for characters and scenarios in stories</li> </ul>		<ul style="list-style-type: none"> <li>• Exploring storyline and narrative</li> <li>• Using and understanding different tenses</li> <li>• Maintaining attention through longer periods of time</li> <li>• Expressing feelings and opinions effectively Thinking about the feelings of others how we can show respect to other through speaking and listening</li> </ul>	



	<ul style="list-style-type: none"> <li>• Providing freedom to talk through talking partners and lolly pop sticks</li> </ul>		<ul style="list-style-type: none"> <li>• Responding to a range of questions based on events and stories.</li> <li>• Exploring storyline and narrative</li> </ul>		<ul style="list-style-type: none"> <li>• Asking and answering a range of questions in relation to stories and experiences</li> </ul>	
PD (Using Complete PE scheme)	<p><b>Walking 1</b></p> <p>The focus of learning is to explore walking.</p> <p>Pupils will explore walking using different body parts in different directions, at different levels and at different speeds.</p>	<p><b>Ourselves</b></p> <p>The focus of learning is to explore different movements using different parts of the body. Pupils will learn to respond to words and music using their bodies and props.</p>	<p><b>Nursery Rhymes</b></p> <p>The focus of learning is to create their own movement ideas relating to specific words.</p> <p>Pupils will start to add movements together to form a sequence.</p>	<p><b>Dinosaurs</b></p> <p>The focus of the learning is for pupils to begin to add emotion to their movements as they move in character.</p> <p>Extend the ideas that pupils have, ensuring expression and working in pairs to create movements together.</p>	<p><b>Jumping 1</b></p> <p>The focus of learning is to explore jumping in a variety of ways.</p> <p>Pupils will explore jumping, in different directions, at different speeds and different levels.</p>	<p><b>Rackets, Bats, Balls and Balloons</b></p> <p>The focus of the learning is for pupils to explore different ways of keeping a balloon up in the air.</p> <p>Pupils will explore different ways to use their hands (pushes and hits) and feet (kicks) to keep the balloon up in the air without it touching the floor.</p>
Literacy	<ul style="list-style-type: none"> <li>• Joins in with rhymes and continues a rhyming string</li> <li>• Explores a range of books and responds to pictures/ props</li> <li>• Recognise own name and those of peers</li> <li>• Recognise logo and signs</li> <li>• Linking sounds to letters</li> <li>• Blending CVC words/ HFW</li> <li>• Initial letters</li> <li>• Mark making and giving meaning to marks</li> <li>• Beginning forming letters correctly</li> </ul>		<ul style="list-style-type: none"> <li>• Continues a rhyming string</li> <li>• Making predictions</li> <li>• Discussing elements of stories and describing them</li> <li>• Explore a range of different texts</li> <li>• Use Letters and Sounds to read and write simple sentences.</li> <li>• Develop reading and writing of HFW and Tricky words</li> <li>• Use writing/ mark making as a means of communicating feelings, developing own stories and recording information</li> <li>• Describing characters, events and stories</li> <li>• Simple focus on alliteration</li> <li>• Sequencing main events in a story and retelling stories</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrating an understanding when talking to others about what they read</li> <li>• Answering questions in relation to stories</li> <li>• Researching information</li> <li>• Using phonics to decode unfamiliar words</li> <li>• Polysyllabic words</li> <li>• Using key features in their narratives</li> <li>• Developing sentence structure and content</li> <li>• Continue to describe events, characters and stories.</li> <li>• Suggest alternate endings</li> </ul>	



<p>Maths</p>	<ul style="list-style-type: none"> <li>• Identifies and selects numbers and quantities correctly</li> <li>• Develops understanding of more and less. Develops understanding of one more and less of a number and amount (objects)</li> <li>• Adding and subtracting by sorting</li> <li>• Simple compositions to 5</li> <li>• Make comparisons between amounts and numbers</li> <li>• Beginning to identify number patterns</li> <li>• Understanding how we measure time</li> <li>• Showing awareness patterns in our environment</li> <li>• Developing an understanding of spatial awareness</li> <li>• Introducing comparisons between size and mass</li> <li>• Labelling and describing 2d shapes</li> <li>• Beginning to show awareness of shapes in our environment.</li> <li>• Beginning to develop language based on capacity/ weight and size</li> </ul>	<ul style="list-style-type: none"> <li>• Number bonds to 5 and beginning to develop understanding of number bonds to 10</li> <li>• Counting on or back to solve addition and subtraction.</li> <li>• Finding one more or one less of a given number</li> <li>• Understanding place value up to 10</li> <li>• Forming numbers correctly</li> <li>• Comparing groups and amounts</li> <li>• Labelling and describing 2d and 3d shapes</li> <li>• Comparing mass, capacity and size</li> <li>• Comparing length and height.</li> <li>• Non standard ways of measuring distance/ length/ height</li> <li>• Developing a deeper understanding of measuring time</li> <li>• Introducing doubling, sharing and halving</li> <li>• Develop language based on capacity/ weight and size</li> </ul>	<ul style="list-style-type: none"> <li>• Orders and counts to 20</li> <li>• Adding and taking away more than 1 amount</li> <li>• Solving a range of math problems</li> <li>• Identifying coins and using correct vocabulary</li> <li>• Adding and taking away with simple coins.</li> <li>• Identifying numerical patterns through doubling and halving.</li> <li>• Identifying odd and even numbers/ amounts</li> <li>• Using amounts and numbers to double, share and halve</li> <li>• Sharing amounts equally and solving problems</li> <li>• Creates and identifies a range of complex patterns</li> <li>• Ordering objects in size, capacity and weight order</li> <li>• Develop language based on capacity/ weight and size</li> </ul>
<p>Understanding the World</p>	<ul style="list-style-type: none"> <li>• Talks about selves and people special to us</li> <li>• Explore different faiths, beliefs and cultures</li> <li>• Identify similarities and differences between themselves and others</li> <li>• Identify similarities and differences between faiths (mutual respect)</li> <li>• ICT tools to create pictures</li> <li>• Talk about events in our personal lives.</li> <li>• Develop mutual respect for other faiths</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and research different environments and living things.</li> <li>• Identify similarities and differences in environments and places</li> <li>• Make observations of animals and how they change.</li> <li>• Developing respect for the natural world and learning how to take care of the world</li> <li>• Explore different types of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Describe different occupations.</li> <li>• Compare objects and technology from the past to present day</li> <li>• Compare occupations in the past to present day</li> <li>• I CT tools to research occupations and changes</li> <li>• Use a range of ICT tools to record findings</li> <li>• Make observations of changes in plants/ living things and materials</li> <li>• Investigate materials that float and sink</li> </ul>



Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Joins in with songs, imitate music beat and dance movements.</li> <li>• Explore a range of media to create own models</li> <li>• Safely move around with media and materials.</li> <li>• Create models using construction materials</li> <li>• Gives meaning to their drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Creates own movements and music</li> <li>• Represent stories and ideas using role play</li> <li>• Create props to support with role play</li> <li>• Investigate a range of media (collage/ sponges etc)</li> <li>• Experiment with textures and describe different textures</li> <li>• Uses and selects resources to create and design</li> </ul>	<ul style="list-style-type: none"> <li>• Explore changes in colour/ changes in body movements</li> <li>• Express feelings and thoughts through dance/ music and role play</li> <li>• Design and create models/ working with peers</li> <li>• Investigating media and materials to create pictures/ patterns</li> <li>• Evaluate own work and talk about features of other people's work</li> </ul>			
Role play area/small world play	Home Corner/ home (consistent through the year in the outdoor area)	Celebrations (birthdays/ parties/ faiths/ festivals)	Fairytale small world area	Jungle/ Zoo/ Under the Sea/ Farm	Hospital/ Fire Station/ Police Station/ Doctors	Mini Beast Forest/ Hungry Caterpillar Focus
Sanskrit	<ul style="list-style-type: none"> <li>• <b>Topics:</b> My Body: Naming the parts of the body Numbers 0 – 10 : learning to count to 10</li> <li>• <b>Conversation:</b> Hello: Practising how to say Hello and My name is.....:learning how to introduce ourselves</li> <li>• <b>Storytime:</b> The Greatest Treasure and Tucket the Bucket: We will be extending our Vocabulary Bank through story time.</li> <li>• <b>Song:</b> Head Shoulders Knees &amp; Toes: Singing the song using actions.</li> </ul>	<p><b>Topics:</b> Dipavali: The story of Divali and naming colours. The Bhāgavat Gita: Introduction to the Gita and reciting their first verse. Fruits: Learning how to identify and name some fruits. Christmas: Learning some Vocabulary words related to the festival. <b>Conversation:</b> We will be practising how to say Good Morning and Welcome Storytime: Kṛṣṇa'S Birth: learning about the festival of Janmāṣṭamī. The story of Christmas: Extending</p>	<p><b>Topics:</b> Learning how to have simple conversations including introductions and greetings. Learning vocabulary words to do with Household and Classroom Objects <b>Conversation:</b> "What is your name?" : Practising how to ask someone their name. <b>Storytime:</b> The Thirsty Crow: Extending our Vocabulary Bank through Storytime.</p>	<p><b>Topics:</b> Animals : Learning how to name some farm animals. Family: Learning how to identify members of the family. <b>Conversation:</b> Practising how to say Please and Thank You <b>Storytime:</b> Rosa goes to the City: Extending our Vocabulary Bank through story time. <b>Song:</b> Old McDonald Had a Farm: Learning how to sing the song. The Finger Family Song: Developing the pronunciation of the target</p>	<p><b>Topics:</b> Learning to name People Who Help Us in the target language and discussing how they help. <b>Storytime:</b> The First Well: Extending our Vocabulary Bank through Storytime. <b>Scriptural Verse:</b> Asato mā – a Mantra of Peace from the Bṛhadāraṇyaka Upanishad (1.3.28)</p>	<p><b>Topics:</b> Seasons: Learning how to name the different seasons as well discussing Night and Day. Vowels: Introduced to the sounds of the Devanagari Vowels. <b>Conversation:</b> I am a Boy/Girl: Practising how to tell somebody our gender in the target language. Lets meet again soon: Learning how to bid farewell to somebody.</p>



		<p>Vocabulary Bank through story time.</p> <p><b>Song:</b> Kṛṣṇa Yāti and Rāma Yāti: Learning how to sing the songs using actions.</p> <p><b>Scriptural Verse:</b> Bhāgavat Gita Chapter 9 Verse 26 – <i>patraṁ puṣpaṁ</i>: Developing the pronunciation of the target language through verse recitals.</p>	<p><b>Verse:</b> Upanishad Verse recital – Peace Mantra : <i>Pūrṇamadaḥ</i> : Learn how to sing the verse using actions.</p>	<p>language through some popular nursery rhymes.</p>		<p><b>Storytime:</b> The four friends: Extending our Vocabulary Bank through story time.</p> <p><b>Song:</b> Twinkle twinkle little star: learning how to sing the song using actions.</p>
Spanish	<p><b>Greetings</b></p> <p>To learn how to say, “hello friend”, “hands up”, “good morning/afternoon/night”</p>	<p><b>Numbers</b></p> <p>To count to 10 in Spanish.</p>	<p><b>Colours</b></p> <p>To name 8 colours.</p>	<p><b>Body parts</b></p> <p>To name 5 body parts/</p>		
PRE	<p>Introduction to Krishna and the temple</p> <p>Allowing 3 weeks to settle in, children will get an introduction to worship and key aspects of the faith that they will encounter at Avanti. Children will learn through stories and practical activities about how to worship</p>	<p>Krishna's pastimes in Vrindavan</p> <p>Children will learn more about who Krishna is. They will hear stories about Krishna’s heroic acts and pastimes in Vrindavan. They will develop an understanding of Krishna as a person and how he</p>	<p>Krishna’s Avatars</p> <p>Children will explore how Lord Krishna loves to play ‘Dress-up’. They have learned about Krishna ‘dressing up’ as Rama and Lord Chaitanya, now they will learn through stories</p>	<p>Lord Chaitanya birth and childhood</p> <p>Children will learn about Lord Chaitanya’s pastimes as a baby and youth. They will draw similarities between the pastimes of Krishna and Lord Chaitanya as mystical or superhuman.</p>	<p>Children will learn the story of Lord Rama. They will take examples of behaviour from key characters such as Rama and Hanuman and others. And then discuss how they can apply these</p>	<p>Krishna is the deity</p> <p>In preparation for taking on greater responsibility for school and classroom deities, children will explore why and how we worship the deity and how deity can reciprocate with us.</p>



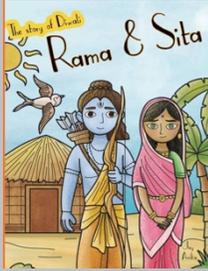
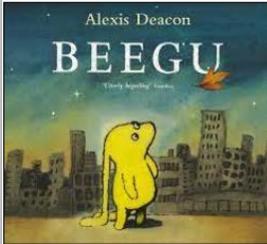
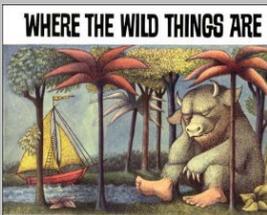
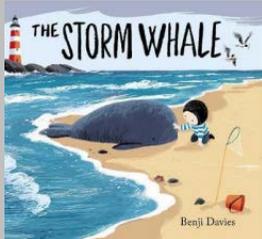
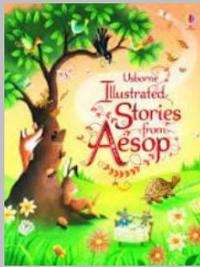
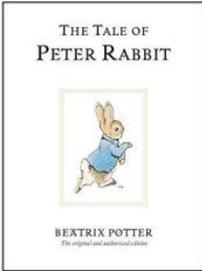
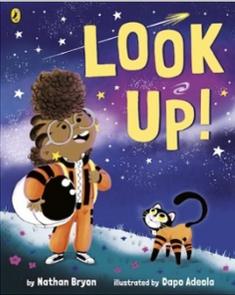
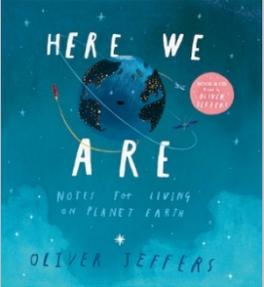
	<p>Krishna by offering respect to deities, chanting the holy name and the importance of Srila Prabhupada as our spiritual teacher. They will practically gain an understanding that there are many ways in which to worship the Lord and that you can use your whole body to worship him.</p> <p>They will learn collective worship songs and other rhymes about Krishna</p>	<p>interacts with his friends, family and nature.</p> <p>Children will take part in celebrating festivals to directly relate with his pastimes such as Damodara lila (during the month of Kartik) and the Govardhan Puja festival.</p>	<p>and practical activities how Lord Krishna comes as a fish, tortoise, boar and half-man half lion. They will explore how to practically apply the morals from these stories -both spiritual and value based, such as team work (Kurma), trust (Prahlad) and kindness (Matsya).</p> <p>This term coincides with Narasimhadeva's appearance day festival, which will allow them to celebrate an avatar's appearance day.</p>	<p>They will explore Lord Chaitanya's main teachings such as taking lessons from nature: tolerance (tree) and humility (grass).</p>	<p>principles eg. How can we be a good friend like Hanuman? Is it good to take other people's things like Ravana did?</p> <p>Largely through storytelling and drama they will explore the story and main principles that we can draw from the story, such as friendship, loyalty, honesty and determination.</p>	<p>This half term coincides with Rathayatra and therefore children will be actively taking part in deity worship during snana yatra by bathing the deities. Children will be exploring various aspects of deity worship which will be embedded in a variety of stories about deities. In particular, the appearance story of Lord Jagannath and other stories relating to Jagannath will be used that give children further insights into deity worship.</p>
Yoga	<p><b>Theme: Exploring our Bodies</b>  <b>Objective: Introduce basic yoga poses and body awareness.</b></p> <ul style="list-style-type: none"> <li>Track baseline flexibility: note down</li> <li>Following basic instructions</li> </ul>	<p><b>Theme: Animal Yoga</b>  <b>Objective: Explore animal-inspired yoga poses and movements.</b></p> <ul style="list-style-type: none"> <li>Asana: Cat-cow Pose, Cobra Pose, and Frog Pose</li> <li>Pranayama: Snake Breath</li> </ul>	<p><b>Theme: Yoga for Focus and Calmness</b>  <b>Objective: Practice yoga poses that promote focus and calmness.</b></p> <ul style="list-style-type: none"> <li>Asana: Butterfly Pose, Forward</li> </ul>	<p><b>Theme: Nature Adventure</b>  <b>Objective: Connect with nature through yoga-inspired movements.</b></p> <ul style="list-style-type: none"> <li>Asana: Mountain Pose, Flower Pose, and Tree Pose</li> </ul>	<p><b>Theme: Yoga Adventure</b>  <b>Objective: Embark on a yoga adventure using poses, stories, and imagination</b></p>	<p><b>Theme: Yoga Celebration</b>  <b>Objective: Review and celebrate the progress made throughout the curriculum.</b></p> <ul style="list-style-type: none"> <li>Asana: Jagannath: Sukhasana with wide eyes. Subhadra:</li> </ul>



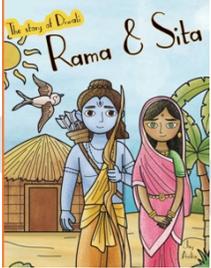
	<ul style="list-style-type: none"><li>•Identifying different parts of the body</li><li>•Making shapes with their bodies</li><li>•Awareness of breath – games</li><li>•Asana: surya namaskar animals</li><li>• Pranayama: candle / flower breath</li><li>•Philosophy: learning to respect our bodies</li><li>•Meditation: imagine being a tall, strong tree</li></ul>	<ul style="list-style-type: none"><li>•Philosophy: Cultivating kindness and gentleness like animals</li><li>•Meditation: Imagining being a peaceful, sleeping lion</li><li>•PRE link: story of Krishna lifting Govardhana Hill</li></ul>	<p>Fold, and Seated Twist</p> <ul style="list-style-type: none"><li>•Pranayama: Bunny Breath</li><li>•Philosophy: Learning to be present and mindful in each moment</li><li>•Meditation Focusing on the breath like blowing bubbles</li></ul>	<ul style="list-style-type: none"><li>•Pranayama: Bumblebee Breath</li><li>•Philosophy: Appreciating the beauty and wonders of nature.</li><li>•Meditation: Imagining floating on a fluffy cloud</li></ul>	<ul style="list-style-type: none"><li>•Asana: Warrior Poses, Bridge Pose, and Camel Pose</li><li>•Pranayama: Dragon Breath</li><li>•Philosophy: Encouraging imagination, courage, and exploration.</li><li>•Meditation: Guided visualisation of going on a magical yoga adventure</li></ul>	<p>Vajrasana. Baladeva: Virabhadrasana II</p> <ul style="list-style-type: none"><li>•Pranayama: Candle/Flower breath</li><li>•Philosophy: Reflecting on the journey so far in their EYFS year and celebrating the love for yoga</li><li>•Meditation: Sharing moments of gratitude and joy.</li><li>•PRE Link: Rathayatra</li></ul>
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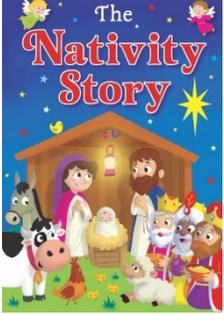
Curriculum Overview - Primary **UPDATED 28/11/2023**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Year 1</b>					
<p>Core Texts</p> <p><b>CUSP READING from Spring 2024</b></p> <p><i>Disclaimer: These books may not be read in this order however extracts of these books will be covered throughout the year.</i></p>	<p>Each week there will be a reading skill focus:</p> <p>Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</p> 	 <p>Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</p>	<p>Year 1 Reading Module (Autumn Term) from CUSP</p>   <p>Also, continue with daily Phonics lessons based on the Twinkl scheme and reading with pupils 1:1 with Twinkl decodable readers.</p>	<p>Year 1 Reading Module (Autumn Term) from CUSP</p>   	<p>Year 1 Reading Module (Spring Term) from CUSP</p>   <p>Also, continue with daily Phonics lessons based on</p>	<p>Year 1 Reading Module (Spring Term) from CUSP</p>   <p>Also, continue with daily Phonics lessons based on the Twinkl scheme and reading with pupils 1:1 with Twinkl decodable readers.</p>



				<p><i>Also, continue with daily Phonics lessons based on the Twinkl scheme and reading with pupils 1:1 with Twinkl decodable readers.</i></p>	<p><i>the Twinkl scheme and reading with pupils 1:1 with Twinkl decodable readers.</i></p>	
<p>English CUSP WRITING from Spring 2024</p>	<div style="display: flex; flex-direction: column; align-items: center;">   <p><b><u>We will be focussing on:</u></b> <i>Transition Phase</i></p> <p><b>Recount</b> -Describe and recall events from their Summer holidays -listen to other recounts and ask relevant questions</p> <p><b>Stories from other Cultures</b></p> </div>	<div style="display: flex; flex-direction: column; align-items: center;">   </div>	<p>Year 1 Writing Module (Autumn Term) from CUSP</p> <ul style="list-style-type: none"> <li><b>Poetry: Pattern and Rhyme</b></li> </ul> <p>Pupils will know how that rhyme adds musicality to poems and that patterns in poems give poems rhythm. Pupils will be able to recognise words that rhyme and count syllables in words.</p> <ul style="list-style-type: none"> <li><b>Setting Descriptions</b></li> </ul>	<p>Year 1 Writing Module (Autumn Term) from CUSP</p> <p><b>Stories with familiar settings (continued from Spring 1)</b></p> <p>Pupils will know the component parts of a story. They will know to check their writing for sense.</p> <ul style="list-style-type: none"> <li><b>Instructional Writing</b></li> </ul> <p>Pupils will know the features and layout of instruction writing. They will know how to write a set of instructions for</p>	<p>Year 1 Writing Module (Spring Term) from CUSP</p> <ul style="list-style-type: none"> <li><b>Recount from personal experience</b></li> </ul> <p>Pupils will know the terms sequence, chronological order and recount. They will be able to explain events in the order that they happened and write simple sentences to explain an event.</p> <ul style="list-style-type: none"> <li><b>Informal Letters</b></li> </ul>	<p>Year 1 Writing Module (Spring Term) from CUSP</p> <p><b>Setting Descriptions</b></p> <p>Pupils will know that a setting is the place where the action takes place. Pupils will know the main features of a setting description. They will be able to choose vocabulary to describe a setting and say a sentence aloud before writing it.</p> <p><b>Stories with familiar settings</b></p> <p>Pupils will know the component parts of a</p>



	<p><b>Key Text: The Sandwich that Max made</b>  <b>Non-Fiction</b>          - Lists (to list the ingredients)          - Label (to draw and label a sandwich), extend by writing captions          - Compose sentences orally and write simple sentences that make sense  <i>P&amp;A: to inform my peers/family about how to make a sandwich (link to Computing)</i></p> <p><b>Instructional</b>  <b>Key Text: Room on the Broom</b>          - Instructions (how to make a potion- link to Maths, time)  <i>P&amp;A: to instruct -to know how to make/value of empathy –to inform family/peers/class/teacher</i></p> <p><b>Key Text: Handa’s Surprise</b>  <b>Narrative</b>          - Story sequence/ Story re tell          - Description          - Opinion  <i>P&amp;A: to describe/friendship -PSHE</i></p>	 <p><b>The Nativity Story</b></p> <p><b>We will be focussing on:</b></p> <p><b>Key Text: The Story of Diwali</b></p> <p><b>Narrative</b>          - Character and setting description (appearance and personality- link to Art)  <i>P&amp;A: to describe/family</i></p> <p><b>Key Text: The Gruffalo</b>          - Story retell (beginning, middle and end)          - Story setting          -DT link making puppets</p>	<p>Pupils will know that a setting is the place where the action takes place. Pupils will know the main features of a setting description. They will be able to choose vocabulary to describe a setting and say a sentence aloud before writing it.</p> <ul style="list-style-type: none"> <li>• <b>Stories with familiar settings</b></li> </ul> <p>Pupils will know the component parts of a story. They will know to check their writing for sense. Pupils will be able to sequence sentences to tell a story and use adjectives to describe a familiar setting.</p>	<p>something they have made. Pupils will use imperative verbs to write command sentences and use a numbered list to order steps in their writing.</p> <ul style="list-style-type: none"> <li>• <b>Shape Poems and Calligrams</b></li> </ul> <p>Pupils will know the style and format of shape poems and calligrams. They will know that poems are intended for performance. Pupils will be able to explain why a poem is presented in a specific way and use a model to create a poem.</p>	<p>Pupils will know the features and layout of an informal letter and how to organise ideas in a letter. They will be able to use a question mark accurately and use the personal pronoun ‘I’ accurately.</p> <ul style="list-style-type: none"> <li>• <b>Poetry on a theme</b></li> </ul> <p>Pupils will know the theme is the main idea of a poem and that poems can be written on similar themes. They will be able to talk about the language in a poem and write in a similar style to a poem.</p>	<p>story. They will know to check their writing for sense. Pupils will be able to sequence sentences to tell a story and use adjectives to describe a familiar setting.</p> <p><i>(Units in the summer 2 term may vary due to teacher assessment.)</i></p>
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		<p><i>P&amp;A: to explain/retell -class/teacher</i></p> <p><b>Nativity story</b></p> <ul style="list-style-type: none"> <li>- Story sequence</li> <li>- Role Play, act the story out</li> </ul> <p><b>Information text</b></p> <p>Non-fiction terminology introduced</p>				
Maths	<ul style="list-style-type: none"> <li>- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>- count, read and write numbers to 100 in numerals;</li> <li>- Use a place-value chart to show numbers in tens and ones</li> <li>- given a number, identify one more and one less</li> <li>- use the language of: equal to, more than, less than (fewer), most, least</li> <li>- identify and represent numbers using objects and pictorial representations including the number line</li> <li>- read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<ul style="list-style-type: none"> <li>- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</li> <li>*Recognise and name common 2-D and 3-D shapes, including:             <ul style="list-style-type: none"> <li>- 2-D shapes [for example, rectangles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>- Represent and use number bonds and related subtraction facts within 20</li> <li>- add and subtract one-digit and two-digit numbers to 20, including zero</li> </ul>	<ul style="list-style-type: none"> <li>* Compare, describe, and solve practical problems for:             <ul style="list-style-type: none"> <li>- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>- mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>-time [for example, quicker, slower, earlier, later]</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Make equal groups</li> <li>- Group objects equally</li> <li>- Share things equally</li> <li>- <i>Count in multiples of twos, fives and tens (copied from Number and Place Value)</i></li> <li>- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> <li>- Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face</li> <li>- Use words such as before, after, next to, last and between to name positions</li> <li>- Compare, describe and solve practical problems for time [for example,</li> </ul>



			(including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] - Recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other		*Measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume time (hours, minutes, seconds)	- Recognise, find and name a half as one of two equal parts of an object, shape or quantity - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	quicker, slower, earlier, later] - Measure and begin to record time (hours, minutes, seconds) - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - Recognise and use language relating to dates, including days of the week, weeks, months and years - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
Science	<b>Animals, including Humans (Autumn Term)</b>  • identify and name a variety of common	<b>Everyday Materials (Spring Term)</b>  • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	<b>Plants (Summer Term)</b>  • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees.  Seasons (throughout academic year) observe changes across the four seasons • SC2 observe and describe weather associated with the seasons and how day length varies.				



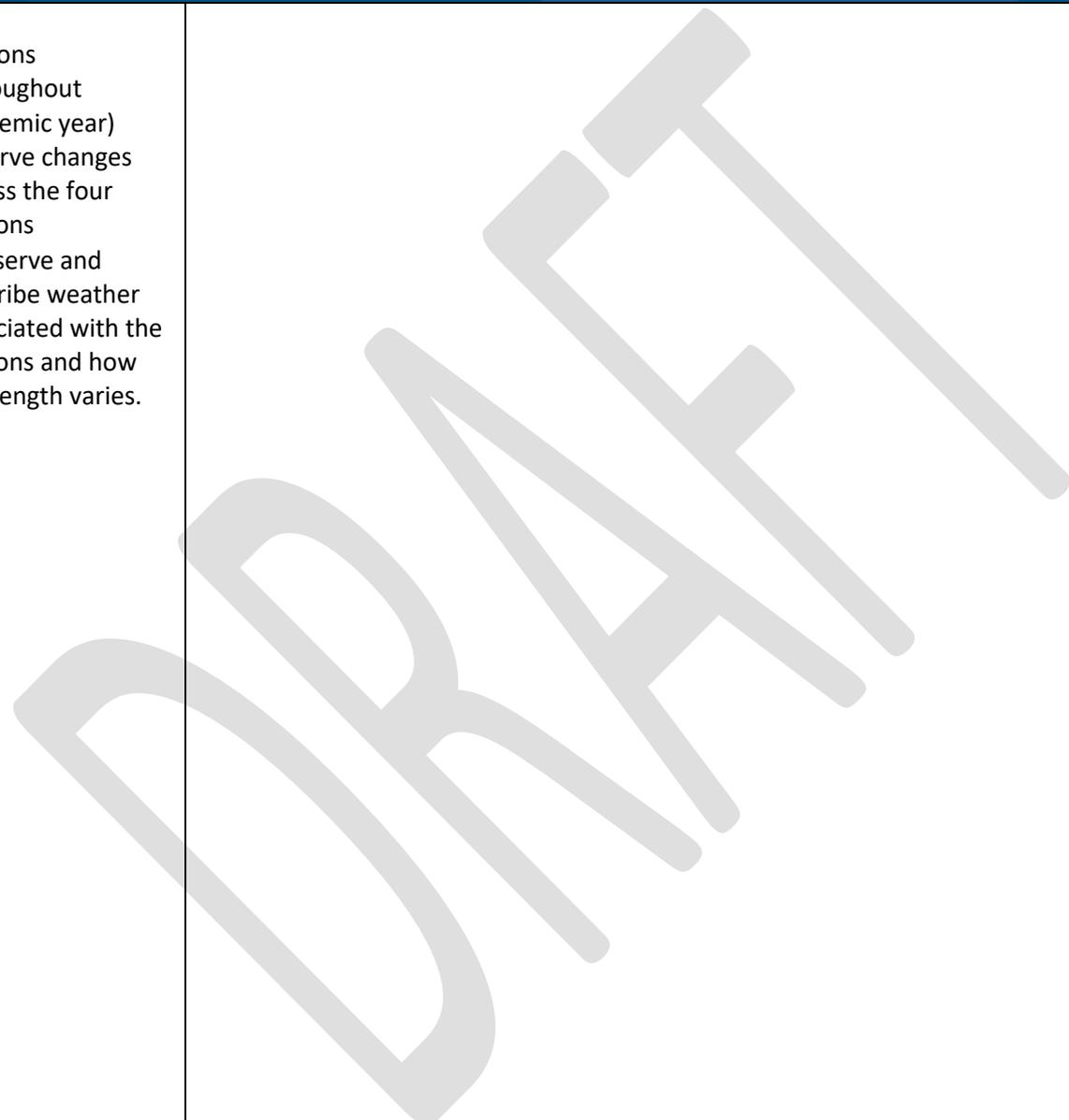
<p>animals including fish, amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"><li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li><li>• describe and compare</li></ul>	<ul style="list-style-type: none"><li>• distinguish between an object and the material from which it is made</li><li>• describe the simple physical properties of a variety of everyday materials - hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</li><li>• compare and group together a variety of everyday materials on the basis of their simple physical properties explore and experiment with a wide variety of materials, for example brick, paper, fabrics, elastic, foil.</li></ul>	<p><b>THROUGHOUT :</b></p> <p>Pupils will be taught to use the following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"><li>• WS1 asking simple questions and recognising that they can be answered in different ways</li><li>• WS2 observing closely, using simple equipment and measurement</li><li>• WS3 performing simple tests</li><li>• WS4 identifying and classifying</li><li>• WS5 using their observations and ideas to suggest answers to questions</li><li>• WS6 gathering, recording and communicating data and findings to help in answering questions.</li><li>• WS7 use scientific language and read and spell age-appropriate scientific vocabulary</li><li>• WS8 begin to notice patterns and relationships.</li></ul>
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the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Seasons (throughout academic year) observe changes across the four seasons  
• observe and describe weather associated with the seasons and how day length varies.

Seasons (throughout academic year) observe changes across the four seasons  
• observe and describe weather associated with the seasons and how day length varies.





History	All About Me – Childhood Then and Now (Autumn 1)  L1: To identify key events from my childhood. L2: To order key events from my childhood using vocabulary i.e., before, then, now. L3: To use sequential vocabulary to describe my day i.e., diary entry. L4: To compare my childhood with my parents. L5: To create a family tree.		Local History (Spring 2)  L1: To use simple field work and observational skills to study the geography of the school. (Look at physical and human features of the school) L2: To learn and use the 4 cardinal directions. (Use the 4 directions to lead someone through a map- can be physically outside, plan a trip around the school for someone) L3: To use various sources to find out about the schools past. (Interview different people about what the school was like- can get someone to come in to talk about		The lives of significant individuals (cusp)  -Mary Anning –who she was, what she did and what she discovered. -David Attenborough – who he is, what he does and what has he achieved -Compare the lives of both – what is similar and different?	



			<p>the past? i.e., mayor used to be head teacher here) L4: To describe the similarities and differences between the school in the past and in the present. (Look at different pictures of the school, put them in chronological order- write some similarities and differences) (Children can discuss ideas for what the school might be like in the future- draw and plan a futuristic school?)</p>			
Geography		<p>Continents, Oceans, Countries, Capital Cities, Seas (6) CUSP</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"><li>name and locate the world's seven continents</li></ul>		<p>Hot and Cold Areas of the World (6) CUSP</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"><li>identify seasonal and daily weather</li></ul>		<p>Mapping and Fieldwork (4) CUSP</p> <p>Study imaginary and real <b>maps</b>. Take part in simple fieldwork. Use inspiring books, such as We're Going on a Bear Hunt and The Storm Whale, to</p>



		<p>and five oceans</p> <ul style="list-style-type: none"><li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li></ul>		<p>patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p>define the purpose of maps and then apply those skills to real situations in familiar settings.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</li></ul>
Art	<p><b>Drawing</b></p> <p>Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings</p>		<p><b>Painting</b></p> <p>Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: Y1 Printmaking Block C (3)</p>		<p><b>Sculpture and 3D paper play</b></p> <p>Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper</p>	



			Know that a pattern is a design in which shapes, colours or lines are repeated.		and card. They fold, roll and scrunch materials to make their own sculptures.	
DT		<p><b>Textiles</b> <b>Understanding materials</b> <b>Puppets</b></p> <p>Using a template to create a design for a puppet. Sculpture Clay divas Mixed media</p>		<p><b>Food and Nutrition</b> <b><u>fruit and Vegetables</u></b></p> <p>Designing smoothie carton packaging by-hand or on ICT software. Links to English</p>		<p><b>Mechanisms</b></p> <p><b>Making a moving Storybook</b></p> <p>Explaining how to adapt mechanisms, using bridges or guides to control the movement.</p> <p>Designing a moving story book for a given audience.</p>
PE  (Using Complete PE scheme)	<p>Running 1</p> <p>The focus of learning is to explore running.</p> <p>Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently. Pupils to apply the correct technique of running as fast as we can in a racing context.</p>	<p>Dance: Heroes</p> <p>The focus of the learning is for pupils to create a range of controlled movements that represent a superhero.</p> <p>Pupils will learn how to control and co-ordinate their bodies</p>	<p>Wide, Narrow, Curled</p> <p>The focus of learning is to apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus.</p> <p>The class will explore movements and</p>	<p>Feet 1</p> <p>The focus of learning is to recap the different ways of using our feet to move with a ball.</p> <p>Pupils will develop their understanding of the meaning of the word, 'control,' and</p>	<p>Hands 1</p> <p>The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.</p> <p>Pupils will explore</p>	<p>Games For Understanding</p> <p>The focus of the learning is to understand the basic principles of attack. Pupils will learn what 'attacking' means and why we attack during a game.</p>



		to perform a sequence of movements, including a balance (freeze position).	balances in a narrow way on the floor and on apparatus.  The class will explore movements and balances in a curled way on the floor and on apparatus.	why it is important to keep the ball close to them.	different ways of sending (passing) the ball to their partner. Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.	The focus of the learning is to understand the basic principles of defence. Pupils will learn what 'defending' means and why we defend during a game. Pupils will understand why we need to prevent the attackers from scoring.
Spanish	<p><b>Greetings</b> Basic words to greet someone in Spanish.</p> <p><b>Numbers up to 10</b> Fluency 4 communicative skills. To listen to numbers up to 10 by Spanish speakers and be able to take notes of this number without mistakes. To read numbers up to 10 out loud. To write the spelling of numbers up to 10. To say numbers up to 10 clearly.</p>	<p><b>Colours</b> Fluency 4 communicative skills. To listen to colours by Spanish speakers and be able to take notes of this number without mistakes. To read colours out loud. To write the spelling of colours. To say colours clearly.</p>	<p><b>Body parts</b> To name different body parts. To listen to some body parts and identify their location in their body. To read body parts and locate them in their own body. To write the body parts they can identify in their body.</p>	<p><b>Family members</b> To name different family members of their family. To listen to some family members and do actions accordingly. To read family members and locate them in their own family. To write family members they can identify in their family.</p>	<p><b>Kitchen objects</b> To name different kitchen objects. To listen to some kitchen objects and identify them. To read amounts of kitchen objects and draw it according to the instructions. To write amounts of kitchen objects according to what they see. To describe kitchen objects by their colour.</p>	<p><b>Salad ingredients</b> To name different salad ingredients. To listen to some salad ingredients and identify them. To read amounts of salad ingredients and draw it according to the instructions. To write amounts of ingredients of a salad according to what they see. To describe salad ingredients by their colour.</p>



						To express likes & dislikes with salad ingredients.
Music	<p><b>Musicianship 1</b></p> <p>Singing voice development with focus on accurate pitching. Beat competency – gross motor movement, dancing, playing simple percussion Rhythm skills – beat/rhythm Rhythm patterns – ta, titi Solfa – SM</p>	<p><b>Musicianship 2</b></p> <p>Coordination – dancing and singing games with movement Rhythm skills development – rhythm patterns and word rhythms Rhythm patterns – ta, titi, shh Solfa – SML Handling percussion instruments (the unit is subject to change).</p>	<p><b>Musicianship 3</b></p> <p>More complex singing games with wider vocal range, playing rhythm patterns on percussion.</p> <p>Rhythm patterns – ta, titi, shh, taa, tikatika (aural) From notation - ta, titi, shh, Solfa - SMLD .</p>			
PSHE	<p><b>Family and Relationships</b> What is family, friendships, recognising emotions, working with others, healthy friendships, gender stereotypes</p>	<p><b>Health and Wellbeing</b> Emotions, what I am like, physical activity and rest, relaxation, hygiene, sun safety</p>	<p><b>Safety and the changing body</b> Adults in and out of school, changing bodies, emergency call, appropriate contact, safety with substances</p>	<p><b>Citizenship</b> Rules, caring for others-animals and humans, similar and different, belonging, democracy</p>	<p><b>Economic Wellbeing</b> Money, banks, saving, jobs in school</p>	<p><b>Transition and Celebrations</b> Strength and transition</p>
Computing	<p><b>E-safety and Digital Painting</b></p> <p>Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of other artists. Conclude by asking them to consider their preferences when painting with, and without, the use of digital devices.</p>	<p><b>E-safety and Digital writing</b></p> <p>Promote your learners’ understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will</p>	<p><b>E-safety and Grouping Data</b></p> <p>This unit introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the</p>	<p><b>E-safety and espresso coding</b></p> <p>On the move</p> <p>Learn that programs execute by following clear instructions. Understand that programs respond to inputs to do different things.</p>	<p><b>E-safety and espresso coding</b></p> <p>Simple inputs</p> <p>Learn to combine start and input events to create more advanced apps and programs using precise instructions.</p>	



		consider the differences between using a computer and writing on paper to create text.	objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.			
PRE	<i>Autumn 1 &amp; 2 units may be swapped dependent on Kartik month dates</i>	<p>Respect What would Lord Rama do?</p> <p>Children will learn about respect, politeness and good manners. Using the Ramayana and Lord Rama's example, pupils will start exploring types of behaviour associated with respect and consider how they reflect such behaviour at home and at school, particularly in relationship to 'key others' e.g. parents and teachers.</p>	<p>Integrity Who is my hero?</p> <p>Children will learn about the value of developing good friendships and how to create a happy inclusive class. Through a basic introduction into the main personalities of the Mahabharat, they will reflect on examples of friendship to compare different approaches to friendship and honesty. Largely through storytelling and linking to real life experiences, they explore the consequences of telling the truth and telling</p>	<p>Courage Who will protect me?</p> <p>Children will explore what makes them personally afraid in order to learn about, and begin to develop, courage and freedom from undue fear. They will learn the story of young Prahalad, his courage in adversity, his dependence on Lord Narayan, and the Lord's reciprocation and protection. This will be extended to children having the courage to 'try new things'.</p>	<p>Gratitude Why do we say 'thank you'?</p> <p>Love and gratitude are explored using the stories of Sudama and Vamana, and in relationship to family members, friends and Krishna, especially by exploring and acknowledging all they selflessly do for us.</p> <p>Focus on developing their relationship with Krishna. Taking into account stories and understanding of how Krishna has given them what they need. Gratitude and the</p>	



				lies. To begin the long journey of self-improvement, they learn to say 'sorry'.		meaning of selfless service to Krishna
	<p>Empathy How does Krishna feel?</p> <p>In this unit, exploring Krishna's Damodara-lila and Govardhana-lila, children will learn to identify different feelings, recognizing the nature and physical features of positive and negative feelings (knowing how a feeling feels). Through the use of engaging drama and arts activities, they should be guided into recognizing sensual stimuli and other situations that give rise to different feelings.</p>	<p>Self-discipline Can I see with my eyes closed?</p> <p>Children will learn how to develop focused attention through mantra meditation and visualisation. They will use the resultant focused attitude to attempt tasks which require concentration and resilience. Pupils will learn through stories and role-play about the need for balance and the value of a disciplined attitude to activities in their lives, as exemplified by 5 year old Dhruva. Teachers should use the children's experiences as the starting point for exploring these concepts. Learning will also be linked to behaviour expectations.</p>				
Yoga	<a href="#">Theme: Magical Movement</a>	<a href="#">Theme: Yoga Adventure</a>	<a href="#">Theme: Kindness and Friendship</a>	<a href="#">Theme: Animal Safari</a>	<a href="#">Theme: Yoga and the Elements</a>	<a href="#">Theme: Yoga and Emotions</a>



	<p><b>Objective: Develop body awareness and mindfulness through movement.</b></p> <ul style="list-style-type: none"><li>•Asana: Snake Pose, Butterfly Pose with Flapping Wings, and Monkey Pose.</li><li>•Pranayama: Snake Breath</li><li>•Philosophy: Learning to listen to our bodies and be present in the moment.</li><li>•Meditation: Guided body scan meditation.</li></ul>	<p><b>Objective: Imagine going on a yoga adventure using poses and creativity.</b></p> <ul style="list-style-type: none"><li>•Asana: oat Pose, Mountain Pose with Star Arms, and Airplane Pose.</li><li>•Pranayama: Dragon Breath</li><li>•Philosophy: Encouraging imagination and creative expression.</li><li>•Meditation: Imagining flying through the clouds.</li></ul>	<p><b>Objective: Practice yoga poses that promote kindness and friendship.</b></p> <ul style="list-style-type: none"><li>•Asana: Partner Tree Pose, Partner Boat Pose, and Group Hug Pose</li><li>•Pranayama: Heart Breath</li><li>•Philosophy: Emphasising the importance of kindness and friendship</li><li>•Meditation: Sending love and kindness to friends and family</li></ul>	<p><b>Objective: Explore various animals through yoga poses and creative play.</b></p> <ul style="list-style-type: none"><li>•Asana: Lion Pose, Giraffe Pose, and Elephant Pose</li><li>•Pranayama: Lion's Breath</li><li>•Philosophy: Appreciating the uniqueness and beauty of all creatures</li><li>•Meditation: Imagining being in a jungle full of animals.</li></ul>	<p><b>Objective: Connect with the elements of nature through yoga-inspired movements.</b></p> <ul style="list-style-type: none"><li>•Asana: Mountain Pose, Flower Pose, and Star Pose.</li><li>•Pranayama: Bumblebee Breath</li><li>•Philosophy: Understanding the harmony and balance in nature.</li><li>•Meditation: Visualising being in a peaceful garden surrounded by elements of nature.</li></ul>	<p><b>Objective: Explore emotions and learn techniques to promote emotional well-being.</b></p> <ul style="list-style-type: none"><li>•Asana: Happy Baby Pose, Rainbow Pose, and Cat-Cow Pose.</li><li>•Pranayama: Butterfly Breath</li><li>•Philosophy: Understanding and embracing different emotions with kindness and compassion.</li><li>•Meditation: Exploring and expressing different emotions through movement and visualisation</li><li>•PRE Link: Sudama Brahmin story - exploring gratitude and emotions</li></ul>	
Sanskrit							



DRAFT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2						

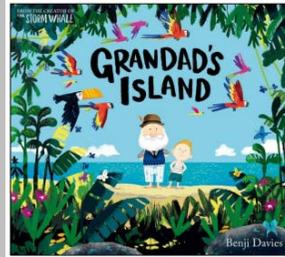


Core Reading Texts

**Disclaimer:**  
These books may not be read in this order however extracts of these books will be covered throughout the year.

Each week there will be a reading skill focus:  
Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting

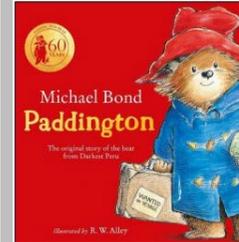
Year 2 Reading Module (Autumn Term) from CUSP



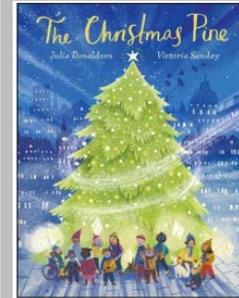
Grandad's Island

Year 2 Reading Module (Autumn Term) from CUSP

Paddington



The Christmas Pine



Year 2 Reading Module (Spring Term) from CUSP

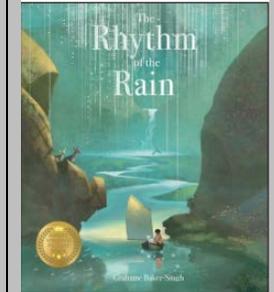


The Quangle Wangle's Hat

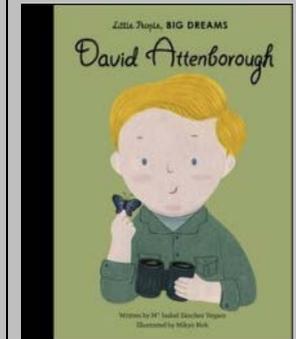


Coming to England

Year 2 Reading Module (Spring Term) from CUSP



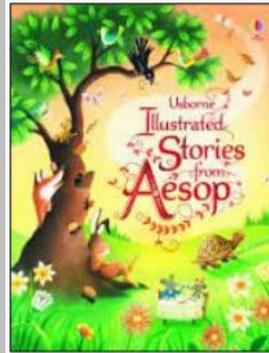
Rhythm of the Rain



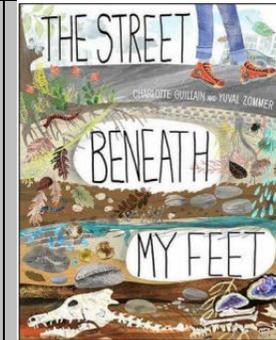
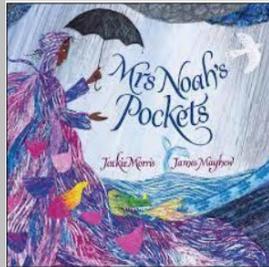
Little People Big Dreams



**Aesop's Fables – The Goose that Laid the Golden Eggs**

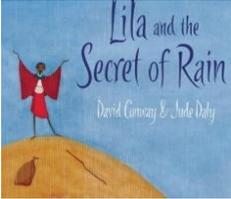


**Mrs Noah's Pockets**



**The Street Beneath my Feet**



<p>English</p>	<p><b>Lila and the Secret of Rain by David Conway and Jude Daly</b></p>  <p>We will be focusing on:</p> <p><b>Narrative:</b> <i>Lila and the Secret of Rain</i></p> <ul style="list-style-type: none"> <li>- Character and setting description</li> <li>- Drama</li> <li>- Rewriting of a story in own words</li> </ul> <p><i>P &amp; A - Empathy – showing empathy towards characters and describe – details of person, place or thing.</i></p> <p><b>Persuasive/Information:</b> (Link with Science) Healthy Living Poster/Journal</p> <p><i>P &amp; A - Inform and persuade peers/family</i></p>	<p><b>Meerkat Mail by Emily Gravett</b></p>  <p>We will be focusing on:</p> <p><b>Recount:</b> <i>Meerkat Mail</i></p> <ul style="list-style-type: none"> <li>- Letter &amp; Postcard writing (Value: Courage of and Empathy for the character Sunny)</li> </ul> <p><i>P &amp; A - Understanding events and character's feelings, using features of a letter / family</i></p> <p><b>Non-chronological:</b> <i>Meerkat Mail</i> To write a report on the life of meerkats</p> <p><i>P &amp; A - Inform a reader about</i></p>	<p>Year 2 Writing Module (Autumn Term) from CUSP</p> <p><b>Toby &amp; the Great Fire of London</b> This will link to our history topic. Children will write a diary entry from the perspective of Toby and his experience of the GFoL.</p> <p><b>Poems - developing vocabulary</b> Children will know that some poems are Intended to be sung. They will know how to use a dictionary to support them In finding the meaning of unknown words. They will be able to make connections between poems and explore and explain key language from a poem.</p>	<p>Year 2 Writing Module (Autumn Term) from CUSP</p> <p><b>Formal Invitations</b> Children will know the difference between a formal and an informal tone and the key information needed for an invitation. They will be able to use statements and commands in their writing and organise information so that it is easy to understand.</p> <p><b>Stories from other cultures</b> Children will know that stories can be set in different cultures and that different component parts of a story. They will be able to include details in a story that show an understanding of the culture and write a</p>	<p>Year 2 Writing Module (Spring Term) from CUSP</p> <p><b>Poetry on a theme</b> Children will learn key poetic devices e.g. rhyme, rhythm, repetition. They will be able to make connections between poems and prepare and perform a humorous poem.</p> <p><b>Non-chronological reports</b> Children will know the difference between a statement and a question and how subheadings help the reader to navigate the text. They will be able to maintain the present tense, use simple subordinating conjunctions (e.g.</p>	<p>Year 2 Writing Module (Spring Term) from CUSP</p> <p><b>Simple retelling of a narrative (block B)</b> Children will know how to component parts of a story and write In the third person as an outside perspective. They will be able to describe characters and settings using adjectives, adverbs and expanded noun phrases, use ideas and language from the story read and use the past tense throughout their retelling.</p> <p><b>Recount from personal experience (block B)</b> Children will know how to use conjunctions to indicate time, a recount follows a chronological order</p>
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	<p><i>of a healthy diet</i></p> <p><b>Explanation:</b> (Link with Science) - Create a cyclical chart of the life cycle of an animal</p> <p><i>P &amp; A - Inform a reader about something.</i></p>	<p><i>something</i></p> <p><b>Informational:</b> (Linked to Black History Month) - To research facts on famous person</p> <p><i>P &amp; A - Research, understand features of information texts</i></p> <p><b>Poetry:</b> Firework Poems based on poetry week</p> <p><i>P &amp; A - Entertain to make the reader enjoy reading.</i></p>	<p><b>Simple retelling of a narrative</b></p> <p>Children will know how to get Ideas and language from stories read can inspire your own stories. They will understand that the third person is an outside perspective. They will be able to retell a story in the correct order and use a range of descriptive devices to describe characters and settings</p>	<p>story plan using the story structure as a framework.</p>	<p>when, if, because) and write to inform.</p> <p><b>Recount from personal experience</b> Children will know how to write In chronological order and how to use adjectives, adverbs, and expanded noun phrases to describe an event. They will be able to write In first person, In the past tense and recount a real event or experience.</p>	<p>and how to form an expanded noun phrase. They will be able to use the first-person perspective, recount events in chronological order and use adjectives and expanded noun phrases to describe an event.</p>
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Maths	Place Value	Addition And Subtraction	Money	Measurement	Fractions	Position and Direction
	<ul style="list-style-type: none"><li>– count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li><li>– recognise the place value of each digit in a two-digit number (tens, ones)</li><li>– identify, represent and estimate numbers using different representations, including the number line</li><li>– compare and order numbers from 0 up to 100; use &lt; &gt; and = signs</li><li>– read and write numbers to at least 100 in numerals and in words</li><li>– use place value and number facts to solve problems</li></ul>	<ul style="list-style-type: none"><li>– solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li><li>– applying their increasing knowledge of mental and written methods</li><li>– recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li><li>– add and subtract numbers using concrete objects, pictorial representations, and mentally</li><li>– show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li></ul>	<ul style="list-style-type: none"><li>– recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li><li>– find different combinations of coins that equal the same amounts of money</li><li>– solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li></ul> <p>Multiplication and Division</p> <ul style="list-style-type: none"><li>– recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li><li>– calculate mathematical statements for multiplication and division within the multiplication tables</li></ul>	<p>(Length, Height, Mass, Capacity, Temperature)</p> <ul style="list-style-type: none"><li>– choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li><li>– compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li></ul>	<ul style="list-style-type: none"><li>– recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li><li>– write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li></ul> <p>Measurement (Time)</p> <ul style="list-style-type: none"><li>– compare and sequence intervals of time</li><li>– tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li><li>– know the number of minutes in an hour and the number of hours in a day</li></ul>	<ul style="list-style-type: none"><li>– order and arrange combinations of mathematical objects in patterns and sequences</li><li>– use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</li></ul> <p>Consolidation</p>



		<ul style="list-style-type: none"><li>– recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li></ul> <p>Shape</p> <ul style="list-style-type: none"><li>– identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li><li>– identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li><li>– identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li><li>– compare and sort common 2-D and 3-D shapes and everyday objects</li></ul>	<p>and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <ul style="list-style-type: none"><li>– solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li></ul>			
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<p>Science</p>	<p>Introduce Animals, including humans</p>	<p><u>Living Things and Their Habitat</u>          Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> <li>- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>- Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul>	<p><u>Living Things and Their Habitat continued...</u></p> <ul style="list-style-type: none"> <li>- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> <li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p>Introduce Plants</p> <ul style="list-style-type: none"> <li>- Observe and describe how seeds and bulbs grow into mature plants</li> </ul> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Scientists and Inventors</p> <ul style="list-style-type: none"> <li>- Famous scientists and inventors linked to the year 2 curriculum</li> </ul> <p>Learn about how germs are spread and the work of Louise Pasteur</p>	<ul style="list-style-type: none"> <li>- Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>- Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul>
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History	Black History Month: Rosa Parks		Events Beyond Living Memory – Great Fire of London	Study significant people, places and events in Harrow		Revisit: Great Fire of London
Geography	Human and physical geography in the local area	Comparing European and Non-European Location			Study fieldwork and map skills	Yanomami – Study human and physical geography of a small area of United Kingdom, and of a contrasting non-European country
Art	<u>Patterns</u> Looking at traditional African patterns and recreating using various printing techniques.  Looking at the work of artist Esther Malanghu.		Drawing Characters		Painting and Mixed Media	
DT		Moving Monsters		Chair For Bear: Using Materials		Sewing Pouches / Nutrition
PE	Dodging 1  The focus of the learning is to explore dodging and learn how to dodge effectively. Then apply	Water  The focus of the learning is to explore and respond to a	Linking  The focus of the learning is to apply 'champion gymnastics' to	Hands 2  The focus of the learning is to develop pupils' execution of an underarm throw	Rackets, Bats and Balls  The focus of the learning is for pupils to explore using a	Team Building  The focus of the learning is to introduce teamwork.



	<p>pupils' knowledge of how, where, and why to dodge, into game situations.</p> <p>Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend.</p>	<p>stimulus through structured tasks.</p> <p>Pupils to feedback by describing and interpreting the movement you see.</p> <p>Pupils to explore and respond to music as a stimulus and use improvised movement to explore various changing sound dynamics.</p>	<p>explore different movements that pupils can link together.</p> <p>Pupils to apply 'champion gymnastics' to develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.</p>	<p>and to extend their understanding of why we need to be accurate when we throw.</p>	<p>racket and a ball together.</p> <p>Pupils will explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled.</p>	<p>Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>Pupils will start to learn and understand what makes an effective team.</p>
Spanish	<p><u>Greetings</u> Basic words to greet someone in Spanish. How are you? (answer) What's your name? My name is... Have a short conversation with a classmate using all the words Reading fragments of a basic conversation using the contents learnt and build the chat in order so the writing makes sense.</p>	<p><u>Day of the dead</u> To learn about this Mexican tradition, what it consists of. To learn some basic vocabulary related to the celebration. To recall colours with the day of the dead main symbols.</p>	<p><u>Numbers up to 20</u> Fluency 4 communicative skills. To listen to numbers up to 20 by Spanish speakers and be able to take notes of this number without mistakes. To read numbers up to 20 out loud. To write the spelling of numbers up to 20. To say numbers up to 20 clearly.</p>	<p><u>Months of the year</u> To name the 4 seasons in Spanish. To name the months of the year. To say what season and month is their birthday.</p>	<p><u>Farm animals</u> To name 8 farm animals. To count amounts of animals. To say the colour of the animal. To express which farm animal is their favourite one.</p>	<p><u>Fruits</u> To name 5 fruits To count amounts of fruits. To say the colour of the fruit. To express likes &amp; dislikes with fruits. To express their favourite fruit.</p>



Music	<b>Musicianship 1</b> Development of aural awareness and musical literacy using Solfa SMLDR. Use of tuned percussion to increase knowledge and understanding of pitch. Body Percussion		<b>Musicianship 2/Chime bar exploration</b> Chime bars playing Reading from staff notation. Creating rhythm/melody patterns for the class to echo Singing development Solfa development SMLDR		<b>Recorder Development</b> Recorder skills – tonguing, minimum notes BA or CA Reading staff notation Singing development – songs which include recorders, singing recorder pieces. Solfa development SMLDR		
PSHE	<b>Relationships</b> Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.	Health and wellbeing Learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene.	<b>Safety and the changing body</b> -Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	<b>Citizenship</b> Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.	<b>Economic Wellbeing</b> Learning about where money comes from, how to look after money and why we use banks and building societies.	<b>Changing me</b> Lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.	
Computing	E-safety and IT around us	E-safety and digital photography	E-safety and pictograms	E-safety and espresso coding	E-safety and espresso coding		
PRE	Empathy I care...for others  Children will learn to identify different feelings, using more complex and varied language to talk about feelings. Through the use of engaging drama and arts activities and	Self-discipline Food glorious food!  Children will investigate food in different cultures. They will develop their understanding of choice and healthy living	Respect We are all part of Krishna <b>Ramayan</b>  Children will take part in activities which help build a sense of community and	Integrity Our best friend  Building on Year 1 unit on friends, children will develop their understanding of friendship through exploring stories and	<i>The children will go on a journey through Vraja as they develop their understanding of a journey and pilgrimage</i> Courage Pilgrimage and building faith  Children will explain the concept of		Gratitude Our journey!  Children will <b>continue</b> to explore the concept of pilgrimage within

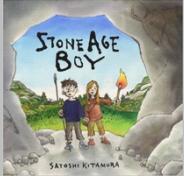


	<p>with the use of Krishna’s pastimes and how the theme of empathy runs throughout these. They should be guided into recognizing situations, which give rise to different feelings and that humans have different feelings in the same situation. These are linked to the Avanti values.</p> <p><i>This unit follows on from Year 1 Autumn. They will identify how Krishna and other personalities in the pastimes are always showing Avanti values. The children will dip deeper and continue to reflect on their own reciprocal relationship with Krishna.</i></p>	<p>through the topic of food and eating habits. There will be some emphasis of their developing good eating practices within the school They will also have opportunity to discuss why the school serves only vegetarian meals.</p> <p><i>They will revisit some learning from Year 1 about Dhruva Maharaj and his discipline in food to attain the Lord.</i></p>	<p>togetherness, centred around themes from the Ramayan. They will hear about the devotion of all animals, humans and nature to Lord Ram. They will reflect on how Lord Ram is present everywhere and how all living beings are part of Lord Ram through the devotional activities and through his activities he is deserving of respect. They will take part in a practical activity which ‘practices’ the ability to work together for a shared goal i.e. building Ram Setu.</p> <p>Respect and disrespect and how these link to the values and personalities from the Ramayan</p> <p><i>Children will develop their learning from year 1 and dig deeper. They will focus on Lord Ram and his character, relationships and</i></p>	<p>using drama. They will learn to value and understand how to create good friendships and understand how Krishna is our best friend.</p> <p>Children will reflect on their reciprocation and friendship with Krishna.</p> <p>They will revisit the Mahabharat and develop on the understanding of friendships i.e. Krishna and Arjun, Duryodhan and Karn.</p>	<p>journeys, places of worship and pilgrimage within religious life. Children will explore places of pilgrimage in different faiths. They will explain how such journeys are related to gratitude, courage, faith and inner strength and how these journeys can be both internal and external.</p> <p><i>Children will extend their confidence in self-expression, especially through identifying situations in which courage is needed .Children will understand how to respond to fearful situations through (1) positive action (2) development of inner strength, faith, prayer and stories about divine protection including stories of Krishna in Vrindavan – they will develop on their learning of pastimes in year 1 and</i></p>	<p>religious life. They will continue to learn about places of pilgrimage for Hindus and focusing on Lord Krishna’s pastimes places. Children explore how such journeys are related to gratitude (for example, a grateful attitude makes journeys most effective) and how these journeys are both internal (the spiritual journey within) and external (pilgrimage to a holy place). This theme connects with the trust’s motto of ‘a journey of self-discovery’ and children will also explore how their life in school reflects a spiritual journey.</p>
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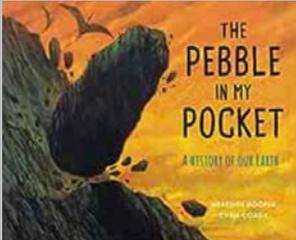
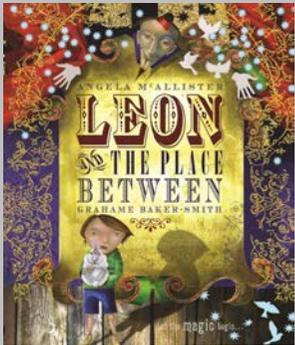
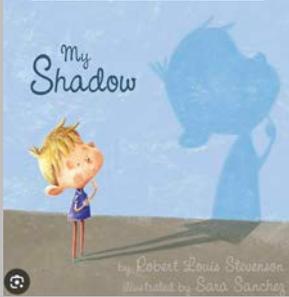
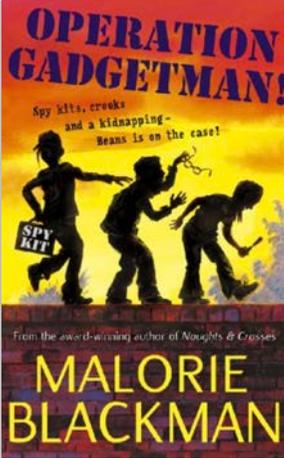
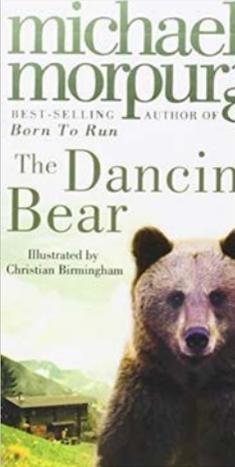


			<i>respect and then introduce tolerance and other religions.</i>		<i>how Krishna is exemplary of all the Avanti Values.</i>	
Yoga	<p><b><u>Theme: Body Awareness</u></b>  <b>Objective: Introduce basic yoga poses and cultivate body awareness.</b></p> <ul style="list-style-type: none"> <li>•Asana: Mountain Pose, Tree Pose, and Butterfly Pose</li> <li>•Pranayama: Bunny Breath</li> <li>•Philosophy: Understanding and appreciating our bodies</li> <li>•Meditation: Imagining being a tall, strong tree</li> </ul>	<p><b><u>Theme: Animal Yoga</u></b>  <b>Objective: Explore animal-inspired yoga poses and movements.</b></p> <ul style="list-style-type: none"> <li>•Asana: Downward-Facing Dog, Cobra Pose, and Frog Pose</li> <li>•Pranayama: Snake Breath</li> <li>•Philosophy: Emphasising the connection between humans and animals. Why are we vegetarian at school? Explore the concept of compassion and self discipline</li> <li>•Meditation: Imagining being a peaceful, sleeping lion</li> </ul>	<p><b><u>Theme: Mindful Movements</u></b>  <b>Objective: Practice flowing movements with mindfulness.</b></p> <ul style="list-style-type: none"> <li>•Asana: Sun Salutations, Flowing Sequences, and Warrior Poses</li> <li>•Pranayama: Ocean Breath and Lion's Breath.</li> <li>•Philosophy: Exploring the concept of flow and presence.</li> <li>•Meditation: Moving with awareness and mindfulness.</li> </ul>	<p><b><u>Theme: Body Strength and Flexibility</u></b>  <b>Objective: Develop strength and flexibility through yoga poses.</b></p> <ul style="list-style-type: none"> <li>•Asana: Warrior Poses, Bridge Pose, and Camel Pose.</li> <li>•Pranayama: Three-Part Breath and Humming Bee Breath.</li> <li>•Philosophy: Emphasising the connection between the body and mind.</li> <li>•Meditation: Body scan and relaxation.</li> </ul>	<p><b><u>Theme: Yoga Adventure</u></b>  <b>Objective: Imagine going on a yoga adventure using poses and creativity.</b></p> <ul style="list-style-type: none"> <li>•Asana: Boat Pose, Mountain Pose with Star Arms, and Airplane Pose.</li> <li>•Pranayama: Dragon Breath</li> <li>•Philosophy: Encouraging imagination and creative expression.</li> <li>•Meditation: Imagining flying through the clouds.</li> </ul>	<p><b><u>Theme: Kindness and Gratitude</u></b>  <b>Objective: Practice yoga poses that promote kindness and gratitude.</b></p> <ul style="list-style-type: none"> <li>•Asana: Partner Tree Pose, Partner Boat Pose, and Vajrasana (with gratitude)</li> <li>•Pranayama: Heart Breath (placing hands on heart and feeling the breath). Sunshine and Rainbow breathing</li> <li>•Philosophy: Emphasising kindness and cultivating gratitude</li> <li>•Meditation: Sending love and gratitude to friends and family.</li> <li>•PRE Link: Rama and the Boatman Story</li> </ul>
Sanskrit						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
<p>Core Text <b>Disclaimer:</b> <i>These books may not be read in this order however extracts of these books will be covered</i></p>	<p><b>Stone age boy</b> By Satoshi Kitamura</p> 	 <p>hris Van Allsburg</p>				



<p>throughout the year.</p>						
<p>Comprehension / summarising/ vocabulary building/ retrieval/ inferring/ predicting</p>	<p>Each week there will be a reading skill focus:</p>  	 <p>Twas the night before Christmas</p>	 			
<p>English</p>	<p><b>Narrative writing</b></p> <ul style="list-style-type: none"> <li>Character description</li> </ul>	<p><b>Persuasion writing</b></p> <ul style="list-style-type: none"> <li>Letter writing</li> <li>Setting description writing</li> </ul>	<p>Poetry based on a theme- emotions (2 weeks)</p>	<p>Formal letters to complain (2 weeks)</p>	<p>Performance Poetry (1 week)</p>	<p>Dialogue through narrative (3 weeks)</p> <p>The children will</p>



	<ul style="list-style-type: none"> <li>Retelling of the introduction</li> </ul> <p><b>Instructional writing</b></p> <ul style="list-style-type: none"> <li>How to make a fire and spear</li> </ul>	<p><b>Poetry writing</b></p> <ul style="list-style-type: none"> <li>Describing what presents we receive.</li> </ul>	<p>The children will learn how to form and use: alliteration, rhyme and assonance</p> <p>First person narrative description (2 weeks)</p> <p>The children will learn how to use: a range of descriptive devices, first person perspective and how to use coordinating conjunctions</p> <p>Non-chronological reports (3 weeks)</p> <p>The children will learn how to use: the structure and tone of a non-chronological report and how to use paragraphs to organise information</p>	<p>The children will learn: the difference between the main and subordinate clause and the structure and conventions of a formal letter</p> <p>Dialogue through narrative (3 weeks)</p> <p>The children will learn: that historical texts can include historical references, inverted commas are used to punctuate direct speech and editing strategies</p>	<p>The children will learn: key poetic devices including alliteration, rhyme and repetition, intonation changes when we speak and perform, and that form helps convey the message in poems</p> <p>Third person narrative (3 weeks)</p> <p>The children will learn: a range of description devices including metaphors and how to form the third person perspective</p> <p>Advance instruction writing (2 weeks)</p>	<p>learn: How to punctuate dialogue and how to reason about vocabulary choices in a sentence level context</p> <p>First person narrative description (2 weeks)</p>
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					The children will learn: how organizational text can aid the reader and the importance of careful sequencing in instructional writing	
<b>Maths</b> (completed - update 15.9.23)	<p><b>Place Value</b></p> <p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</p> <p>Compare and order numbers up to 1,000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1,000 in numerals and in words</p> <p>Solve number problems and practical problems involving these ideas</p>	<p><b>Addition and subtraction</b></p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p><b>Multiplication and Division</b></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit</p>	<p><b>Multiplication and division</b></p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p><b>Length and perimeter</b></p> <p>Measure, compare, add and subtract lengths (m/cm/mm)</p> <p>Measure the perimeter of simple 2-D shapes</p>	<p><b>Fractions</b></p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p>	<p><b>Fractions</b></p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</p> <p>Compare and order unit fractions, and fractions with the</p>	<p><b>Shapes</b></p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Recognise angles as a property of shape or a description of a turn</p> <p>Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify</p>



	<p><b><u>Addition and Subtraction</u></b> Add and subtract numbers mentally, including: Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</p>	<p>numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>		<p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators <b><u>Mass and capacity</u></b> Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</p>	<p>same denominators Solve problems that involve all of the above <b><u>Money</u></b> Add and subtract amounts of money to give change, using both £ and p in practical contexts <b><u>Time</u></b> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and</p>	<p>whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines <b><u>Statistics</u></b> Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</p>
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					<p>hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Compare durations of events [for example, to calculate the time taken by particular events or tasks]</p>	
<p><b>Science</b></p> <p>(completed - update 15.9.23)</p>	<p><b>Plants</b></p> <p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk. Leaves and flowers</p> <p>To explore the requirements of plants</p>	<p><b>Forces and magnets</b></p> <p>To compare how things move on different surfaces.</p> <p>To see that some forces need contact between two objects, but magnetic forces can act at a distance.</p>	<p><b>Light</b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from</p>	<p><b>Animals including humans</b></p> <p>To identify that animals, including humans, need the right types and amount of nutrition, and that</p>	<p><b>Rocks</b></p> <p>To compare and group together different kinds of rocks on the basis of their appearance</p>	<p>NOTE</p> <p>(Some of the 5 topics are longer than a 6 week cycle, hence there will be a spill over onto the following half term and so on until we teach all topics)</p>



	<p>for life and growth and how they vary from plant to plant.</p> <p>To investigate the way in which water is transported within plants.</p> <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>To observe how magnets attract or repel each other and attract some materials and not others.</p> <p>To compare and group some materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</p> <p>To describe magnets as having two poles.</p> <p>To predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>they cannot make their own food (unlike plants); they get nutrition from what they eat.</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>and simple physical properties</p> <p>To describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>To recognise that soils are made from rocks and organic matter.</p>	
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<p>History/Geography</p>	<p>Changes in Britain from the Stone Age to the Iron Age (9)</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• A focus on evidence – artefacts, burials, monuments and places</li> <li>• Palaeolithic, Mesolithic and Neolithic periods</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p>Includes:</p> <ul style="list-style-type: none"> <li>• A focus on evidence – artefacts, burials,</li> </ul>	<p>Fieldwork and Map Skills (3)</p> <p><b>Human and physical geography – describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p>Study counties and regions of the United Kingdom (6)</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and</li> </ul>	<p>OS Map skills and Fieldwork (4)</p> <p><b>Human and physical geography – describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• human geography, including: types of settlement</li> </ul>	<p>The Roman Empire and its impact on Britain</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain</li> <li>• This study looks back at the Iron Age and the difference that the Romanisation of Britain made</li> <li>• A Year 3 study in the Summer Term</li> </ul>
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	<p>monuments and places</p> <ul style="list-style-type: none"><li>• Palaeolithic, Mesolithic and Neolithic periods</li><li>• Bronze Age religion, technology and travel, for example, Stonehenge</li><li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li></ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li><li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a</li></ul>	<p>understand how some of these aspects have changed over time</p>	<p>and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe</li></ul>	
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range of methods, including sketch maps, plans and graphs, and digital technologies

features studied

- use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area



using a range of methods, including sketch maps, plans and graphs, and digital technologies



<p><b><u>Art</u></b></p> <p>(completed – changed and updated 26.11.23)</p>	<p><b><u>Prehistoric art</u></b></p> <p>In this unit, children will be exploring art using a variety of materials such as charcoal, paint, sandpaper, to replicate and observe prehistoric art.</p> <p><i>Key Skills: extended writing, technique, artist, paint, observation</i></p>	<p><b><u>Printmaking (Pointillism)</u></b></p> <p>Through this Art Unit, we will learn the painting technique – Pointillism. Pointillism is a technique where fine dots of color are applied to form patterns and images. The dots are so close together that the colours appear to blend. We will also learn about Georges Seurat who has created some of the most famous paintings using this technique. We will explore some of his famous paintings like ‘A Sunday Afternoon on the island of La Grande Jatte’. Finally, we will create our own artwork in the style of Georges Seurat.</p> <p><i>Key Skills: artist, paint, observation, pattern making,</i></p>		<p><b><u>Drawing and growing artists</u></b></p> <p>Throughout this topic children will learn to:</p> <p>Know the difference between organic and geometric shapes.</p> <p>Use simple shapes to form the basis of a detailed drawing.</p> <p>Use shading to demonstrate a sense of light and dark in their work.</p> <p>Shade with a reasonable degree of accuracy and skill.</p> <p>Blend tones smoothly and follow the four shading rules.</p> <p>Collect a varied range of textures using frottage.</p> <p>Use tools competently, being willing to experiment.</p> <p>Generate ideas mostly independently and make decisions to compose an</p>		
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				<p>interesting frottage image. Make considered cuts and tears to create their ideas. Understand how to apply tone, with some guidance about where to use it. Draw a framed selection of an image onto a large scale with some guidance. Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</p>		
DT (completed - update 15.9.23)			<p><b><u>Textiles – Sewing</u></b> In this unit children will learn to:  Use a cross-stitch to join two pieces of fabric together. Design and cut the template for a cushion.</p>		<p><b><u>Electric poster</u></b> Explain what ‘information design’ is and understand its impact, considering what could happen if we had no signage, posters, or written</p>	<p><b><u>Pneumatic toys</u></b> Draw accurate diagrams with correct labels, arrows and explanations. Correctly identify definitions for key terms.</p>



			<p>Use cross-stitch and appliqué to decorate a cushion face. Make a cushion that includes appliqué and cross-stitch.</p>		<p>communication in public places of interest. Research and choose a specific Ancient Roman topic on which to base their initial poster ideas. Complete design criteria based on a client's request. Roughly sketch four initial poster ideas, indicating where a bulb will be located for each. Review their initial ideas against the design criteria and peer feedback, developing a final design. Assemble an electric poster, including a functional simple circuit with a</p>	<p>Identify five appropriate design criteria. Communicate two ideas using thumbnail sketches. Communicate and develop one idea using an exploded diagram. Select appropriate equipment and materials to build a working pneumatic system. Assemble their pneumatic system within the housing to create the desired motion. Create a finished pneumatic toy that fulfills the design brief.</p>
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						<p>bulb, following a demonstration. Acknowledge, with a brief explanation, the need to mount the poster using corrugated card. Test that the simple circuit works by adding a battery. Evaluate their electric posters in a letter to a client.</p>	
<p><b>PE</b> (completed - update 15.9.23)</p>	<p><b><u>Athletics</u></b> The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams.</p> <p>Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.</p>	<p><b><u>Handball</u></b> The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	<p><b><u>Symmetry &amp; Asymmetry</u></b> The focus of the learning is to apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way.</p> <p>Pupils to re-create symmetrical balances on apparatus and look at how they can begin</p>	<p><b><u>Witches and Wizards</u></b> The focus of the learning is to respond to different stimuli being able to sustain our character whilst adding drama and emotion to the dance.</p> <p>Pupils to explore creating motifs and sequences with a partner as they extend their ability to tell a</p>	<p><b><u>Tennis</u></b> The focus of the learning is to continue to explore how we win a game of tennis, thinking about where and why we throw the ball on the court.</p> <p>Pupils will be introduced to how we can think one shot ahead to</p>	<p><b><u>Rounders</u></b> The focus of learning is to introduce the concept of batting and fielding.</p> <p>Pupils will develop an understanding of the purpose of each team.</p> <p>The focus of learning is to introduce throwing overarm.</p>	



			to move out of them, forming the start of a sequence.	story through movements.  Pupils will be able to link their movements together, in character, ensuring they flow.	create space for winning shots.	Pupils will develop an understanding of how to throw a ball accurately, with power over distance and understand its purpose in a game of rounders.  Pupils will recap throwing underarm developing their understanding of when, where and why they use this skill during a game of rounders.
Spanish	<p><b><u>Greetings</u></b> Basic words to greet someone in Spanish. How are you? (answer) What's your name? My name is... Have a short conversation with a classmate using all the words and write it on their Spanish book.</p>	<p><b><u>Numbers</u></b> Fluency 4 communicative skills. To listen to numbers up to 30 by Spanish speakers and be able to take notes of this number without mistakes. To read numbers up to 30 out loud. To write the spelling of numbers up to 30. To say numbers up to 30 clearly.</p>	<p><b><u>Our birthdays</u></b> To name the 4 seasons in Spanish. To name the months of the year. To express and write what season, date and month is their birthday.</p>	<p><b><u>The weather</u></b> To name types of weather. To describe places by its weather. To express the weather of each season. To express the weather each day of the week.</p>	<p><b><u>The weather</u></b> To make a forecast map of different Spanish speaking countries, write it and explain it to the class. <b><u>The clothes</u></b> To name pieces of clothes. To identify the gender and the number of clothes depending on their article.</p>	<p><b><u>The clothes</u></b> To describe clothes by its colour. To draw and label the school uniform / my favourite outfit. To inform what clothes do you put on depending on the weather or place you go. To describe what people wear. To describe what I wore "yesterday, today and "tomorrow"</p>



						To express how clothes fits you.
Music	<b>Recorder/Singing/Moving</b> Singing development/aural awareness Singing games and rounds Recorder skills – tonguing, minimum notes BAG CD E Mixture of rote learning, staff notation and playing from memory		<b>Recorder/Singing/Body Percussion1</b> Singing development – rounds and games Teacher led body percussion – coordination development Recorder skills- minimum notes BAG CD low E		<b>Ensemble Development</b> Playing and singing in parts (rec/sing/body perc/classroom perc if available) Recorder skills	
<b>PSHE</b> (completed - update 15.9.23)	<b>Family and relationships</b> Understand that families are all different. Know that families offer each other support but sometimes they can experience problems. Understand that problems occur in friendships and that violence is never right. Understand what bullying is and what to do if it happens. Describe what a good listener is and know how to show that they are listening. Say who they trust and why. Understand that people can have similarities and	<b>Health and wellbeing</b> Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day. Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose. Understand the different aspects of my identity. Identify their own strengths and that they can help other people. Describe how they would break a problem down into small, achievable goals.	<b>Safety and the changing body</b> Show an understanding that they must consider their own safety before helping others in an emergency situation. Understand how to help someone who has been bitten or stung. Write an email with instructions written using positive language. Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. Send an email that describes some of the	<b>Citizenship</b> Explain that children have rights and how these benefit them. Explain the responsibilities adults have for supporting children’s rights. Discuss the benefits of recycling. Recognise some of the different groups within the local community and how they use local buildings. Explain how charities support the local community.	<b>Economic Wellbeing</b> Recognise some different ways to pay for items. Explain that money is needed when paying for items using a cheque, bank transfer or card. Create a simple budget. Explain how situations involving money can affect our feelings. Understand that a range of things	<b>NOTE</b> (Some of the 5 topics are longer than a 6 week cycle, hence there will be a spill over onto the following half term and so on until we teach all topics)



	<p>differences and explain how differences can be a positive thing.</p> <p>Understand how toys can reinforce gender stereotypes.</p> <p>Understand that stereotypes arise from a range of factors, including some of those associated with age</p>	<p>Understand the benefits of healthy eating and dental health.</p>	<p>best ways to avoid being tricked by fake emails.</p>	<p>Describe how democracy works locally and how this affects us.</p> <p>Recognise the need for rules and the consequences of breaking rules.</p>	<p>might influence our spending choices.</p> <p>Recognise that there is a wide range of jobs available, and that personal skills and interests affect career choices.</p> <p>Understand that stereotypes sometimes exist about the jobs people do.</p>	
Computing	<p><b>E-safety and stop frame animation.</b> Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p><b>E-safety and branching databases</b> Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool</p>	<p><b>E-safety and desktop publishing</b> During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be</p>	<p><b>E-safety and espresso coding</b> Children will learn to make things happen in a sequence, creating simple animation and simulations</p>	<p><b>E-safety and espresso coding</b> Children will learn to code with "if" statements which select different pieces of code to execute depending on what happens to other objects</p>	



		using a branching database, which they will test by using it. They will also consider real-world applications for branching databases	introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.			
PRE	<p><b>DON'T WORRY...BE HAPPY</b> Pupils will explore the meaning of happiness and discuss how humans find happiness. Teachers will help pupils unpick the difference between material objects of happiness and spiritual happiness (including meaningful connections with friends and family). They will also research and find out how people celebrate (from different</p>	<p><b>COMMUNICATING WITH THE DIVINE</b> Pupils will learn about the meaning of prayer. They will focus in more depth on the power and meaning of meditation (exploring the similarities and differences of chanting the Maha Mantra with chants from other traditions e.g. Wahe Guru) as an individual and collective practice. They will ask questions about the nature of</p>	<p><b>KRISHNA'S AVATARS</b> Pupils will learn about the Avatars of Krishna and identify the reason behind each Avatar's appearance on earth. They will explore the stories through drama, dance and reading adapted texts from the Srimad Bhagavatam. They will begin to explore the nature of God in the material world, and learn</p>	<p><b>CHARITY</b> Pupils will learn about the value and importance of charitable acts in the Vaishnava tradition and compared to Islam (Zakat). Drawing from a variety of stories, pupils will discuss the impact of acting charitably (including giving money but more importantly in behaving charitably towards one</p>	<p><b>JUSTICE/LAW OF KARMA</b> Pupils will consider the question: why do good things happen to people who act badly? Why do bad things happen to those who act well?  They will consider the notion of equality and</p>	<p><b>PHILOSOPHERS AND THEIR QUESTIONS</b> Pupils will explore the different arguments for and against the existence of God.  Pupils will explore what the concept of faith means. They will be invited to practice and reflect upon common practices in the Vaishnava tradition</p>



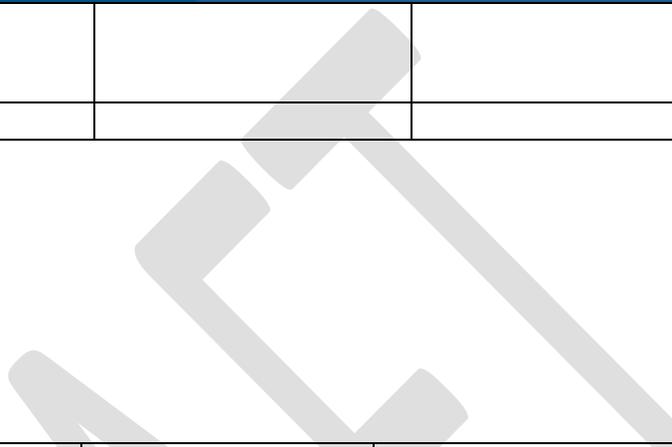
	<p>cultures and religious traditions).</p> <p><b>MODES OF MATERIAL NATURE AND HAPPINESS</b></p> <p><i>From Year 3, the focus moves away from explicit learning and teaching of values to a more philosophical and dialogic approach. Increasingly pupils will be taught how to ask deep questions, explore, research, become critical thinkers with the language and the necessary knowledge to analyse, evaluate and synthesize.</i></p> <p><i>Pupils will build on their knowledge of emotions and use appropriate language to discuss feelings and needs – drawing from KS1 learning and experiences.</i></p>	<p>the Divine: e.g. How can we make contact with Krishna? Does He listen? How do we know? This will lead to a knowing about Deities and the process of serving them in the Hindu tradition, particularly those related to Krishna in the Chaitanya tradition.</p> <p>Pupils will learn the story of Gajendra and Ambrish Maharaj and how Krishna in the form of Lord Vishnu responded to their prayers.</p> <p><i>Pupils will become more reflective about their own spiritual practice in chanting, for example. This was introduced in KS1 and is part of the life of the school in terms of Collective Worship.</i></p>	<p>about the difference between the spiritual and material worlds from a Vaishnava perspective.</p> <p><i>Pupils will build on the previous unit, learning about ways to contact the Divine, to explore how Krishna came to the material world in a number of forms and in certain times for a specific reason. Pupils should know that as we call to Krishna through prayer, mantra, and other religious activities, Krishna also reciprocates by coming to us. This two-way relationship is a core aspect of the Vaishnava tradition and should be made explicit to pupils</i></p>	<p>another by living the values of the school in an authentic and considered way). They will relate charity with Karma and free will, so that they are able to relate positive acts as contributing to positive benefits for themselves in the future. Teachers should plan opportunities for pupils to plan, organize and deliver a charitable activity.</p> <p><i>Building on understanding of the Divine, as Krishna, as in three places, pupils will learn that acting positively in the material world can build and sustain a more positive loving relationship with Krishna, the Divine.</i></p>	<p>fairness, exploring issues and events in their own contexts. Pupils will experiment with different outcomes of scenarios that challenge their understanding of Justice. They will build on their brief introduction to Karma from the previous term and discuss and evaluate what this means in relation to the question of suffering and injustice in the material world.</p> <p>They will compare the Vaishnava view of Karma and associated temporal realms of happiness (heaven) and suffering (hell) as related to the notion of heaven and hell in Christianity.</p> <p><i>More understanding</i></p>	<p>(e.g. Japa meditation, Kirtan, deity worship). <b>9 PROCESSES OF DEVOTIONAL SERVICE</b></p> <p>Pupils will begin to learn how to reference from the Bhagvad Gita to support their arguments for the existence of God</p> <p><i>They will further study the life of Chaitanya as Krishna incarnate and the ideal devotee and learn what the key messages of his philosophy are.</i></p>
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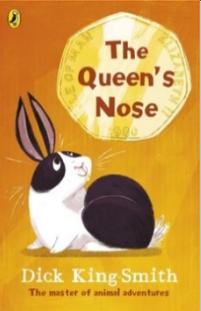
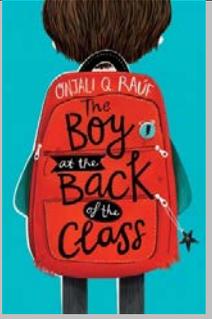
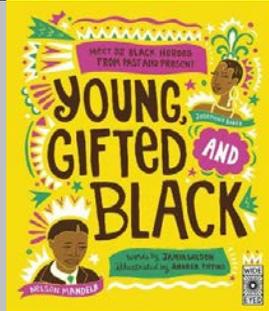
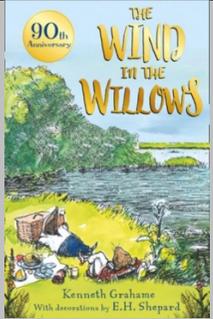
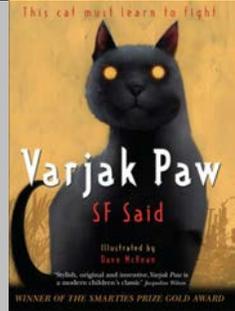
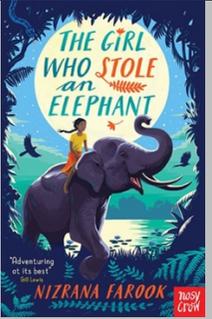


						<p><i>about Karma, free will and the role of Krishna as he who sanctions is developed in this unit. This learning also relates to the rules and expectations within schools and in British society and as a general human right.</i></p>
Yoga	<p><b><u>Theme: Breath and Energy</u></b>  <b>Objective: Explore breath as a source of energy and relaxation.</b></p> <ul style="list-style-type: none"> <li>•Asana: Chair Pose, Forward Fold, and Seated Twist.</li> <li>•Pranayama: Bunny Breath</li> <li>•Philosophy: Understanding the power of breath to calm and energise</li> <li>•Meditation: Focusing on the breath like blowing bubbles.</li> </ul>	<p><b><u>Theme: Balance and Coordination</u></b>  <b>Objective: Improve balance and coordination skills through yoga.</b></p> <ul style="list-style-type: none"> <li>•Asana: Tree Pose, Dancer Pose, and Crow Pose.</li> <li>•Pranayama: Bee Breath (buzzing like a bee) and Box Breathing</li> <li>•Philosophy: Cultivating balance in life and embracing challenges</li> <li>•Meditation: Focusing on a point while balancing.</li> </ul>	<p><b><u>Theme: Animal Yoga</u></b>  <b>Objective: Explore animal-inspired yoga poses and movements, based on Krishna's Avataras.</b></p> <ul style="list-style-type: none"> <li>•Asana: Fish pose, Turtle Pose, Lion's Pose, Warrior Pose</li> <li>•Pranayama: Extended Exhale Breathing and Sitali (Cooling Breath).</li> <li>•Philosophy: Cultivating a peaceful and calm mind</li> <li>•Meditation: Guided relaxation and visualisation</li> <li>•PRE Link Topic: Krishna's Avataras</li> </ul>	<p><b><u>Theme: Positive Affirmations</u></b>  <b>Objective: Encourage positive self-talk and self-acceptance.</b></p> <ul style="list-style-type: none"> <li>•Asana: Cobra Pose, Bow Pose, and Warrior Poses.</li> <li>•Pranayama: Gratitude Breath and Lion's Breath</li> <li>•Philosophy: Emphasising self-love and embracing individuality.</li> <li>•Meditation: Reflecting on positive qualities and affirmations.</li> </ul>	<p><b><u>Theme: Focus and Concentration</u></b>  <b>Objective: Enhance focus and concentration skills through yoga.</b></p> <ul style="list-style-type: none"> <li>•Asana: Balancing Poses-Tree Pose and Eagle Pose</li> <li>•Pranayama: Nadi Shodhana (Alternate Nostril Breathing)</li> <li>•Philosophy: Understanding the concept of Dharana (focused concentration).</li> <li>•Meditation: Concentration on a chosen object</li> </ul>	<p><b><u>Theme: Mindful Breathing</u></b>  <b>Objective: Explore different breathing techniques for calmness.</b></p> <ul style="list-style-type: none"> <li>•Asana: Mountain Pose, Seated Forward Bend, and Breath-Body Connection movements.</li> <li>•Pranayama: Ocean Breath and Belly Breathing</li> <li>•Philosophy: Exploring the concept of Dhyana (meditative absorption).</li> <li>•Meditation: Breath awareness meditation.</li> <li>•PRE link: Meditate using breath</li> </ul>

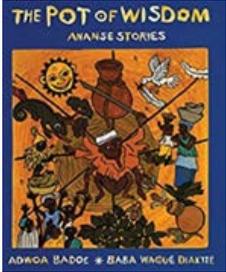
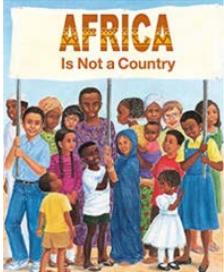


						awareness and 9 processes of devotional service
Sanskrit						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 4					
<p>Core Text</p> <p><b>Disclaimer:</b> These books may not be read in this order however extracts of these books will be covered throughout the year.</p>	 <p><b>The Queen's Nose</b> Dick King-Smith The master of animal adventures</p>	 <p><b>The Boy at the Back of the Class</b> Rupi Kaur</p>	 <p><b>YOUNG GIFTED AND BLACK</b> Zetta Elliott Illustrated by Brandon Frazier</p>	 <p><b>THE WIND IN THE WILLOWS</b> Kenneth Grahame With illustrations by E.H. Shepherd</p>	 <p><b>Varjak Paw</b> SF Said Illustrated by Sara Okano WINNER OF THE SMARTIES PRIZE GOLD AWARD</p>	 <p><b>THE GIRL WHO STOLE AN ELEPHANT</b> Nizrana Farook Illustrated by Nizrana Farook Bosky Crew</p>
	<p><b>Each week there will be a reading skill focus:</b></p> <p>Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</p>					



English	 <p>Looking at <b>The Pot of Wisdom – Ananse stories</b> retold by Adowa Badoe, we will Learn and retell a familiar Ananse story using extended sentences and write their own Ananse story in the same style. <b>Values link: tolerance of others</b></p>	 <p>Read <b>Africa is not a Country</b> by Margy Burns Knight – Children to write reports about their school day and compare it to that of a school day of a child in Africa. Use a range of media to create factual notes and record this in report style. <b>Values link: empathy , individual liberty</b></p>	<p><b>Poems which explore form</b> Chn will know the formation of a haiku and a cinquain, what imagery and onomatopoeia are and that intonation, volume and tone are important when performing.</p> <p><b>Persuasive writing (adverts / online safety)</b> Chn will know how superlatives are formed, what a slogan is used for and the purpose of a rhetorical question. They will also be able to use different</p>	<p><b>Critical analysis of narrative poetry</b> Chn will know that a narrative poem tells a story and some key poetic conventions, e.g. similes, alliteration. They will be able to use quotations to illustrate a point, critique a poem and give an opinion about a poem.</p> <p><b>Third person adventure stories</b> Chn will know the third person perspective, the progressive and simple past tense and a range of descriptive devices. They will be able to plan and execute a third person adventure story</p>	<p><b>News reports (based on rivers)</b> Chn will know the perspective is the viewpoint that something is written from and that the tense tells us when an event has happened. They will be able to plan, draft and write a simple news report and include accurately punctuated direct quotations.</p> <p><b>Stories from other cultures</b> Chn will know the simple past tense, the third person perspective and different editing</p>	<p><b>Explanatory Texts (based on human digestion)</b> Chn will know the explicit teaching of the grammatical structures and text conventions required. They will be able to structure and execute an explanation.</p> <p><b>Third person adventure stories</b> Chn will know the structure of a story, how dialogue can convey character and develop the narrative and a range of descriptive devices. They will be able to plan a story with a simple plot, plan and construct</p>



			<p>presentational devices in an advert.</p> <p><b>First person diary entries (imaginative based on Anglo Saxons)</b>            Chn will know the difference between direct and reported speech devices for informal tone. They will be able to write in the past tense from the first person perspective.</p>	<p>and use a balance of dialogue and description to tell the story.</p>	<p>strategies. They will be able to use a range of descriptive devices to compose and recount a short narrative and use cultural references to indicate a setting</p>	<p>dialogue as part of a narrative and balance descriptive devices to describe a setting.</p>
Maths	<p><b>Number</b>            Number &amp; place value</p> <ul style="list-style-type: none"> <li>Rounding, multiples, negative numbers, Roman numerals, ordering &amp; comparing</li> </ul> <p><b>Number</b>            Addition &amp; subtraction</p> <ul style="list-style-type: none"> <li>Up to 4 digits with formal written</li> </ul>	<p><b>Measurement</b>            Length &amp; Perimeter</p> <ul style="list-style-type: none"> <li>Convert between different units of measurement.</li> </ul> <p><b>Number</b>            Multiplication &amp; Division</p> <ul style="list-style-type: none"> <li>Multiplication tables up to 12 x 12, problem solving using distributive law</li> </ul>	<p><b>Number</b>            Multiplication &amp; Division</p> <ul style="list-style-type: none"> <li>Multiplication tables up to 12 x 12, problem solving using distributive law.</li> </ul> <p>Multiplying two and</p>	<p><b>Fraction</b></p> <ul style="list-style-type: none"> <li>Common equivalent fraction, hundredths, diving tenths by ten, problem solving, adding and subtracting fractions</li> </ul> <p><b>Decimals</b></p>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>Comparing decimals, rounding decimals, decimal equivalents, dividing by 10 or 100</li> </ul> <p><b>Measurement</b>            Money</p>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present discrete and continuous data, using bar charts and time graphs.</li> </ul> <p><b>Geometry</b>            Properties of shape</p>



	<p>methods, with 2 step problems</p> <ul style="list-style-type: none"> <li>• Estimation and inverse</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplying and dividing mentally by 1 and 0</li> </ul>	<p>three digit numbers by a one digit number</p> <ul style="list-style-type: none"> <li>• Multiplying and dividing mentally by 1 and 0</li> <li>• Use of factor pairs</li> </ul> <p><b>Measurement</b></p> <p>Area</p> <ul style="list-style-type: none"> <li>• Counting squares, making shapes and comparing area</li> </ul>	<ul style="list-style-type: none"> <li>• Decimal equivalents of tenths and hundredths</li> <li>• Dividing a one or two digit number by 10 or 100</li> <li>• Solving simple measure and money problems including fractions and decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate and compare money including pounds and pence. Solve simple money problems.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Convert between different units of measure. Read write and convert time between analogue and digital. Solve problems involving converting time.</li> </ul>	<ul style="list-style-type: none"> <li>• Acute and obtuse angles compare and order angles.</li> <li>• Compare and classify geometric shapes</li> <li>• Identify lines of symmetry</li> </ul> <p>Position and direction</p> <ul style="list-style-type: none"> <li>• Describe positions on a 2d grid, plot specified points, translation</li> </ul>
Science	<p><b>Sound</b></p> <p>The children will explore what sound is and how it is made, as well as investigating how sound travels, how it can be blocked, how different pitches can be attained, and much more.</p>	<p><b>Eating &amp; Digestion</b></p> <p>The children will learn about the diets of different animals, as well as how humans eat and digest food. We will look at food consumption and how we can prepare and make food that is healthy and nutritious.</p>	<p><b>Eating &amp; Digestion</b></p> <p>The children will learn about the diets of different animals, as well as how humans eat and digest food. We will look at food consumption and how we can prepare and make food that is</p>	<p><b>States of Matter</b></p> <p>The children will learn about the differences between solids, liquids and gases, and how different materials can change state. They will have plenty of opportunities to undertake practical</p>	<p><b>Electricity: Circuits</b></p> <p>The children will experience a practical and hands-on way to learn about electricity and circuits. Looking at how circuits work, the differences between mains and battery powered</p>	<p><b>Animals &amp; Habitats</b></p> <p>The children will learn how to identify a range of British plants and animals, and how to classify organisms, including the use of classification keys. They will also consider why organisms live in</p>



			healthy and nutritious.	experiments to help them understand the processes of evaporation and condensation, as well as expressing their understanding in a variety of ways.	electricity, how to make a switch, which materials are conductors and which are insulators, with plenty of opportunities for investigations and experiments.	different habitats and the impact, both positive and negative, that humans can have on environments.
Geography		<p>Study of Rivers</p> <p>Human and physical geography</p> <p>Children should be able to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p>Longitude and Latitude</p> <p>Locational knowledge</p> <p>The children will be able to identify the position and</p>		<p>The Water Cycle</p> <p>Children will be able to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p>Geographical skills and fieldwork</p>		<p>Map skills – Environmental regions of Europe, Russia, North and South America</p> <p>Locational knowledge</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of</li> </ul>



		<p>significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geographical skills and fieldwork</p>				<p>Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Geographical skills and fieldwork</p>
History	<p>Ancient Egypt The children will go on an adventure to the Land of the Pharaohs in this cross-curricular Ancient Egyptians topic. Immersing themselves in ancient Egyptian life, including finding out about the pyramids, creating Egyptian artefacts and finding</p>		<p>Anglo-Saxons What happened in Britain after the Romans left in the 5th century. The 'Anglo-Saxons, Picts and Scots' arrived. Using the mysterious burial ship at Sutton Hoo as a basis, the children will explore</p>		<p>Invaders and settlers - Vikings The children will find out about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. Exploring where the Anglo-</p>	



	<p>out where Egypt is and what it is like.</p>		<p>where the Anglo-Saxons came from, how they came to settle in Britain, who the Picts and Scots of the north were, how Christianity became the predominant religion and much, much more.</p>		<p>Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today.</p>	
<p>Art</p>	<p>African Art The children will dive into the rich culture of African art. They will be encouraged to think carefully about which mediums they choose for their artwork, as well as the tools they use to sculpt and manipulate clay to recreate a Benin plaque. Introducing the children to Esther Mahlangu and her culture of Ndebele patterns.</p>		<p>Can we change places? In this topic, we introduce children to the world of sculpture. We start by getting them to think about the environment around them and how art can improve an area before taking a closer look through still life from observational drawings of a variety of different styles of sculpture looking at geometry and proportion. Later, children will have a go at making their own very own</p>		<p>Pop art – Warhol The children will be introduced to one of the most iconic artists of all time with this 'Warhol and the Pop Art Movement' topic. Children will explore what constitutes art and why people's opinions on what art is differ, before delving into the Pop art movement, investigating a variety of works by Warhol and other Pop art artists.</p>	



			sculptures! In the style of the artist Henry Moore.			
DT		African inspired pencil cases After investigating the exotic culture in Africa, the children will be using patterns inspired by animals and their culture to make and sew their own pencil case. What colours could they choose? Maybe they will be inspired by the colours of the different flags?		Seasonal foods Why are certain foods in season at different times of the year? Why is it good to eat seasonal food? How can we include seasonal food in a healthy, varied diet? We will get the children thinking about these questions and more. They will also use this knowledge to create their own Jam using seasonal fruits and designing a label to put on their jars.		Torches In this topic children will get a chance to experiment with circuits and switches before taking on the challenge of designing, making and evaluating their own torch for a particular purpose.
PE	Dance Linking to our Egypt topic we will explore dance by looking at the life of an Ancient Egyptian, gaining inspiration from how their Gods move as well as discovering what life was like by the Nile	Tennis The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.	Bridges The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.  Pupils will create sequences combining	Mindfulness The unit of work will focus on exploring positive and negative emotions and managing them through using mindfulness techniques such as visualisation, using music, meditative balances, mime and deep breathing. Pupils will be able to bring these	Hockey The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results	Athletics The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with



			movements and bridge balances in pairs, applying flow and challenging their creativity.	emotions to life and understand how we can manage them.	in a shooting opportunity.	javelins and explore the triple jump.
Spanish	Meeting someone new Ask and answer about basic information about someone: name, age, origin and place they live.	Numbers up to 100 Fluency 4 communicative skills. To listen to tens by Spanish speakers and be able to take notes of this number without mistakes. To read tens out loud. To write the spelling of tens. To say tens clearly. Use of expression "my phone number is"	Hobbies To name different leisure activities. To organise leisure activities along the week (use of days of the week) To express likes and dislikes. To express hobbies, I do depend on the weather.	Hobbies To name different leisure outdoor activities. The use of the expression "vamos" / "vamos a ..." + infinitive verb forms with affirmative or negative reply (Let's...) To express my favourite leisure activity. To express what other people like to do. High-frequency verb: saber (to know / be able)	The house To name rooms of the house To name rooms of own house in a map. To describe the house by its room classified in floors.	The house To locate Family members around the house. Furnitures and pets To name furniture of the house To name pets To locate pets around the House using prepositions of Place. To use verb estar forms to locate people around the House.
Music	Music: Harrow music services	Music: Harrow music services	Music: Harrow music services	Music: Harrow music services	Music: Harrow music services Ukulele Introduction	Music: Harrow music services Ukulele Introduction



	<p>Recorder skills development/Singing/Tambo Bamboo</p> <ul style="list-style-type: none"> <li>• Singing Development – more complex rounds</li> <li>• Recorder skills – minimum notes BAG CD E</li> </ul> <p>Introduction to Tambo Bamboo instruments</p>	<p>Recorder skills development/Singing/Tambo Bamboo</p> <ul style="list-style-type: none"> <li>• Singing Development – more complex rounds</li> <li>• Recorder skills – minimum notes BAG CD E</li> </ul> <p>Introduction to Tambo Bamboo instruments</p>	<p>Body Percussion 2 – group composition</p> <ul style="list-style-type: none"> <li>• More complex body percussion patterns.</li> <li>• Small group composition with awareness of form and structure</li> </ul> <p>Including recorders</p>	<p>Body Percussion 2 – group composition</p> <ul style="list-style-type: none"> <li>• More complex body percussion patterns.</li> <li>• Small group composition with awareness of form and structure</li> </ul> <p>Including recorders</p>	<ul style="list-style-type: none"> <li>• Pluck open strings – read from stave</li> <li>• Strum open string and chord C</li> </ul> <p>Recorder pieces and songs with Ukulele</p>	<ul style="list-style-type: none"> <li>• Pluck open strings – read from stave</li> <li>• Strum open string and chord C</li> </ul> <p>Recorder pieces and songs with Ukulele</p>
PSHE	<p>Families and Relationships</p> <p>Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement</p>	<p>Health and Wellbeing</p> <p>Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene</p>	<p>Safety and the Changing Body</p> <p>Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma</p>	<p>Citizenship</p> <p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government</p>	<p>Economic Wellbeing</p> <p>Exploring: choices associated spending, what makes something good value for money, career aspirations and what influences career choices</p>	<p>Transition</p> <p>Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings</p>



Computing	<p>E-safety and audio production Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers</p>	<p>E-safety and data logging In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p>E-safety and photo editing Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>	<p>E-safety and espresso coding Children will learn how computers use variables to count things and keep track of what is going on, then create simple games which use score as a variable</p>	<p>E-safety and espresso coding The children will learn to use repetition and loops to do things over and over again (and again)</p>	
PRE	<p>Theme: Self Pupils will explore the meaning of self and begin to understand the difference between spirit self and material self (soul and body). They will learn the meaning of key terms and language related to self from a Hindu</p>	<p>Theme: What happens when you die? In this unit there are two aspects: Pupils will explore the meaning of suffering and compassion. They will relate discussions about the Buddha's life story and message by developing knowledge and understanding</p>	<p>Theme: Nature of divine Pupils will learn about the theology of God 'as a personality'. Through asking the question: What is Krishna like? They will explore how different religious traditions</p>	<p>Theme: Chaitanya Mahaprabhu Pupils will learn about the life of Sri Chaitanya Mahaprabhu. Through acting and retelling stories, pupils will be able to explain the historical and religious significance of His life. They will also</p>	<p>Theme: Ramayana Pupils will explore the story of the Ramayana. They will read, retell and act stories to develop a good understanding of the narrative structure and begin to identify key themes</p>	Ramayana continued



	<p>perspective including Atman, paramatma. Values link: tolerance</p>	<p>of Karma, Moksha, Samsara and Nirvana. Values link: mutual respect</p>	<p>view God (for example: Almighty, Loving, to be revered, to be feared as well as loved). Pupils will learn about the Hindu understanding of Krishna as the ultimate personality of God and particularly understand God in three places (everywhere, as personality and within). This knowledge is essential for more complex discussions in later units and year groups.</p>	<p>begin to understand that Chaitanya is a manifestation of Krishna in the mood of Radha Rani (this means that Krishna wanted to understand what it felt like to be his ultimate devotee, Radha Rani and so appeared on earth in the mood of Her). Pupils will also need to understand stories related to Lord Jagannatha and the Ratha Yatra festival in which the principle of longing to see the Divine is present. This is a key theological principle of the Gaudiya Vaishnava faith and must be emphasized here and understood well to support later units.</p>	<p>and messages of the tale. They will focus particularly on:</p> <ul style="list-style-type: none"><li>• Metaphors</li><li>• Character study of Lord Rama, Laxshman, Hanuman, Sita Devi, Ravana</li><li>• Fear</li><li>• The Avanti Values</li><li>• Light over darkness</li><li>• Duty/Dharma</li></ul> <p>They will ask and explore questions including:</p> <ul style="list-style-type: none"><li>• Why did Lord Rama's father reject him? Was this the right thing to do?</li><li>• Why was Ravana so evil? Why do people get angry in life?</li></ul>	
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					<p>What can we learn about our behaviour from understanding Ravana?</p> <ul style="list-style-type: none"><li>• What is the difference between a superhero and the Divine Krishna?</li></ul> <p>Values link: rule of law</p>	
Sanskrit	<p>Topics: Numbers 31-40 -: We will be learning to count to 40</p> <p>Reading &amp; Writing: We will be building our Vocabulary bank by reading and writing simple words.</p> <p>Conversation: We will be learning to introduce members of our own family.</p> <p>Storytime: The Greatest Treasure: We will be extending our Vocabulary Bank through Storytime.</p> <p>The Sky is Falling: We will be extending our Vocabulary Bank through story time.</p>	<p>Reading &amp; Writing: We will be building our Vocabulary bank by reading and writing words with simple vowel combinations.</p> <p>Conversation: We will learn how to name Krishnas family members in the target language with focus on the use of the 6th Grammar case and personal pronouns.</p> <p>Storytime: Tucket the Bucket: We will be extending our</p>	<p>Reading and writing: Reading Practice and building vocabulary</p> <p>Conversation Discussing how in some households, children do not use the first names of elders.</p>	<p>Reading and writing: Diphthongs Vowel signs</p> <p>Conversation Identify verb endings for third person singular. Compose two word sentences with pronoun or noun and verb.</p>	<p>Reading and writing: Reading Practice and building Vocabulary</p> <p>Conversation Using third person singular verbs and pronouns.</p>	<p>Reading and writing: Introduction to Verbs</p> <p>Conversation Conversation practice through role plays.</p>



	<p>Scriptural Verse: Bhāgavat Gita Chapter 8 Verse 17 – sahasra-yuga : We will be developing the pronunciation of the target language through verse recitals.</p>	<p>Vocabulary Bank through story time.          Christmas Story: We will be extending our Vocabulary Bank through story time.          Scriptural Verse: Bhāgavat Gita Chapter 8 Verse 5 – anta-kāle: We will be developing the pronunciation of the target language through verse recitals</p>				
Yoga	<p><b>Theme: Mindful Movements</b>  <b>Objective: Practice flowing movements with mindfulness.</b></p> <ul style="list-style-type: none"> <li>•Asana: Sun Salutations, Flowing Sequences, and Dancing Warrior Pose</li> <li>•Pranayama: Ocean Breath and Bee Breath</li> <li>•Philosophy: Exploring the concept of Vinyasa (flowing with breath) in yoga</li> <li>•Meditation: Moving with awareness and mindfulness</li> </ul>	<p><b>Theme: Balance and Focus</b>  <b>Objective: Improve balance and concentration skills through yoga.</b></p> <ul style="list-style-type: none"> <li>•Asana: Tree Pose, Warrior III, and Eagle Pose</li> <li>•Pranayama: Nadi Shodhana</li> <li>•Philosophy: Cultivating Dharana (focused concentration) and Dhyana (meditative absorption).</li> <li>•Meditation: Focusing on a chosen object or point</li> </ul>	<p><b>Theme: Strength and Softness</b>  <b>Objective: Understand how yoga needs both strength and softness</b></p> <ul style="list-style-type: none"> <li>•Asana: Downward-Facing Dog, Plank Pose, and Seated Forward Bend</li> <li>•Pranayama: Kapalabhati (Demonstrate Skull Shining Breath but children should not perform) and Three-Part Breath</li> <li>•Philosophy: Emphasising the importance of Sthira</li> </ul>	<p><b>Theme: Mindful Breathing</b>  <b>Objective: Explore different breathing techniques for calmness.</b></p> <ul style="list-style-type: none"> <li>•Asana: Mountain Pose, Seated Forward Bend, and Breath-Body Connection movements</li> <li>•Pranayama: Ocean Breath and Belly Breathing</li> <li>•Philosophy: Understanding the concept of Yama</li> <li>•Meditation: Breath awareness meditation</li> </ul>	<p><b>Theme: Focus and Concentration</b>  <b>Objective: Enhance focus and concentration skills through yoga.</b></p> <ul style="list-style-type: none"> <li>•Asana: Balancing Poses like Tree Pose and Eagle Pose</li> <li>•Pranayama: Nadi Shodhana (Alternate Nostril Breathing) and Lions Breath</li> <li>•Philosophy: Exploring the concept of Niyama</li> <li>•Meditation: Concentration on a chosen object.</li> </ul>	<p><b>Theme: Body Strength and Flexibility</b>  <b>Objective: Develop strength and flexibility through yoga poses</b></p> <ul style="list-style-type: none"> <li>•Asana: Warrior Poses, Crow Pose, and Plank Pose.</li> <li>Rama: Warrior Poses</li> <li>Hanuman: Crow Pose</li> <li>Bridge: Plank Pose</li> <li>Jatayu: Eagle Pose</li> <li>•Pranayama: hree part breath and Humming Bee Breath.</li> <li>•Philosophy: Emphasising the connection between the body and mind.</li> <li>•Meditation: Body scan and relaxation</li> </ul>

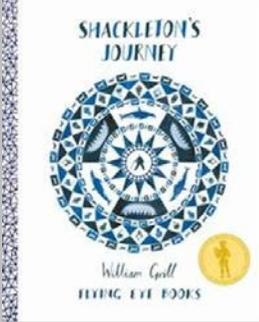
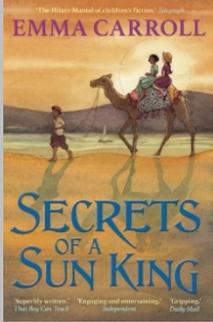
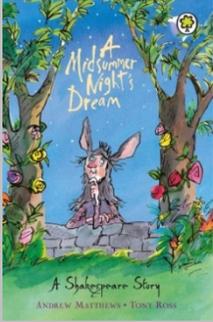
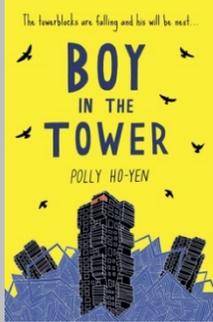


(steadiness) and Sukha (ease) in asanas.  
•Meditation: Body awareness and relaxation

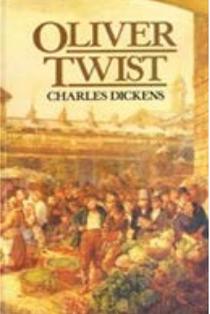
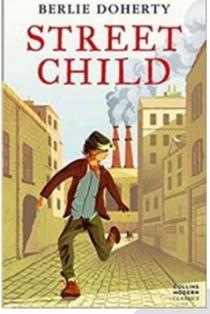
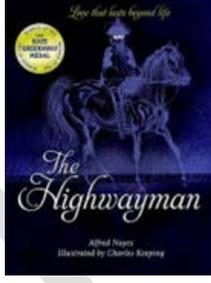
•PRE Link: Jatayu the brave story (Courage)

DRAFT



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>						
Core Text						
Reading						
Disclaimer: These books may not be read in this order however extracts of these books will be covered throughout the year.	Each week there will be a reading skill focus:  Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting  Looking at test style questions	Each week there will be a reading skill focus:  Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting  Looking at test style questions	Each week there will be a reading skill focus:  Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting  Looking at test style questions	Each week there will be a reading skill focus:  Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting  Looking at test style questions	Each week there will be a reading skill focus:  Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting  Looking at test style questions	Each week there will be a reading skill focus:  Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting  Looking at test style questions



<p>English (Writing)</p>	 <p>Key Text: Oliver Twist by Charles Dickens</p> <p>Fiction - Narrative Writing a descriptive opening scene for Oliver Twist.</p> <p>Fiction - Persuasive Writing Is our main character showing Avanti Values?</p>	 <p>Key Text: Street Child by Berlie Doherty</p> <p>Fiction: Character descriptions, character studies, diary entries, writing an alternative ending to a story</p> <p>Fiction: Writing informal letters in the role of a character</p>	 <p>Key Text: Alien Landing – Literacy Shed</p> <p>Descriptive writing including building atmosphere</p> <p>Writing their own fantasy story linked to Aliens Landing</p>	 <p>Key Text: The Indian in the cupboard by Lynne Reid Banks</p> <p>‘Show not tell’ writing to hook the reader</p> <p>Direct / reported speech</p> <p>Writing own chapter for the novel (pausing in the middle of the text)</p> <p>Comparing character personalities and writing character descriptions.</p> <p>Persuasive letter to main character</p>	 <p>Key Text: The Highwayman Poem by Alfred Noyes</p> <p>Analyse the features of a poem</p> <p>Identify different types of figurative language</p> <p>Discuss the different moods throughout the poem</p> <p>Write their own story based on the characters.</p> <p>Key text: The Piano</p> <p>Non-Fiction writing</p> <p>Flashbacks / recounts</p>	 <p>Key Text: Born to Play by Dan Freedman</p> <p>Diary entries</p> <p>Recount of narrative</p> <p>Interviews and blogs</p> <p>Journalism writing</p> <p>Independent story writing inspired by the book</p>



<p>Spelling, Punctuation and Grammar (SPAG)</p>	<p>Revision of YR 4 GPS concepts. More able children to look at applying these independently and accurately within their writing E.g. Fronted adverbial phrases, apostrophes for singular and plural possession, speech rules etc. Weekly spellings covering year 3 and 4 common expected words to consolidate spelling rules.</p>	<p>Weekly spellings with year 5/6 common expected words. Weekly by week children will focus on a spelling rule and practise it through words as part of homework.</p>	<p>Beginning of year 5 SPAG concepts. The core concepts we will be teaching and emphasising on are: -Relative clauses -Adverbial phrases -Cohesion -Modal Verbs -Brackets and dashes for parenthesis -Commas to avoid ambiguity -Précising longer paragraphs</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]  Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]  Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidation of year 5 SPAG concepts (Interventions for those who need more practise) Children will be monitored in how independently and accurately they can use year 5 GPS concepts in their fortnightly 'Big Writes'</p>
<p>Maths</p>	<p>Number - Place value  •read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p>	<p>Number – Addition and Subtraction  •use rounding to check answers to calculations and determine, in the</p>	<p>Number – Fractions •compare and order fractions whose denominators are all multiples of the same number •identify, name and write equivalent</p>	<p>Number – Fractions  •multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p>	<p>Statistics •solve comparison, sum and difference problems using information presented in a line graph •complete, read and interpret information</p>	<p>Decimals  •add and subtract decimals across 1 •add and subtract decimals with the same number of decimal places</p>



<ul style="list-style-type: none"> <li>•count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>•interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</li> <li>round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</li> <li>•solve number problems and practical problems that involve all of the above</li> <li>•read Roman numerals to 1,000 (M) and recognise years written in Roman numerals</li> </ul> <p>Number - Addition and Subtraction</p>	<p>context of a problem, levels of accuracy</p> <ul style="list-style-type: none"> <li>•solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p>Number - Multiplication and Division</p> <ul style="list-style-type: none"> <li>•identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers</li> <li>•know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>•establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>•multiply and divide whole numbers and those involving</li> </ul>	<p>fractions of a given fraction, represented visually, including tenths and hundredths</p> <ul style="list-style-type: none"> <li>•recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>1\frac{1}{2} = 1\frac{1}{2}</math>]</li> <li>•add and subtract fractions with the same denominator, and denominators that are multiples of the same number</li> </ul> <p>Number – Multiplication and Division</p> <ul style="list-style-type: none"> <li>•multiply upto a 4 digit number by a 1 digit number</li> <li>•multiply a 2 digit number by a 2 digit number – area model</li> <li>•multiply a 2 digit number by a 2 digit number,</li> </ul>	<ul style="list-style-type: none"> <li>•calculate the fraction of a quantity, fraction of an amount, find the whole number, use fractions as operators</li> </ul> <p>Decimals and Percentages</p> <ul style="list-style-type: none"> <li>•recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>•round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</li> <li>•read, write, order and compare numbers with up to 3 decimal places</li> <li>•solve problems involving number up to 3 decimal places</li> <li>•recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write</li> </ul>	<p>in tables, including timetables</p> <p>Geometry – Properties of Shapes</p> <ul style="list-style-type: none"> <li>•identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>•know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>•draw given angles, and measure them in degrees (<math>^{\circ}</math>)</li> <li>•identify:angles at a point and 1 whole turn (total <math>360^{\circ}</math>)</li> <li>•angles at a point on a straight line and half a turn (total <math>180^{\circ}</math>)</li> <li>•other multiples of <math>90^{\circ}</math></li> <li>•use the properties of rectangles to deduce related facts and find missing lengths and angles</li> </ul> <p>Geometry - Position and Direction</p>	<ul style="list-style-type: none"> <li>•add and subtract decimals with different number of decimal places</li> <li>•efficient strategies</li> <li>•decimal sequences</li> <li>•multiply and divide by 10, 100 and 1000</li> <li>•multiply and divide decimals – missing values</li> </ul> <p>Measure – converting units</p> <ul style="list-style-type: none"> <li>•convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]</li> <li>•understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> </ul>	
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	<ul style="list-style-type: none"><li>•add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li><li>•add and subtract numbers mentally with increasingly large numbers</li></ul>	<p>decimals by 10, 100 and 1,000</p> <ul style="list-style-type: none"><li>•recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</li><li>•solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</li></ul>	<ul style="list-style-type: none"><li>•multiply a 3 digit number by a 2 digit number</li><li>•multiply a 4 digit number with a 2 digit number</li><li>•solve problems with multiplication</li><li>•short division</li><li>•divide a 4 digit number by a 1 digit number</li><li>•divide with remainders</li><li>•efficient division</li><li>•solve problems with multiplication and division</li></ul>	<p>Measure – Perimeter and Area</p> <ul style="list-style-type: none"><li>•measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li><li>•calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (<math>\text{cm}^2</math>) and square metres (<math>\text{m}^2</math>), and estimate the area of irregular shapes</li><li>•estimate volume [for example, using <math>1 \text{ cm}^3</math> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li><li>•use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</li></ul>	<ul style="list-style-type: none"><li>•identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</li></ul>	<ul style="list-style-type: none"><li>•solve problems involving converting between units of time</li></ul>
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<p>Science</p>	<p>Introduce Properties and changes of materials</p> <p>There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. We will be learning about:</p> <ul style="list-style-type: none"> <li>• Properties &amp; Solubility</li> <li>• Separating mixtures</li> <li>• Thermal conductivity</li> </ul>		<p>Introduce Forces (6)</p> <p>We will be learning about Forces for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Forces we will be learning about:</p> <ul style="list-style-type: none"> <li>•How unsupported objects fall towards the Earth because of the force of gravity.</li> <li>•The effects of air resistance, water resistance and friction.</li> <li>•Mechanisms, including levers, pulleys and gears</li> </ul>	<p>Introduce Earth and Space</p> <p>We will be learning about Earth and Space for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Earth and Space we will be learning about:</p> <ul style="list-style-type: none"> <li>•Movement of earth, moon and other planets</li> <li>•Night and Day</li> <li>•Describing the sun, earth and the moon as spherical bodies</li> </ul>	<p>Introduce Living things and their habitats</p> <p>We will be learning about Living things and their habitats for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. Some of what the Children will do are:</p> <ul style="list-style-type: none"> <li>•Finding out about the functions of the parts of a flower, including reproduction</li> <li>•Label and dissect the parts of a flower.</li> <li>•Discover the ways in which plants 'clone' themselves</li> <li>•Learn about some of the ways in which different types of animal reproduce,</li> </ul>	<p>Introduce Animals, including humans</p> <p>We will be learning about the changes as humans develop to old age. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•recognise the stages of growth and development in humans.</li> <li>•know the stages in the gestation period of humans and compare them to other animals.</li> <li>•recognise the stages of development during childhood and understand the needs of children at those stages.</li> <li>•understand the initial changes inside and outside of the body during puberty.</li> </ul>
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						<ul style="list-style-type: none"><li>•know the changes that occur during puberty and how they differ for boys and girls.</li><li>•understand how the body changes during adulthood and old age.</li></ul>
<b>History</b>	<b>Victorians</b>  Learning about Victorian children, schools, health and disease, famous inventions (from the telephone to the toilet!) and, of course, the life of Queen Victoria herself.  Black History Month: We will research about the right to vote for African Americans and we will listen to Martin Luther’s speech: I have a dream’ and how the Civil Rights Act came about in 1964.	<b>Crime and Punishment</b>  Crime and punishment is an important part of Britain's history; pupils will learn all about how it has developed in Year 5. From severe Medieval punishments to the development of police forces and justice systems, children will develop their understanding of Britain's history and how the systems existing in present-day came to be. Pupils will notice that each period in history has its own problems, whether its simple stealing from a house or an animal in the Middle Ages or				<b>Mayan Civilisation</b>  Children will study a non-European society that provides contrasts with British history For example - Mayan civilization c. AD 900



		<p>cyber crime today. Through stories, enquiry questions and informed debates, pupils will relate issues of the past to present day. This topic makes a major contribution to pupils' citizenship education.</p>				
Geography	<p>Climate Curriculum</p> <p>Introduction to Climate Change</p> <p>A 'Hook' visit to Whippendale Woods – an area of outstanding beauty</p>	<p>Climate Curriculum</p> <p>Science of Climate Change and the Carbon Cycle</p>	<p>Climate Curriculum</p> <p>Science of Climate Change- Greenhouse Gases</p> <p>CUSP Curriculum - Study the location of countries of the world, including biomes and environmental regions</p>	<p>Climate Curriculum</p> <p>The Impact of Climate Change</p> <p>CUSP Curriculum</p> <p>Four and Six Figure Grid References</p>	<p>Climate Curriculum</p> <p>Mitigating against Climate Change</p> <p>CUSP Curriculum</p> <p>Year 5 Ordnance Survey (OS) map skills and fieldwork</p>	<p>Climate Curriculum</p> <p>Climate Change Debate</p>
Art		<p><b>Art – Drawing and Painting</b></p> <p><b>Street Art</b></p> <p>We will find out all about the many varied forms of art in public spaces, and develop</p>		<p><b>Art – Drawing – I need Space</b></p> <p>Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing</p>		<p><b>Art – Painting and mixed media portrait</b></p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a</p>



		<p>our own ideas, discuss how street art polarises opinion</p> <p>We will use line, tone and shading, represent freedom through our own piece of street art and evaluate what went well and how we could improve it.</p>		<p>independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p>		<p>starting point for developing their own unique self-portraits in mixed-media</p>
DT	<p><b>Textile – Stuff toys</b></p> <p>We will design a stuffed toy, considering the main component shapes of their toy. We will create an appropriate template for their stuffed toy. Pupils will learn to join two pieces of fabric using a blanket stitch and neatly cut out their fabric. Pupils will use appliqué or decorative stitching to decorate the front of their stuffed toy. They will also use blanket stitch to assemble their</p>		<p><b>Mechanical systems: Pop-up book</b></p> <p>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p>		<p><b>Digital World – Monitoring devices</b></p> <p>Apply Computing knowledge and understanding to program a Micro: bit animal monitoring device. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools to combine multiple objects</p>	



	stuffed toy, repairing when needed. Finally pupils will identify what worked well and areas for improvement.					
Computing	<p>E-safety</p> <p>Pupils will learn how to create strong passwords to protect their information,</p> <p><b>Vector drawing</b></p> <p>learn that vector images are made up of shapes, how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the</p>	<p>E-safety</p> <p>establish group rooms to create a positive online community,</p> <p><b>Video editing</b></p> <p>This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are</p>	<p>E-safety</p> <p>learn what spam is and the form it takes,</p> <p><b>Flat-file databases</b></p> <p>This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.</p>	<p>E-safety</p> <p>reflect on the importance of citing all sources when they do research and</p> <p><b>Selection in physical computing</b></p> <p>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through</p>	<p>E-safety</p> <p>consider how digitally manipulated photos can affect the way people feel about their appearance.</p> <p><b>Selection in Quizzes</b></p> <p>In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming</p>	



	<p>Google Drawings app other alternative pieces of software are available.</p>	<p>guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.</p>		<p>the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).</p>	<p>environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p>	
PE	<p>Dodgeball</p> <p>The focus of the learning is to consolidate pupils' catching and understanding of why we need to catch during a game.</p> <p>The focus of learning is to consolidate pupils' understanding and application of where we throw and why we need to throw with accuracy and power.</p>	<p>Football</p> <p>The focus of the learning is to refine dribbling and passing skills, combining these skills together to maintain possession.</p>	<p>Tag Rugby</p> <p>The focus of the learning is to refine passing and moving to create an attack that results in a try.</p> <p>The focus of the learning is to refine pupils' understanding of how we defend in tag rugby.</p> <p>Pupils will learn why it is important to work as a team when tagging and why it is important to reduce the space</p>	<p>Game Sense Invasion</p> <p>The focus of the learning is to develop dribbling in order to keep control and possession of the ball.</p> <p>Pupils will apply prior learning of how to dribble the ball keeping possession to beat an opponent.</p> <p><i>(Consolidation of football skills which also links with the year 6 coaching the school</i></p>	<p>Badminton</p> <p>The focus of the learning is to develop our understanding of how we can win a game of badminton.</p> <p>The focus of learning is to introduce the forehand shot and pupils will understand when and where to play the forehand shot.</p> <p>The focus of learning is to introduce the backhand shot and</p>	<p>Athletics</p> <p>The focus of the learning is to develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line.</p> <p>Pupils will understand what the consequences are if they slow down before crossing the finish line.</p>



			<p>and apply pressure to the attackers to prevent scoring opportunities.</p> <p>Swimming</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☑ swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>☑ use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> <li>☑ perform safe self-rescue in different water-based situations.</li> </ul>	<p><i>is providing for some of the year group.)</i></p> <p>Swimming</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☑ swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>☑ use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> <li>☑ perform safe self-rescue in different water-based situations.</li> </ul>	<p>pupils will understand when and where to play the backhand shot.</p>	
Spanish	<p><b><u>Greetings</u></b> Different typical expressions used by Spanish speakers when they meet someone they know) High-frequency expressions to greet someone.</p>	<p><b><u>Numbers (up to 1000)</u></b> (Fluency using hundreds with the 4 communication skills) To listen to hundreds by Spanish speakers and be able to take notes of this number without mistakes.</p>	<p><b><u>Family members</u></b> To name family members. To make a family tree. To introduce their family members.</p>	<p><b><u>Family members</u></b> To discuss how their family tree is set up. To express how many siblings they have, or to express they are an only child. Adjectives to describe family members</p>	<p><b><u>Body parts</u></b> To name body parts To make the plural –s/-es and identify genders when needed to use coherent article. To describe bodies from different monsters (amount and colours)</p>	<p><b><u>Food &amp; drinks</u></b> To name food &amp; drinks. To express favourite meals. To express food &amp; drinks likes and dislikes. To name crockery and cutlery. To express thirst and hunger and how to</p>



	<p>Formal and informal high-frequency expressions to ask and answer: How are you? Different formal and informal Spanish expressions to farewell people. Differences using personal pronouns: tú / usted Punctuation: Spanish question mark “?” Phonics: “ll” and “qu” Ask for basic information about someone: name, age, origin and place they live after they greet and ask how you are.</p>	<p>To read hundreds out loud. To write the spelling of hundreds. To say hundreds clearly. Use of expression “my phone number is”</p>		<p>character (to describe people). To describe connections between members. High frequency verb: tener (to have)</p>		<p>make a simple polite order. To make a comic ordering food in a restaurant. High frequency verb: gustar (like) / ser (verb to be)</p>
<p>Music</p>	<p>Music (Harrow Music)</p> <p>Both Year 5 classes will be taught to sing and play musically with increasing confidence and control in partnership with the Harrow Music Service.</p> <p>Ukulele Skill Development/Recorders Ukulele skills – Pluck simple melodies read from stave. Chords (minimum) C, C7, F, G7 Recorders - Recorder skills- minimum notes</p>	<p>Music (Harrow music)</p> <p>Melodic Composition - Recorders/Ukulele Small group compositions using recorders/ukulele/voices/body perc/class perc Awareness of form and structure</p>	<p>Music (Harrow music)</p> <p>African Drumming Layering rhythms Improvising Singing and playing simultaneously Inclusion of recorder and ukulele</p>			



PSHE	<b>Families and relationships</b>  Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.	<b>Health and Wellbeing</b>  Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation	<b>Citizenship</b>  An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community	<b>Economic Wellbeing</b>  Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace	<b>Safety and the changing body</b>  Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	<b>Transition</b>  Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.
PRE	<b>Creation &amp; Destruction</b> Pupils will learn about the various creation stories from Hindu and Christian perspectives. In particular, pupils will discover how Krishna appears as the three different Vishnu forms to facilitate creation, and the roles of Shiva and Brahma. This is an interesting unit inspiring deep questioning and an opportunity to consider	<b>Symbols - meaning and significance</b>  Pupils will learn what symbols are and how they are used in human life, as both indicators of belief, as expression of experience and material form (through arts) and as mediator to other forms of reality (for example, language is a symbol for reality...the word table indicates	<b>Sustainable communities: Varnashrama</b>  Pupils will take part in a practical activity to help build and sustain their class/school or wider community. They will need to explore, know, understand and evaluate the different aspects of community building by exploring the Vaishnava tradition and a Christian	<b>Influence: Good company and personal choice</b>  Pupils will learn about the Hindu emphasis on 'keeping good company' and the development of Sanga. They will learn how the principles of Bhakti yoga and teachings of Chaitanya, emphasise a self-disciplined approach to life, with connection with	<b>Mahabharata</b>  Pupils will learn the basic structure of the Mahabharata, through drama, multimedia, reading, research and the arts (including performance and dance).  In particular there will be two foci:  Part 1: will teach pupils about leadership, with an	<b>Mahabharata cont..</b>  Part 2: Pupils will understand the context of the BG and Arjuna's dilemma. Pupils will be encouraged to explore his dilemma, relating to more contemporary issues and situations in school and the wider world.  By the end of the unit pupils should have a



	<p>questions about the meaning and purpose of life and our existence. Pupils will also explore real life and contemporary examples of birth and death, creation and destruction (environmental issues, natural and man made disasters).</p>	<p>what the object is, although it is not the same thing). Pupils will explore a variety of symbols from different religions. They will need to know about Krishna's material energy and His spiritual energy to be able to further understand about the importance of deities and symbols in the Vaishnava tradition, in particular that 'Krishna' as a word is non-different from the all-attractive Divine form Krishna.</p>	<p>tradition (both historic and current) and interview people from these groups where possible. They will develop an informed understanding of a society based upon Varnashrama Dharma and debate the positive and negative impact of this social structure in the past and present. They should be supported to ask deep questions like: Can a society be good if we do nothing to stop injustice in every form? Can we be free if there is a slave in the world? Where does our community end? Who can join our community and who cannot?</p>	<p>good spiritual company as a way to develop a sense of community and belonging. They will learn about holy people in the past and present. They will be given experiences that require them to practically exercise their agency and choice, through scenarios, drama and other creative pedagogic tools. They will undertake character studies to present to others to elicit and exemplify the importance of learning from holy people.</p>	<p>examination of the main characters in the story. They will know and understand what makes a bad leader, a good leader and an outstanding one; through character study. Pupils will learn about the three gunas and apply this to their own lives and the lives of the characters in the story.</p>	<p>good understanding of the story, the characters, the dilemmas, the choices and the impact of those choices on outcomes for each character. Pupils should be reminded about the key theological aspects including: atma, Karma, gunas, samsara, Krishna as God and sources of authority.</p>
Sanskrit	<p>Topics: Numbers 51-60 -: We will be learning to count to 60</p> <p>Reading &amp; Writing: We will be building our Vocabulary bank by reading and writing simple words.</p>	<p>Topics: Numbers up to 70</p> <p>Reading &amp; Writing: We will be building our Vocabulary bank by reading and writing words with simple vowel combinations and forming short sentences</p>	<p>Reading &amp; Writing: We will be Reading complex words, forming short sentences, and increasing our Vocabulary bank.</p> <p>Conversation: We will be Learning a collection of verbs with interrogatives.</p>	<p>Reading &amp; Writing: We will be learning about Halantas at the end of words and how they are used, as well as further increasing our vocabulary bank.</p> <p>Conversation: We will be learning how to name common names of fruits and</p>	<p>Prayer: Kasturi Tilakam - singing and understanding meaning.</p> <p>Speaking, reading and writing in Sanskrit.</p> <p>Classroom Expressions: listening, speaking, reading and</p>	<p>A new verse recital, practice correct pronunciation, translation and discussion.</p> <p>Reading practice - adding r to consonants.</p> <p>Writing sentences. Changing 3rd person verb endings to first person.</p>



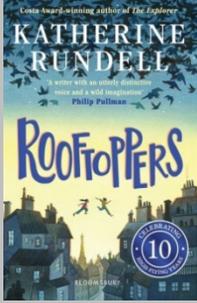
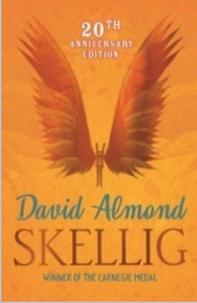
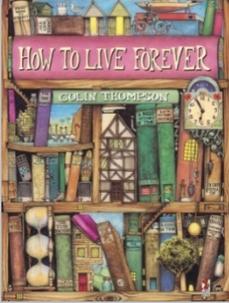
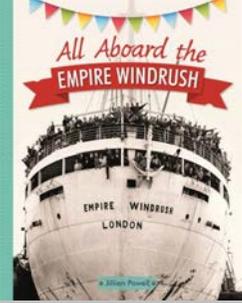
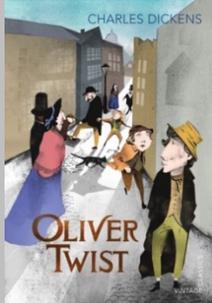
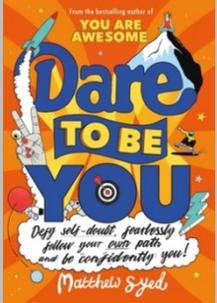
	<p>Conversation: We will be learning to name some animals and ask questions about them</p> <p>Storytime: The Greatest Treasure: We will be extending our Vocabulary Bank through Storytime.</p> <p>The Sky is Falling: We will be extending our Vocabulary Bank through story time.</p> <p>Scriptural Verse: Bhāgavat Gita Chapter 10 Verse 8 : We will be developing the pronunciation of the target language through verse recitals.</p> <p>•</p>	<p>Conversation: We will learn how to use question markers and practise asking a variety of questions.</p> <p>Storytime: Tucket the Bucket: We will be extending our Vocabulary Bank through story time.</p> <p>Christmas Story: We will be extending our Vocabulary Bank through story time.</p> <p>Scriptural Verse: Bhāgavat Gita Chapter 18 Verse 66 – We will be developing the pronunciation of the target language through verse recitals</p>	<p>Storytime: The Thirsty Crow: We will be extending our Vocabulary Bank through Storytime.</p> <p>Scriptural Verse: Īśa Upaniṣad – Mantra 3 - We will be developing the pronunciation of the target language through verse recitals and understanding their meaning.</p>	<p>vegetables. We will also practise counting to 70 in the target language.</p> <p>Storytime: Rosa goes to the City - We will be extending our Vocabulary Bank through Storytime.</p> <p>Scriptural Verse: Īśa Upaniṣad – Mantra 4 - We will be developing the pronunciation of the target language through verse recitals and understanding their meaning.</p> <p>We will also be introduced to the Māheśvarāṇi Sūtrāṇi</p>	<p>writing in literation and Sanskrit.</p> <p>Animals in Sanskrit.</p>	<p>Introduce the hook and practice applying it. Practice verb endings.</p> <p>Learn where to place hook, make 3 word sentences with fruits, practice vocabulary.</p> <p>Learn special Sanyogas and apply, start unit 9- colours, revise all colours. Reading practice.</p> <p>Prepare for final story in Sif3, read final story.</p>
Yoga	<p><b>Theme: Balance and Coordination</b></p> <p><b>Objective: Improve balance and</b></p>	<p><b>Theme: Body Awareness and Alignment</b></p> <p><b>Objective: Develop body awareness and proper alignment in yoga poses</b></p>	<p><b>Theme: Calming the Mind</b></p> <p><b>Objective: Practice calming techniques to</b></p>	<p><b>Theme: Positive Affirmations</b></p> <p><b>Objective: Encourage positive self-talk and self-acceptance.</b></p>	<p><b>Theme: Gratitude and Joy</b></p> <p><b>Objective: Cultivate gratitude and joy through yoga practice.</b></p>	<p><b>Theme: Relaxation and Self-Care</b></p> <p><b>Objective: Learn techniques for relaxation and self-care.</b></p>



	<p><b>coordination skills through yoga.</b></p> <ul style="list-style-type: none"> <li>•Asana: Tree Pose, Dancer Pose, and Crow Pose</li> <li>•Pranayama: Bee Breath (buzzing like a bee) and Box Breathing</li> <li>•Philosophy: Cultivating balance in life and embracing challenges</li> <li>•Meditation: Focusing on a point while balancing</li> </ul>	<ul style="list-style-type: none"> <li>•Asana: Mountain Pose with Tadasana alignment, Triangle Pose, and Warrior Poses.</li> <li>•Pranayama: Box Breathing and Sitali (Cooling Breath).</li> <li>•Philosophy: Exploring Ashtanga Yoga – The Eight Limbs of Yoga</li> <li>•Meditation: Sensing the body from head to toe.</li> </ul>	<p><b>reduce stress and anxiety</b></p> <ul style="list-style-type: none"> <li>•Asana: Child's Pose, Legs-Up-The-Wall Pose, and Savasana.</li> <li>•Pranayama: Extended Exhale Breathing and Sitali (Cooling Breath).</li> <li>•Philosophy: Cultivating a peaceful and calm mind.</li> <li>•Meditation: Guided relaxation and visualisation.</li> </ul>	<ul style="list-style-type: none"> <li>•Asana: Cobra Pose, Bow Pose, and Warrior Poses.</li> <li>•Pranayama: Gratitude Breath and Lion's Breath</li> <li>•Philosophy: Emphasising self-love and embracing individuality.</li> <li>•Meditation: Reflecting on positive qualities and affirmations.</li> </ul>	<ul style="list-style-type: none"> <li>•Asana: Camel Pose, Bridge Pose, and Joyful Dancer Pose.</li> <li>•Pranayama: Gratitude Breath and Breath of Joy</li> <li>•Philosophy: Emphasising the importance of cultivating gratitude and finding joy in everyday life.</li> <li>•Meditation: Reflecting on moments of gratitude and joy.</li> </ul>	<ul style="list-style-type: none"> <li>•Asana: Child's Pose, Legs-Up-The-Wall Pose, and Shavasana</li> <li>•Pranayama: xtended Exhale Breathing and Brahmari (Bee Breath).</li> <li>•Philosophy: Cultivating self-love and self-care.</li> <li>•Meditation: uided relaxation and visualisation.</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6						



<p>Core Text</p> <p><b>Disclaimer:</b> These books may not be read in this order however extracts of these books will be covered throughout the year.</p>	 <p><b>Each week there will be a reading skill focus:</b></p> <p>Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</p>	 <p><b>Each week there will be a reading skill focus:</b></p> <p>Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</p>	 <p><b>Each week there will be a reading skill focus:</b></p> <p>Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</p>	 <p><b>Each week there will be a reading skill focus:</b></p> <p>Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</p>	 <p><b>Each week there will be a reading skill focus:</b></p> <p>Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</p>	 <p><b>Each week there will be a reading skill focus:</b></p> <p>Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</p>
<p>English</p>			<p>Autobiography</p>	<p>Explanatory third person narrative (adventure stories)</p>	<p>Extended third person narrative stories</p>	<p>Poems that create images and explore vocabulary</p>



			<p>Children will identify and use phrases that indicate the chronology of events.          Use conjunctions, adverbs and prepositions to express time, place and cause.          Use relative clauses to add information to sentences.          Use and sustain the simple and progressive forms of the past tense.</p> <p>Discursive Writing and speeches</p> <p>poems that create images and explore vocabulary (war poetry).</p> <p>First person stories with a moral.</p> <p>Shakespear (sonnet).</p> <p>Explanatory Text</p>	<p>Explanatory text</p> <p>News report</p> <p>Autobiography</p> <p>First person stories with a moral.</p>	<p>Newsreport</p> <p>Discursive writing and speeches.</p>	<p>Shakespeare sonnets</p>
Maths	<u>Number and Place Value</u>	<u>Fractions, Decimals &amp; Percentages</u>	<u>Measurement:</u>	<u>Algebra:</u>	<ul style="list-style-type: none"> <li><u>Geometry - Shapes</u></li> </ul>	<u>POST SATS PROJECT:</u>



<ul style="list-style-type: none"> <li>• read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</li> <li>• round any whole number to a required degree of accuracy</li> <li>• use negative numbers in context, and calculate intervals across 0</li> <li>• solve number and practical problems that involve all of the above</li> </ul> <p><b><u>Number – four operations</u></b></p> <ul style="list-style-type: none"> <li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number</li> <li>• divide numbers up to 4 digits by a two-digit whole number using the formal written</li> </ul>	<ul style="list-style-type: none"> <li>• use common factors to simplify fractions</li> <li>• compare and order fractions, including fractions <math>&gt;1</math></li> <li>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>• multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>• divide proper fractions by whole numbers</li> <li>• associate a fraction with division and calculate decimal fraction equivalents</li> <li>• multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity, Mass, Volume temperature, and time</li> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</li> <li>• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 decimal places</li> <li>• convert between miles and kilometres</li> <li>• recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• recognise when it is possible to use formulae for area and volume of shapes</li> <li>• calculate the area of parallelograms and triangles</li> <li>• calculate, estimate and compare volume of cubes</li> </ul>	<ul style="list-style-type: none"> <li>• use simple formulae</li> <li>• generate and describe linear number sequences</li> <li>• express missing number problems algebraically</li> <li>• find pairs of numbers that satisfy an equation with 2 unknowns</li> <li>• enumerate possibilities of combinations of 2 variables</li> </ul> <p><b><u>Statistics:</u></b></p> <ul style="list-style-type: none"> <li>• interpret and construct pie charts and line graphs and use these to solve problems</li> <li>• calculate and interpret the mean as an average</li> </ul> <p><b><u>Ratio &amp; Proportion</u></b></p>	<ul style="list-style-type: none"> <li>• draw 2-D shapes using given dimensions and angles</li> <li>• recognise, describe and build simple 3-D shapes, including making nets</li> <li>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter</li> </ul>	<p><b>Enquiry based mathematical project (STEM PROJECT)</b></p>
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	<ul style="list-style-type: none"><li>method of long division</li><li>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate</li><li>perform mental calculations</li><li>identify common factors, common multiples and prime numbers</li><li>use their knowledge of the order of operations to carry out calculations involving the 4 operations</li><li>solve problems involving addition, subtraction, multiplication and division</li></ul>	<ul style="list-style-type: none"><li>multiply one-digit numbers with up to 2 decimal places by whole numbers</li><li>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li></ul>	<p>and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units</p> <p><b><u>Geometry - Position and direction,</u></b></p> <ul style="list-style-type: none"><li>describe positions on the full coordinate grid (all 4 quadrants)</li><li>draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li></ul>	<ul style="list-style-type: none"><li>solve problems involving the relative sizes of 2 quantities</li><li>solve problems involving the calculation of percentages and the use of percentages for comparison</li><li>solve problems involving similar shapes where the scale factor is known or can be found</li><li>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li><li><b><u>Geometry - Shapes</u></b></li></ul>	<p>is twice the radius</p> <ul style="list-style-type: none"><li>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li></ul> <p><b><u>Revision:</u></b></p> <ul style="list-style-type: none"><li>Problem solving and reasoning.</li><li>3 mark questions</li><li>Consolidating arithmetic skills.</li><li>Timed practise.</li><li></li></ul>	
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- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter



					<p>is twice the radius</p> <ul style="list-style-type: none"> <li>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> </ul>	
Science	<p><b><u>Evolution</u></b></p> <p>How have living things changed overtime?            What are fossils?            How do offsprings vary from their parents?            How do animals and plants adapt to suit their environment?</p> <p><b><u>Scientific enquiry skills:</u></b>            Identifying scientific</p>	<p><b><u>Light</u></b></p> <p>How does light travel?            How are object seen? Why do shadows have the same shape as the objects that cast them?</p> <p><b><u>Scientific enquiry skills:</u></b></p>	<p><b><u>Animals including humans</u></b></p> <p>Can we identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?            Can we recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function?</p>	<p><b><u>Animals, including humans – water transportation</u></b></p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.            Understand the importance of Kidneys as excretory organs.            What substances are excreted from the body? How?</p> <p><b><u>Scientific enquiry skills:</u></b></p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Using test results to make predictions to set up further comparative and fair tests</p>	<p><b><u>Electricity</u></b></p> <p>How can we alter the brightness of a bulb?            Can we compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches?            Can we use symbols when representing a simple circuit in a diagram?</p>	<p>Introduce Evolution and inheritance (6)</p>



<p>evidence that has been used to support or refute ideas or arguments.</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Can we describe the ways in which nutrients and water are transported within animals, including humans? What is healthy living? How does healthy living impact on the human body?</p> <p><b><u>Scientific enquiry skills:</u></b> Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of</p>	<p>Explanation texts; children explain how the circulatory system works</p> <p><b><u>Scientific enquiry skills:</u></b> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Using test results to make predictions to</p>
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			trust in results, in oral and written forms such as displays and scientific reports.		set up further comparative and fair tests.	
History	<p><b>WWII</b></p> <p><b>Countries involved in WWII</b> – timeline and mapping skills.</p> <p><b>Evacuation</b> – Role play skills</p> <p><b>Food rationing</b></p> <p><b>Women in war</b> – Role play/ Debating skills</p> <p><b>Holocaust</b> – Researching skills (working in small groups to feedback to class)</p>		<p>The Kingdom of Benin</p> <p>Children will learn about where the ancient Kingdom of Benin was located –map skills</p> <p>Researching what Beninians believe in and examine famous artwork.</p> <p>Researching on western attitudes towards African civilisations, oral tales and artefacts of ancient Benin –</p> <p>Roleplay and discussion</p> <p>Students will understand why Benin was so prosperous but later became almost obsolete – role play and sequencing.</p>			<p>The Battle of Britain – a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (6)</p>
Geography		<p><b>Study and compare places: region in the UK, Europe and North America.</b></p>		<p><b>Physical processes: earthquakes, mountains and volcanoes</b></p>	<p><b>Human and physical geography: economic, settlement and trade links</b></p> <p>Students will be taught to:</p>	



understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  
This study focuses on the Lake District, Tatra mountains in Poland and North America – Caribbean.  
Also includes Enhanced Provision for Geography in the News templates.

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**Human and physical geography**  
describe and understand key aspects of:  
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  
**Geographical skills and fieldwork**  
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world



					use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Art	<p><b>Explore and understand and interpret the work of different artists.</b></p> <p>Pupils will be able to interpret and analyse the message in a painting. Artists they will be studying are David Hockney, Paula Rego, John Singer Sargent, Fiona Rae &amp; Lubaina Hamid, They will use different techniques and materials to recreate their own art work.</p>	<p><b>ART: Extreme Earth – Japanese Art</b> <b>Artist: Hokusai</b></p> <p>This half term the children will be exploring a famous piece of Art from the Hokusai called ‘The Great Wave’. We intend to explore the techniques of print making that he used to create his piece and work on creating a similar piece of work of his. We will look at sketching, scale and proportion, print making and evaluating our pieces of work.</p>		<p><b>Photography &amp; Digital art</b></p> <p>Students will make a photomontage and experiment with different drawing surfaces as well as layering techniques. They will analyse and describe the elements of other artists’ work, e.g. the effect of colour or composition. They will be given the chance to develop personal, imaginative responses to a design brief, using</p>		Y6 Art – Creative Response Block F (3)



				sketchbooks and independent research.		
DT			<p><b><u>Design a Playground</u></b></p> <p>We will be designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used. We will consider what makes an effective and ineffective design and understand what a 'footprint plan' is.</p> <p>Students will understand that in the real world, design, can impact users in positive and negative ways and that a prototype is a cheap model to test a design idea.</p> <p>Working in groups we will build a range of play apparatus structures drawing upon new and prior knowledge of structures. Students will be measuring, marking and cutting accurately to make a range of structures.</p>		<p><b><u>Sew a waistcoat</u></b></p> <p>Students will consider a range of factors in their design criteria and use this to create a waistcoat design. Use a template to mark and cut out a design. Students will learn to use a running stitch to join fabric to make a functional waistcoat. Attach a secure fastening, as well as decorative objects. Finally they will evaluate their end product.</p>	Block F – Textiles (3)
PE	<p><b><u>Game Sense: Invasion</u></b> The focus of the learning is to consolidate pupils' understanding and application of attacking skills into game play.</p>	<p><b><u>Leadership</u></b> The focus of the learning is for pupils to begin to understand what makes an effective leader.</p>	<p><b><u>Matching and Mirroring</u></b> The focus of the learning is to transfer the matching sequences pupils created in sequence of learning part 1, onto apparatus.</p>	<p><b><u>Football</u></b> The focus of the learning is to consolidate pupils' ability to use passing, dribbling and moving</p>	<p><b><u>Badminton</u></b> The focus of the learning is to explore different forehand and backhand shots that</p>	<p>?</p> <p>The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing</p>



<p>Pupils will consolidate their attacking skills to effectively pass and dribble to move the ball forwards and create successful shooting opportunities.</p> <p>Swimming</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☑ swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>☑ use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> <li>☑ perform safe self-rescue in different water-based situations.</li> </ul>	<p>Pupils will be able to identify the different attributes that make an effective leader.</p> <p>Pupils will start to lead an activity for small groups of their peers.</p> <p>Swimming</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☑ swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>☑ use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> <li>☑ perform safe self-rescue in different water-based situations.</li> </ul>	<p>Pupils will explore how the apparatus can change and improve their movements.</p> <p>The focus of the learning is to apply "excellent gymnastics" to everything pupils do, whilst exploring the concept of mirroring.</p>	<p>skills to keep possession and score. Also, consolidate pupils' understanding of the rules (laws) of the game and how they can apply this knowledge to play in mini games.</p> <p>Pupils should be able to apply their prior learning of passing, dribbling, turning and moving, to move the ball up the pitch, creating an attack that results in a successful shot.</p> <p>Pupils will refine their knowledge and understanding of defending and how different tactics can be applied during a game to prevent attacking opportunities.</p> <p>Pupils will develop their understanding of the terminology relating to defending.</p>	<p>can be played during a game.</p> <p>Pupils will develop their understanding of when, where and why we play these shots during a game.</p> <p>Pupils will develop their understanding of when, where and why they we play these shots during a game to win a point.</p>	<p>and running into a mini athletics competition.</p> <p>Pupils will be responsible for selecting which pupils compete in each event. The focus of the learning is to bring together the previous suggested sequences of learning related to running for speed and culminate this into a competition.</p> <p>Athletics</p>
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<p>Spanish</p>	<p><b>Greetings</b> (with coherent formality register) Formal and informal greetings and typical expressions to greet someone. Formal and informal different ways of asking and answering: How are you? Different formal and informal Spanish expressions to farewell people. Differences using personal pronouns: tú / usted Punctuation: Spanish question mark “?” Phonics: “ll” and “qu”</p>	<p><b>Numbers</b> (Fluency using thousands, and millions with the 4 communication skills) To listen to numbers by Spanish speakers and be able to take notes of this number without mistakes. To read long numbers out loud. To write the spelling of number words. To say long numbers clearly. Use of expression “my phone number is”</p>	<p><b>School supplies:</b> To name and spell classroom objects. To express the use of this object. To ask and express about a quantity of a certain object. Use of indefinite articles: un/ una (a/ an) Use of question word “¿Cuánto...?” (How many/ much) High Frequency verbs: Haber (there is/are) / estar (verb to be 3<sup>rd</sup> person)</p>	<p><b>School supplies:</b> To express where classroom objects are using prepositions of place. (Recall furniture y4) Classroom instructions (high frequency imperative verb forms) Classroom requests High Frequency verbs: estar (to be).</p>	<p><b>The Time</b> High Frequency verb: ser (to be) Vocabulary related to times of the day &amp; units time measurement.</p>	<p><b>The city:</b> To name different places in the city and shops. To locate places of the city using prepositions of place. To give simple directions (ordinal numbers) High Frequency verbs: “tome” and “siga” (“take” and “follow” imperative), “ir” (verb to go) To name means of transports. To ask and answers what means of transports they use to reach places.</p>
<p>Music</p>	<p><b>Beatbox+Rap / Ukulele and recorder skills</b> Recap instrumental skills on recorder+ukulele Beatbox – skills, composing a groove, grid notation Rap - group composition (based on class topic) Form and structure Rhythmic improvisation</p>		<p><b>Samba (interchangeable based on instrument availability)</b> Layering more complex syncopated rhythms Echo and call and response breaks Following signals – visual and aural Brazilian song (incorporating instruments, recorders, ukuleles, percussion)</p>		<p><b>Class performance project</b> Bringing together everything! Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece.</p>	
<p>PSHE</p>	<p><b>Respectful relationships</b> Students will identify ways to resolve conflict through negotiation and compromise.</p>	<p><b>Health and Wellbeing</b> Considering ways to prevent illness. Identifying some actions to take if I am worried about</p>	<p><b>Citizenship</b> Learning about environmental issues relating to food. Discussing how education and other human rights protect us.</p>	<p><b>Economic Wellbeing</b> Recognising differences in how people deal with</p>	<p><b>Safety and the changing body</b> Developing an understanding about</p>	<ul style="list-style-type: none"> <li>Discussing the factors that make our ‘identity’.</li> </ul>



	<p>Discuss how and why respect is an important part of relationships. Identify ways to challenge stereotypes. Exploring the process of grief and understanding that it is different for different people.</p>	<p>my health or my friends' health. Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle. Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.</p>	<p>Identifying causes that are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.</p>	<p>money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs that might be suitable for them.</p>	<p>the reliability of online information. Exploring online relationships including dealing with problems. Discussing the reasons why adults may or may not drink alcohol. Discussing problems which might be encountered during puberty and using knowledge to help. Understanding conception and pregnancy. Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.</p>	<p>Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.</p> <p style="text-align: center;"><b><u>Transition</u></b></p> <p><b><u>Coping with change and getting ready for Secondary School.</u></b></p>
Computing	<p style="text-align: center;"><b><u>E-safety</u></b></p> <p>Students will understand why it is important to stay safe online and recap on ways to do so.</p> <p style="text-align: center;"><b><u>Communication and collaboration.</u></b></p>	<p style="text-align: center;"><b><u>E-safety</u></b></p> <p>Students will understand why it is important to stay safe online and recap on ways to do so.</p> <p style="text-align: center;"><b><u>3D Modelling</u></b></p> <p>During this unit, learners will develop their knowledge and</p>	<p style="text-align: center;"><b><u>E-safety</u></b></p> <p>Students will understand why it is important to stay safe online and recap on ways to do so.</p>	<p style="text-align: center;"><b><u>E-safety</u></b></p> <p>Students will understand why it is important to stay safe online and recap on ways to do so.</p> <p style="text-align: center;"><b><u>Spreadsheets</u></b></p>	<p style="text-align: center;"><b><u>E-safety</u></b></p> <p>Students will understand why it is important to stay safe online and recap on ways to do so.</p> <p style="text-align: center;"><b><u>Variables in games</u></b></p>	



<p>learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.</p>	<p>understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.</p>	<p><b>Web page creation</b></p> <p>This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>		<p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create graphs and charts, and evaluate their results in comparison to questions asked.</p>	<p>This unit explores the concept of variables in programming through games. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. Students will apply the Use-Modify-Create model, experiment with variables in an existing project, modify them, then create their own project.</p>	
<p>PRE</p>	<p><b>Bhagavad Gita</b></p> <p>This unit provides opportunity for systematic study of the Gita, as both a philosophical text and as a response to a moral dilemma. This is an</p>	<p><b>Bhagavad Gita</b></p>	<p><b>Bhagavatam: Critical Thinking</b></p> <p>Leading on from the learning in the Mahabharata in 5.6, then Bhagavad Gita in 6.1 and 6.2. This unit begins with the story of Maharaj Pariksit who had to think critically and engage in</p>	<p><b>Bhagavatam: Vedic Wisdom</b></p> <p>This unit offers an exciting insight into Vedic wisdom. Pupils will get an opportunity to</p>	<p><b>Nature of God</b></p>	<p><b>PRE Project</b></p>



	<p>opportunity to consolidate knowledge and understanding of the main Hindu concepts. Also, to grasp a broad framework for the Gita, in terms of its setting, structure, progression, content and key themes.</p> <p>One key theme, in response to the human condition, is the desire to enjoy and the tendency to reject or renounce (as a way-in to the four ashrams in Summer 1). Pupils will explore the notion of consequences, and the need for foresight and prudence in life's journey. Pupils will also briefly meet the ideals of varna and courage, also relevant to Unit 6.6, the main thrust of the year and preparation for secondary school.</p>		<p>philosophical dialogue when faced with a major dilemma.</p> <p>This unit provides pupils the focused opportunity for <i>critical thinking</i> (which pervades the entire curriculum); students have opportunity to explore why critical thinking, personal insight and personal autonomy are important and their relation to religious and non-religious conviction. Students also meet common forms of fallacy, with a view to help develop good logic and reasoning skills. Students are briefly introduced to the idea of philosophical (ontological) truth and moral truth, largely as a precursor to the next unit on Srimad Bhagavatam. This unit (6.3) also prepares students for thinking about their respective futures (Summer Term) and for Unit 7.1 at the start of the secondary phase.</p>	<p>use their critical thinking skills gained from 6.3 as well as their creativity and apply them to learn about Vedic discoveries, time and cosmology. Pupils will get the chance to see familiar topics from a unique perspective with the authority of the Vedas pre-dating many well know dated discoveries.</p> <p>Pupils will learn more about the need for scriptures and the types of scriptures which links with the introduction of authority as a means of acquiring knowledge in the previous unit.</p>		
<p>Yoga</p>	<p><b>Theme: <u>Body Awareness and Alignment</u></b>  <b>Objective: Develop body awareness and proper alignment in yoga poses.</b>  <ul style="list-style-type: none"> <li>Asana: Mountain Pose with Tadasana alignment, Triangle Pose, and Warrior Poses</li> </ul> </p>	<p><b>Theme: <u>Body Strength and Flexibility</u></b>  <b>Objective: Develop strength and flexibility through yoga poses.</b>  <ul style="list-style-type: none"> <li>Asana: Bridge Pose, and Camel Pose, Peacock Pose, Arm Balances</li> </ul> </p>	<p><b>Theme: <u>Balance between giving and taking</u></b>  <b>Objective: Improve balance skills through partnership yoga.</b>  <ul style="list-style-type: none"> <li>Asana: Tree, Boat, Warrior, Dancer Pose</li> <li>Pranayama: Ujjayi Breath (Ocean breath) and Lion's Breath.</li> <li>Philosophy: Understanding the concept of Santosha (contentment).</li> </ul> </p>	<p><b>Theme: <u>Focus and Concentration</u></b>  <b>Objective: Enhance focus and concentration skills through yoga.</b>  <ul style="list-style-type: none"> <li>Asana: Tree Pose, Eagle Pose, Mountain Pose, Seated Forward Bend, and Breath-Body Connection movements</li> </ul> </p>	<p><b>Theme: <u>Calming the Mind</u></b>  <b>Objective: Practice calming techniques to reduce stress and anxiety (Year 6 SATS)</b>  <ul style="list-style-type: none"> <li>Asana: Child's Pose, Legs-Up-The-Wall Pose, and Savasana.</li> </ul> </p>	<p><b>Theme: <u>Gratitude and Joy</u></b>  <b>Objective: Cultivate gratitude and joy through yoga practice.</b>  <ul style="list-style-type: none"> <li>Asana: amel Pose, Bridge Pose, and Joyful Dancer Pose.</li> <li>Pranayama: Gratitude Breath and Humming Bee Breath</li> </ul> </p>



	<ul style="list-style-type: none"><li>•Pranayama: Box Breathing and Sitali (Cooling Breath).</li><li>•Philosophy: Understanding the concept of Ahimsa (non-violence) in action.</li><li>•Meditation: Sensing the body from head to toe.</li></ul>	<ul style="list-style-type: none"><li>•Pranayama: Three-Part Breath and Humming Bee Breath.</li><li>•Philosophy: Exploring the concept of Satya (truthfulness).</li><li>•Meditation: Body scan and relaxation.</li></ul>	<ul style="list-style-type: none"><li>•Meditation: Focus on things that bring us contentment</li></ul>	<ul style="list-style-type: none"><li>•Pranayama: Nadi Shodhana (Alternate Nostril Breathing)</li><li>•Philosophy: Introduction to the concept of Svadhyaya (self-study)</li><li>•Meditation: Breath awareness meditation.</li></ul>	<ul style="list-style-type: none"><li>•Pranayama: xtended Exhale Breathing and Sitali (Cooling Breath).</li><li>•Philosophy: Introduction to the concept of Aparigraha (non-attachment)</li><li>•Meditation: Guided relaxation and visualisation</li></ul>	<ul style="list-style-type: none"><li>•Philosophy: Emphasising the importance of cultivating gratitude and finding joy in everyday life. Reflecting on time in Primary School before moving to Secondary School.</li><li>•Meditation: Reflecting on moments of gratitude and joy in Primary School</li></ul>
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