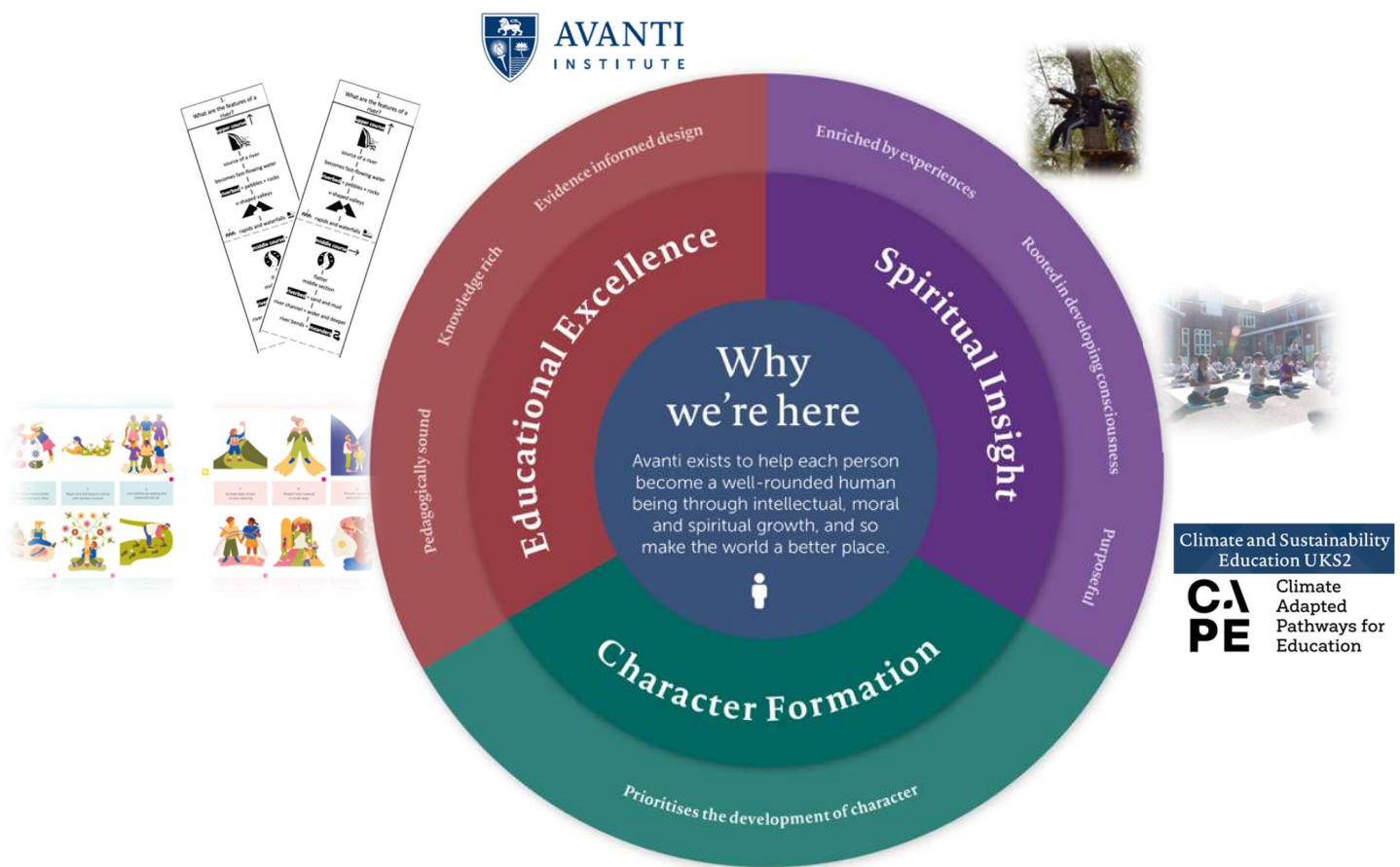




The Avanti Framework for Curriculum Learning and Teaching, rooted in the Avanti Principles

अवन्ति सिद्धांत

The Avanti Curriculum Framework 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' (William 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.

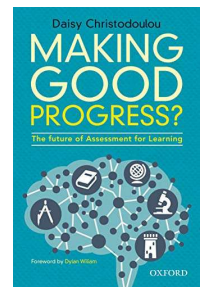
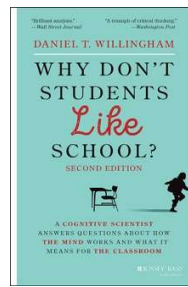
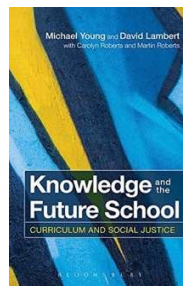
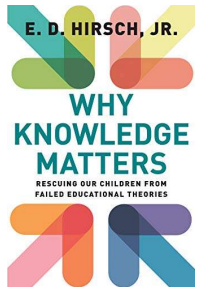
7. *Prioritises the development of character*

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. Learning 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

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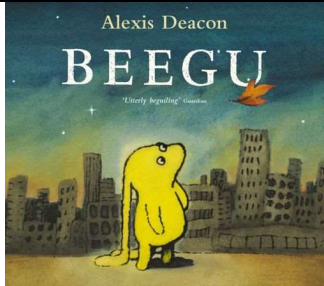
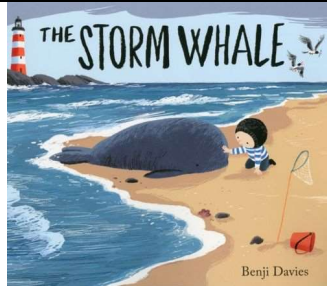
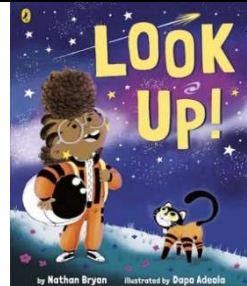
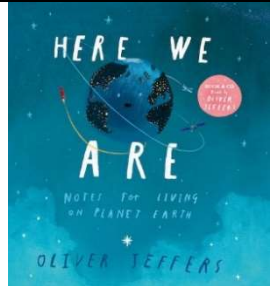
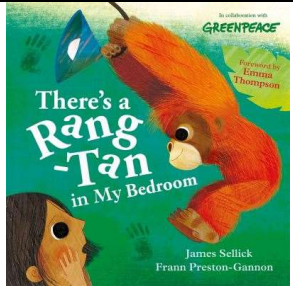
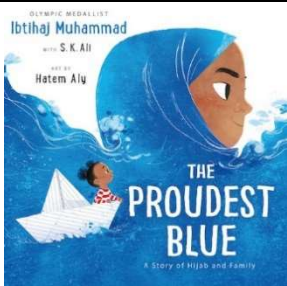
Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Reception						
Core Text (weekly)	<ul style="list-style-type: none"> What makes me a Me? Each Peach Pear Plum The Wonder I'm (almost) always Kind The squirrels who Squabbled 	<ul style="list-style-type: none"> Pumpkin Soup The Invisible Standing Up to Racism Celebrations Around the World The Nativity 	<ul style="list-style-type: none"> Chicken Clicking The Gingerbread Man Shu Lin's Grandpa Mr Wolf's Pancakes Anansi and the Golden Pot 	<ul style="list-style-type: none"> Tad A New Green Day Mrs Noah's Garden Martha Maps it Out The Story Orchestra 	<ul style="list-style-type: none"> Clean up! Winnie the Pooh Helps the Bees Bear Shaped Luna Loves Art William Bee Things that Go 	<ul style="list-style-type: none"> Seasonal Poetry The Dark It's a No Money Day Non-fiction Text: Healthy Eating Non-fiction text: Journeys around the World
Affirmation (linked to Avanti Core Principle)	I am unique and special and loved by Krishna	I respect everyone and all living beings	I am kind to others and make positive relationships	I can choose and control my own behaviours	I can make a positive contribution to my community	I can share my learning with others
Avanti Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Educational Visits	Visitors: People who help me and keep me safe.	Local Church	Local Library	Local park Visitors: Scientists	Toy Museum Bethnal Green (London)	Celebration picnic
Enrichment	Settling in Srila Prabhupada Week	Remembrance Guru Nanak's Birthday Black history Anti Bullying Week Diwali Week Hannukah Christmas	Chinese New Year National Storytelling Week Valentine's Day Online Safety	Science Week Lord Chaitanya Week Easter Planting seeds Mother's Day	Eid World Environment Day	Father's Day Ratha Yatra Week World Friendship Day Transition

Communication and Language	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. 	<ul style="list-style-type: none"> • Engage in storytimes. • Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Engage in non-fiction books.
Personal Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others • Personal hygiene 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> • Think about the perspective s of others. 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - Being a safe pedestrian
Physical Development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with 	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, 	<ul style="list-style-type: none"> • Use their core muscle strength to achieve a 	<ul style="list-style-type: none"> • Confidently and safely use a range of large and 	<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching,

	<p>skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping <p>- climbing</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently 	<p>developing control and grace</p>	<p>balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency. 	<p>small apparatus indoors and outside, alone and in a group.</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. 	<p>kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes
Literacy	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme 	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

Mathematics	<ul style="list-style-type: none"> Count objects, actions and sounds Select, rotate and manipulate shapes to develop spatial reasoning skills. 	<ul style="list-style-type: none"> Subitise. Link the number symbol (numeral) with its cardinal number value. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> Count beyond ten Compare numbers Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> Compare length, weight and capacity 	<ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. 	<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0–5 and some to 10.
Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Draw information from a simple map. 	<ul style="list-style-type: none"> Recognise some environments that are different from the one in which they live. 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries.
Expressive Art and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing 	<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses.

		ability to represent them. • Explore and engage in music making and dance, performing solo or in groups.	• Develop storylines in their pretend play.	following the melody.	their feelings and responses.	
PRE	Introduction to Krishna	Lord Krishna – God as a Person	Lord Rama – the qualities of God and his Devotees	Lord Chaitanya – The teachings of God	Avatars – values exemplified by God	The deity is Krishna - Relating with Krishna

Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Core Text						
Affirmation (linked to Avanti Core Principle)	Lord Krishna says I am spiritual and amazing.	I choose goodness always.	I am caring and do not harm.	I listen, think and then speak what I think.	I serve to make the world great.	I am my very best today.
Avanti Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Educational Visits		Science - Hainault Forest	Science – Animal Experience Workshop	Geography - National Maritime Museum	History – Science Museum	PRE - Manor Trip
Enrichment Weeks	Srila Prabhupada Week	Diwali Week	National Storytelling Week	Science Week Lord Chaitanya Week	Art and DT Week	Ratha Yatra Week Maths Week

				World Book Day		
English Writing	Poetry: pattern and rhyme Setting descriptions Stories with familiar settings Instructional writing. Shape poems and calligrams		Shape poems and calligrams Recount from personal experience Informal letters Poetry on a theme Stories with a familiar setting Recount from personal experience		Poetry (pattern and rhyme) Block B Informal letters Block B Setting descriptions Block B Flexible block Flexible block (phonics focus) Poetry on a theme (nature) Block B Instructional writing Block B Flexible block	
English Reading	Beegu Where the Wild Things Are The Storm Whale The Owl and The Pussycat Aesop's Fables		The Tale of Peter Rabbit Look Up! Here We Are Chocolate Cake – Michael Rosen		There's a Rang-Tan in my bedroom And Tango Makes Three The Lion Inside Aesop's Fables – The Hare and the Tortoise The Proudest Blue	
Phonics	Recap Phase 3 & 4 Phase 5		Phase 5 Phase 6		Recap all Phases, preparing for Phonics screening	
Mathematics	Number: Place Value (within 10)	Number: Addition & Subtraction (within 10) Geometry	Number: Place value (within 20), Number: Addition and Subtraction (within 20)	Number: Place value (within 50), Measurement: Length & Height, Measurement: Mass & Volume	Number: Multiplication & Division, Number: Fractions Geometry- Position & Direction	Number: Place value to 100, Measurement: Money Measurement: Time
Science	Seasonal Changes and Weather. (3)	Introduce Plants, including Trees (6)	Introduce Animals, including humans (6)	Introduce Everyday Materials (6)	Revisit (4) Working scientifically (2)	Working scientifically (6)
Computing	<u>iSafe (Online Safety)</u> Teachers will use the first 2/3 lessons of any Internet Research unit discussing e-safety and the use of the web though the following areas - online research, online communication and	<u>iAlgorithms (unplugged)</u> Understanding and providing instructions.	<u>iWrite</u> Creating and manipulating digital text.	<u>Iprogram</u> Creating & following algorithm. Programming physical & virtual toys	<u>iData</u> Intro to data representation.	<u>imodel</u> An introduction to computer modelling.

	collaboration, online publishing. Internet research will be linked to specific topics in each year group.					
History	Changes Within Living Memory (6)		Study the lives of significant individuals (6)		More Lives of Significant People (6)	
Geography		Continents, Oceans, Countries, Capital Cities, Seas (6)		Hot and Cold Areas of the World (6)		Mapping and Fieldwork (4)
Art	Y1 Drawing Block A (3)	Y1 Painting Block B (3)	Y1 Printmaking Block C (3)	Y1 Textiles Block D (3)	Y1 3D Block E (3)	Y1 Collage Block F (3)
DT	Block A – Mechanisms (3)	Block B – Structures (3)	Block C – Food and Nutrition (3)	Block D – Understanding materials (3)	Block E – Textiles (3)	Block F – Food and Nutrition (3)
Music	Singing Singing focus: Being together in music Control the voice – nursery rhymes (5)	Untuned percussion Untuned focus: Introducing rhythm and pulse Representing sounds pictorially (5)	Singing Singing focus: Introducing pitch Identify changes in sounds (high/low) (5)	Untuned percussion Untuned focus: Introducing tempo and dynamic Identify changes in sounds (fast/slow, loud/soft) (5)	Singing Singing focus: Exploring emotions through music Responding to music (5)	Tuned percussion Tuned focus: Introducing tempo and dynamic 2 Control and describe tempo and dynamic (5)
PE	Gymnastics	Gymnastics 2	Dance	Basketball	Run Jump Throw	Run Jump Throw 2
Sanskrit	Introduction to अ/आ 'In the Sky' topic	Introduction to इ/ई 'In the Sky' topic	Introduction to उ/ऊ 'Animals' topic	Introduction to ऋ/ॠ 'Animals' topic	Introduction to ए/ऐ 'Food' topic	Introduction to ओ/औ 'Food' topic
Yoga	"I am kind and strong"	"I am flexible in my body and mind"	"I am strong and balanced"	"I am calm and peaceful"	"I am creative and unique"	"I am confident in being myself"
PRE	Empathy How does Krishna feel?	Self-discipline Can I see with my eyes closed?	Respect What would Lord Rama do?	Integrity Who is my hero?	Courage Who will protect me?	Gratitude Why do we say 'thank you'?

PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibility	Being my Best	Growing and Changing
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Phonics Sound Mat Phase 2-5

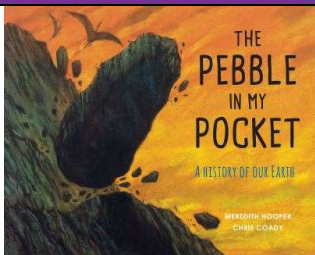
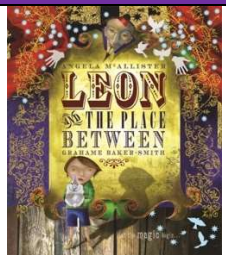

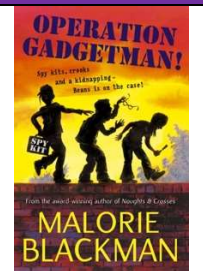
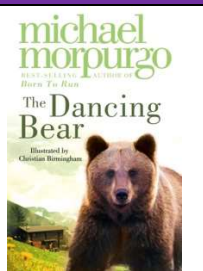
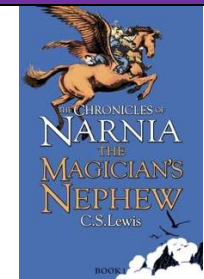
Curriculum Overview

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Year 2						
Core Text						
Affirmation (linked to Avanti Core Principle)	Lord Krishna says I am spiritual and amazing.	I choose goodness always.	I am caring and do not harm.	I listen, think and then speak what I think.	I serve to make the world great.	I am my very best today.
Avanti Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Educational Visits		Science Museum	Everyday material workshop (Balestra Ltd) TBC	Barkingside local work TBC	Great fire of London Monument TBC	Fairlop Waters TBC
Enrichment Weeks	Srila Prabhupada Week	Diwali Week	National Storytelling Week	Science Week Lord Chaitanya Week World Book Day	Art and DT Week	Ratha Yatra Week Maths Week
English Writing	Character descriptions Poems developing vocabulary Simple retelling of a narrative Formal invitations Stories from other cultures		Poetry on a theme (humorous) Non-chronological reports Formal invitations Stories from other cultures Recount from personal experience		Non-chronological reports Simple retelling of a narrative Recount from personal experience Poems developing vocabulary B (Enrichment) Character description Poetry on a theme (humorous / poems about change) B (Enrichment)	
English Reading	Grandad's Island The Goose that laid the Golden Eggs Mrs Noah's Pockets Paddington The Christmas Pine - Julia Donaldson		The Quangle Wangle's Hat - Edward Lear Coming to England The Street Beneath My Feet Rhythm of the Rain Little People Big Dreams		Fantastically Great Women Who Changed the World Aesop's Fables – The Sun and The Wind Fantastic Mr Fox Blocks	
Mathematics	Number: Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, Capacity and Temperature	Fractions	Time Statistic Position and Direction

Science	Introduce Living things and their habitats (6)	Introduce Animals, including humans (6)	Uses of Everyday Materials (6)	Introduce Plants (6)		
Computing	iSafe- Unit to introduce children to concept of being safe online using imaginary characters to understand risks associated with sharing personal information online. How to make informed choices.	iProgram – children will learning about algorithms and will use this to create simple animations.	iSearch: Children will learn how to use the internet to find out answers to questions. They will learn the importance of verifying the accuracy of information given on the internet.	iPub: The children will embark on a journey through the history of computing by researching the remarkable advances computing and technology has made throughout time. They will present their findings and develop their digital literacy skills.	iBlog: Children will learn how to blog. They will learn that blogs are an online conversation with an audience that responds. The children will develop both their writing and digital literacy skills by learning how to craft both posts and responses that ask and address questions.	iDoMail: Pupils will learn about email. They will explore how email is transmitted and understand that email can be used to communicate over distances.
History	Events Beyond Living Memory – Great Fire of London (6)		Historical Events, People and Places in their own Locality (6)		Retrieve and Study Events Beyond Living Memory – Great Fire of London (3)	
Geography		Human and physical geography in the local area (3) Yanomami – Study human and physical geography of a small area of United Kingdom, and of a contrasting non-European country. (3)		Human and physical geography of a small area of United Kingdom, and of a contrasting non-European country. (6)		Fieldwork and map skills. (6)
Art	Y2 Art – Drawing Block A (3)	Y2 Art – Painting Block B (3)	Y2 Art – Printmaking Block C (3)	Y2 Art – Textiles and Collage Block D (3)	Y2 Art – 3D Block E (3)	Y2 Art – Creative Response Block F (3)
DT	Block A – Textiles (3)	Block B – Food and Nutrition (3)	Block C – Mechanisms (3)	Block D – Understanding materials (3)	Block E – Food and Nutrition (3)	Block F – Structures (3)
Music	Singing Singing focus: Being together in music	Untuned percussion Untuned focus: Introducing rhythm and pulse	Singing Singing focus: Introducing pitch Identify changes in sounds	Untuned percussion Untuned focus: Introducing tempo and dynamic	Singing Singing focus: Exploring emotions through music Responding to music (5)	Untuned percussion Tuned focus: Introducing tempo and dynamic 2

	Control the voice – nursery rhymes (5)	Representing sounds pictorially (5)	(high/low) (5)	Identify changes in sounds (fast/slow, loud/soft) (5)		Control and describe tempo and dynamic (5)
PE	Gymnastics	Gymnastics 2	Dance	Attack, Defend, Shoot	Run Jump Throw	Run Jump Throw 2
Sanskrit	Throat family letters 'Places' topic	Soft-Palate family letters 'Places' topic	Hard-Palate family letters 'Household Items' topic	Teeth family letters 'Household Items' topic	Lips family letters 'Food' topic	Devanagari Consonant revision 'Food' topic
Yoga	"I am calm and focus"	"I am resilient and adaptable"	"I am confident in my ability"	"I am free from worries"	"I am an artist of movement"	"I am proud of who I am"
PRE	Empathy I care...for others	Self-discipline Food glorious food!	Respect We are all part of Krishna	Integrity Our best friend	Courage Pilgrimage and building faith	Gratitude Our journey!
PSHE	Me and My Relationships	Valuing Difference - What makes us who we are?	Keeping Myself Safe	Rights and Responsibility	Being my Best	Growing and Changing

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 3					
Core Text						
Affirmation (linked to Avanti Core Principle)	Lord Krishna says I am spiritual and amazing.	I choose goodness always.	I am caring and do not harm.	I listen, think and then speak what I think.	I serve to make the world great.	I am my very best today.
Avanti Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Educational Visits		History based workshop (TBC)	Local Library- National Story Telling Week (TBC)	Science Museum (TBC)	Teddy Bear Picnic- In School (TBC)	Drama Workshop- In School (TBC)
Enrichment Weeks	Srila Prabhupada Week	Diwali Week	National Storytelling Week	Science Week Lord Chaitanya Week World Book Day	Art and DT Week	Ratha Yatra Week Maths Week
English Writing	Poetry on a theme (emotions) A First person narrative descriptions A Non-chronological reports A	Formal letters to complain A Dialogue through narrative (historical stories) A Performance poetry (including poetry from other cultures A	Third person narrative (animal stories) A Non-chronological reports B Advanced instructional writing A	First person narrative descriptions B Performance poetry (including poetry from other cultures) B (Enrichment)	Third person narrative (animal stories) B Formal letters to complain B Dialogue through narrative (historical) B	Poetry on a theme (emotions) B (Enrichment) Advanced instructional writing B
English Reading	Greta and the Giants Block 1 Pebble in my Pocket Blocks 2,3	Leon and the Place Between Blocks 4,5 'Twas the Night before Christmas Anon Block 6	Sam Wu is Not Afraid of the Dark Blocks 7, 8, 9	Operation Gadgetman (includes My Shadow Robert Louis Stephenson) Blocks 10, 11, 12	Dancing Bear Blocks 13, 14, 15	The Magician's Nephew Blocks 16, 17, 18
Mathematics	Number: Place Value Addition and Subtraction	Number: Addition and Subtraction Multiplication and Division A	Number: Multiplication and Division B Measurement: Length and Perimeter	Number: Fractions A Measurement: Mass and Capacity	Number: Fractions B Measurement: Money Time	Geometry: Properties of Shape Statistics

Science	Rocks (7)	Introduce Animals, including humans (5)	Introduce Forces and magnets (6)	Introduce Light (6)	Introduce Plants (6)	
History	Changes in Britain from the Stone Age to the Iron Age (9)		The Roman Empire and its impact on Britain (9)		The Roman Empire and its impact on Britain	
Geography		Fieldwork and Map Skills (3)		Study counties and regions of the United Kingdom (6)		OS Map skills and Fieldwork (4)
Art	Y3 Art – Drawing and Painting Block A (3)	Y3 Art – Printmaking Block B (3)	Y3 Art – Textiles and Collage Block C (3)	Y3 Art – 3D Block D (3)	Y3 Art – Painting Block E (3)	Y3 Art – Creative Response Block F (3)
DT	Block A – Textiles (3)	Block B – Food and Nutrition (3)	Block C – Mechanisms (3)	Block D – Food and Nutrition (3)	Block E – Systems (3)	Block F – Structures (3)
French	Greetings and the classroom (6)	Colours, emotions and numbers 0-10 (6)	Introductions and questions (6)	Working together (following instructions) (6)	Playing together (asking to play) (6)	Eating together (6)
Music	Singing Singing focus: Introducing texture Sing parts in an ensemble (e.g. rounds) (5)	Untuned percussion Untuned focus: Mastering rhythm Recognise beats in a bar (time signatures/metre) (5)	Singing Singing focus: The history of singing Singing for togetherness e.g. folk songs, war chants, hymns (5)	Glockenspiel Tuned focus: Musical notation Introduce the staff (5)	Glockenspiel Tuned focus: Composition Compose in pairs (5)	Range of instruments studied Performance focus: Introducing timbre Perform as an ensemble (range of instruments) (5)
Computing	safety – staying safe online Unit to introduce children to concept of being safe online using imaginary characters to understand risks associated with sharing personal information online. How to make informed choices.	iProgramming – Games and animation development To design, write and debug programs that accomplish specific goals including controlling or stimulating systems.	iProgramming - Use sequences, selection and repetition in programs; work with variables and various forms of input and output. Making shapes and navigating mazes	iAlgorithms – Sorting and splitting. How problems can be solved more easily Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	iconnect – To understand computer networks including using web browsers and search engines safely and effectively	idata – Introduction to data representation
PE	Gymnastics	Gymnastics 2	Dance	Basketball	Football	Athletics
Sanskrit	Consonant and Short vowel combinations 'Places' topic	Consonant and Short vowel combinations 'Places' topic	Consonant and Long vowel combinations 'Body parts' topic	Consonant and Long vowel combinations 'Body parts' topic	Consonant and Diphthong vowel combinations 'Colours' topic	Consonant and Diphthong vowel combinations 'Colours' topic

Yoga	"I am mindful of my breath"	"I am like a grateful tree in the wind"	"I am like a sturdy mountain"	"I am in the present moment"	"I am full of imagination"	"I am a shining star in my own way"
PRE	Don't worry.....Be happy....	Communicating with Divine	Krishna's Avatars	Charity	Justice	Philosophers and their Questions
PSHE	Me and My Relationships	Valuing Difference - What makes us who we are?	Keeping Myself Safe	Rights and Responsibility	Being my Best	Growing and Changing

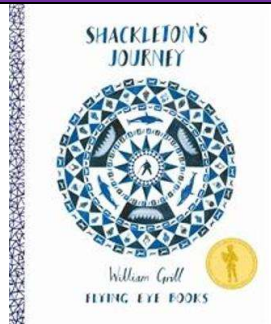
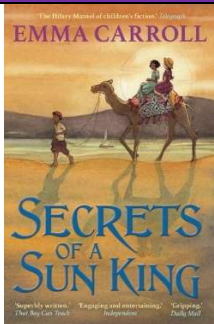
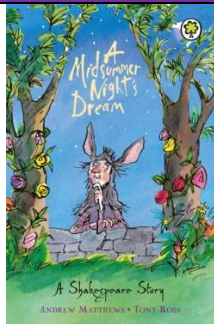
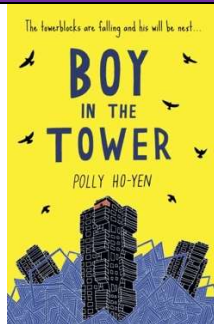
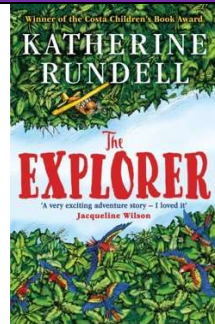
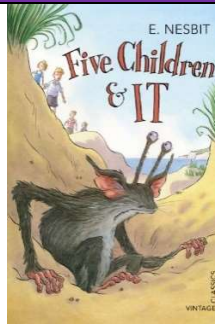
Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 4					
Core Text						
Affirmation (linked to Avanti Core Principle)	Lord Krishna says I am spiritual and amazing.	I choose goodness always.	I am caring and do not harm.	I listen, think and then speak what I think.	I serve to make the world great.	I am my very best today.
Avanti Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Educational Visits		Dockland Museum Visit (TBC)	Freshwater Theatre visiting the school (TBC)	Science Museum (Electricity) (TBC)	A visit from the E&T specialist /Dentist visit (TBC)	British Museum (TBC)
Enrichment Weeks	Srila Prabhupada Week	Diwali Week	National Storytelling Week	Science Week Lord Chaitanya Week World Book Day	Art and DT Week	Ratha Yatra Week Maths Week
English Writing	Poems which explore form Persuasive writing (adverts) First person diary entries(imaginative) Critical analysis of narrative poetry Third person adventure stories Newspaper reports		Stories from other cultures Explanatory texts Third person adventure stories Poems which explore form		Stories from other cultures First person diary entries (imaginative) Critical analysis of narrative poetry Newspaper reports Explanatory texts	
English Reading	The Queen's Nose Young, Gifted and Black Caged Bird - Maya Angelou The Girl who stole an Elephant		The Girl who stole an Elephant The Boy at the back of the class Varjak Paw		Varjak Paw Wind in the Willows (The Walrus and the Carpenter – Lewis Carroll) The Raven – Edgar Allen Poe	
Mathematics	Number: Place Value Number: Addition and Subtraction Measurement: Length	Number: Multiplication and division Measurement: Area	Number: Multiplication and Division Measurement: Area Number: Fractions	Number: Fractions Number: Decimals	Number: Decimals Measurement: Money Measurement: Time	Statistics Geometry: Properties of Shape

	and Perimeter Number: Multiplication and Division	Number: Fractions Number: Decimals				Geometry: Position and Direction
Science	Introduce Living things and their habitats (6)	Introduce States of Matter (6)	Introduce Animals, including humans (3)	Introduce Electricity (3)	Introduce Sound (3)	Living things and their habitats (Continued) (6)
History	Britain's settlement by Anglo-Saxons and Scots (6)		The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor (8)		the achievements of the earliest civilisations – Ancient Egypt (9)	
Geography		Study of Rivers (3)		Latitude and Longitude (7)		Study of the Water Cycle (3) Geography Map skills – Environmental regions of Europe, Russia, North and South America (6)
Art	Y4 Art – Drawing Block A (3)	Y4 Art – Painting Block B (3)	Y4 Art – Printmaking and Textiles Block C (3)	Y4 Art – 3D and Collage Block D (3)	Year 4 Art – Painting Block E (3)	Year 4 Art – Creative Response Block F (3)
DT	Block A – Food and Nutrition (3)	Block B – Mechanisms (3)	Block C – Textiles (3)	Block D – Structures (3)	Block E – Electrical systems (3)	Block F – Food and Nutrition (3)
French	Greetings and the classroom (3) The calendar (Days, month, date) (3)	Colours, emotions and numbers 0-20 (6)	Introductions and questions (3) Items from daily life (items for a day trip)	Learning together (6)	The natural world (Animals and plants) (6)	Working together (following instructions) (2) Playing together (2) Eating together (2)
Computing	iSafe eSafety issues are embedded and flagged throughout our lessons. Children understand the risks and benefits of various modes of communication	iAlgorithms – Sorting and splitting. How problems can be solved more easily Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	iProgramming 1 Developing computational thinking and creating programs with Scratch.	iProgramming - 2 Developing computational thinking and programming skills to investigate angles and navigate mazes	idata – Exploring data representation with databases	iMail Sending and receiving email safely and responsibly

Music	Untuned percussion Untuned focus: Mastering rhythm 2 Follow beats in a bar (time signatures/metre) (5)	Singing Singing focus: Introducing texture 2 Sing parts in an ensemble (harmony) (5)	Glockenspiel Singing Tuned focus: Musical notation 2 Revisit the staff (5)	Singing focus: The history of singing 2 Singing for entertainment e.g. opera, theatrical, modernism (5)	Glockenspiel Performance focus: Composition 2 Perform including an element of composition Range of instruments studied (5)	Tuned focus: Introducing timbre 2 Identify and describe how sounds are combined (5)
PE	Gymnastics	Gymnastics 2	Dance	Basketball	Football	Athletics
Sanskrit	Halantas 'Nature' topic	Vertical line drop 'Nature' topic	Double-Decker 'Bird' topic	Leg Combination 'Bird Topic	Hook Combination 'Food' topic	Special Combination 'Food' topic
Yoga	"I am grateful for my body"	"I am open to change"	"I am in control of my body"	"I am releasing tension"	"I am inspired by the world around me"	"I am expressing my true self"
PRE	Ramayana		Nature of the Divine	Chaitanya Mahaprabhu	Self	What happens when you die?
PSHE	Me and My Relationships	Valuing Difference - What makes us who we are?	Keeping Myself Safe	Rights and Responsibility	Being my Best	Growing and Changing

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5						
Core Text						
Affirmation (linked to Avanti Core Principle)	Lord Krishna says I am spiritual and amazing.	I choose goodness always.	I am caring and do not harm.	I listen, think and then speak what I think.	I serve to make the world great.	I am my very best today.
Avanti Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Educational Visits	PGL Residential English - Workshops on Shackleton's Journey (VK)	History - British Museum	English - Freshwater Theatre in School	French - French Workshop	Art - National Gallery	Science - Science Museum
Enrichment Weeks	Srila Prabhupada Week	Diwali Week	National Storytelling Week	Science Week Lord Chaitanya Week World Book Day	Art and DT Week	Ratha Yatra Week Maths Week
English Writing	Third Person Stories set in another culture Formal Letters Poems (word play) Dialogue in narrative Poems (explore) Balanced Argument		Third Person Stories set in another culture Formal Letters Play scripts Biography Poems (word play)		Play Scripts Dialogue in narrative Balanced Argument Biography Poems	
English Reading	Shackleton's Journey Secrets of a Sun King		A Midsummer night's dream I am not a label The Boy in the Tower		The Explorer Five Children and It	
Mathematics	Place Value Addition and Subtraction	Multiplication and Division Fractions	Multiplication and Division Fractions	Decimals and percentages	Properties of Shape Position and Direction Decimals	Negative numbers Converting units

			Decimals and percentages	Perimeter and Area Statistics		Measurement and Volume
Science	Introduce Properties and changes of materials (6)	Introduce Animals, including humans (3)	Introduce Forces (6)	Introduce Earth and Space (6)	Introduce Living things and their habitats(6)	
History		Ancient Greece – a study of Greek life and achievements and their influence on the western world (9)		Study a non-European society that provides contrasts with British history – Maya c. AD 900 (9)		Study a non-European society that provides contrasts with British history – Maya c. AD 900
Geography	Study the location of countries of the world, including biomes and environmental regions (6)		KS2 Map skills – Four and Six Figure Grid References (3)		Ordnance Survey (OS) map skills and fieldwork (6)	
Art	Y5 Art – Drawing and Painting Block A (3)	Y5 Art – Printmaking Block B (3)	Y5 Art – Textiles and Collage Block C (3)	Y5 Art – 3D Block D (3)	Y5 Art – Painting Block E (3)	Y5 Art – Creative Response Block F (3)
DT	Block A – Food and Nutrition (3)	Block B – Systems (3)	Block C -Textiles (3)	Block D – Food and Nutrition (3)	Block E – Structures (3)	Block F – Mechanisms (3)
French	Greetings and the classroom (3) The calendar (Days, month, date) (3)	Colours, emotions and numbers 0-20 (6)	Introductions and questions (3) Items from daily life (items for a day trip)	Learning together (6)	The natural world (Animals and plants) (6)	Working together (following instructions) (2) Playing together (2) Eating together (2)
Music	Untuned percussion Untuned focus: Mastering rhythm 2 Follow beats in a bar (time signatures/metre) (5)	Singing Singing focus: Introducing texture 2 Sing parts in an ensemble (harmony) (5)	Glockenspiel Singing Tuned focus: Musical notation 2 Revisit the staff (5)	Singing focus: The history of singing 2 Singing for entertainment e.g. opera, theatrical, modernism (5)	Glockenspiel Performance focus: Composition 2 Perform including an element of composition Range of instruments studied (5)	Tuned focus: Introducing timbre 2 Identify and describe how sounds are combined (5)
Computing	iSafe: <i>Staying safe online and talking age restriction on online gaming and social media sites.</i>	Iprogram: (8 weeks)_ <i>Designing and developing computing games.</i>	iAlgorithm: (4 weeks) <i>Searching, sorting and networks. Effective algorithms.</i>	iWeb: (6weeks) <i>Remixing and creating web content using HTML.</i>	iProgram: (unit 2) (8 weeks) <i>Designing and developing multi-level X-box games.</i>	iCrypto <i>cryptography</i>
PE	Gymnastics	Gymnastics 2	Dance	Basketball	Swimming	Swimming

Sanskrit	Nouns and Gender 'Animals' topic	Nouns and Gender 'Animals' topic	Verbs 'Nature' topic	Verbs 'Nature' topic	Simple sentences 'Forest' topic	Simple sentences 'Forest' topic
Yoga	"I am connected to the Earth"	"I am supple and strong"	"I am finding harmony within"	"I am relaxed and at ease"	"I am expressing my inner artist"	"I am unique and powerful"
PRE	Symbols, their significance and meaning	Creation and destruction	Building and sustaining communities	Good company, personal choice and happy people	Mahabharata	
PSHE	Me and My Relationships	Valuing Difference - What makes us who we are?	Keeping Myself Safe	Rights and Responsibility	Being my Best	Growing and Changing

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6						
Core Text						
Affirmation (linked to Avanti Core Principle)	Lord Krishna says I am spiritual and amazing.	I choose goodness always.	I am caring and do not harm.	I listen, think and then speak what I think.	I serve to make the world great.	I am my very best today.
Avanti Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Educational Visits		Junior Citizen Scheme run by MET Police (PSHE)	Science museum (Science) TBC	Windrush visitor (History) TBC	French school link (French)	RAF museum (History) TBC
Enrichment Weeks	Srila Prabhupada Week	Diwali Week	National Storytelling Week	Science Week Lord Chaitanya Week World Book Day	Art and DT Week	Ratha Yatra Week Maths Week
English Writing	Autobiography Discursive writing and speeches Poems that create images and explore vocabulary (War poems) Essential components in writing/spellings First person stories with a moral Shakespeare sonnet (Macbeth) Explanatory texts		Extended third person narrative A Explanatory texts B Newspaper report A Autobiography B First person stories with a moral B		Extended third person narrative (adventure stories) B Newspaper report B Discursive writing and speeches B Poems that create images and explore vocabulary B (Enrichment) Shakespeare (Sonnets) B (Enrichment)	
English Reading	Roof toppers Pig Heart Boy How to live forever		All Aboard the Empire Windrush The Island Skellig		Intro to Dickens- Oliver Twist Dare to be you	
Mathematics	Number, place value, addition and subtraction,	Fractions and measurements, ratio and algebra.	Decimals, fractions, percentages, Area and perimeter.	Statistics, Geometry and Position and direction.	Consolidation and projects.	

	multiplication and division.					
Science	Introduce living things and their habitats (6)	Light (6)	Introduce Animals, including humans (9)	Introduce Animals, including humans – water transportation (3)	Introduce Electricity (3)	Introduce Evolution and inheritance (6)
History		How did conflict change our local area in World War 2? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (6) study five monarchs – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (6)		The Windrush Generation – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (6)		The Battle of Britain – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (6)
Geography	Study and compare places: region in the UK, Europe and North America. (6)		Physical processes: earthquakes, mountains and volcanoes (6)		Study of human and physical geography: economic, settlement and trade links (3) Study orienteering: map and fieldwork skills (6)	
Art	Y6 Art – Drawing Block A (3)	Y6 Art – Painting and Collage Block B (3)	Y6 Art – Printmaking and Textiles Block C (3)	Y6 Art – 3D Block D (3)	Y6 Art – Painting Block E (3)	Y6 Art – Creative Response Block F (3)
DT	Block A – Food and Nutrition (3)	Block B – Mechanisms (3)	Block C – Food and Nutrition (3)	Block D – Structures (3)	Block E – Electrical systems (3)	Block F – Textiles (3)
French	Greetings and the classroom (3) The calendar (Days, month, date) (3)	Colours, emotions and numbers 0-20 (6)	Introductions and questions (3) Items from daily life (items for a day trip)	Learning together (6)	The natural world (Animals and plants) (6)	Working together (following instructions) (2) Playing together (2) Eating together (2)

Computing	i-Safe Recognise the importance of e-safety/privacy and security Identify different forms of harassment and bullying online. Understand how to report abuse. Choose what to communicate to others.	Iprogram Understand the difference between games and simulations. To create a computer programme/algorithm. Understand the behaviour of a computer programme and that programmes should be planned. Programme algorithms using a plan. Develop strategies for testing and debugging.	Inetwork To understand what a network is. To understand that computer connections/internet sites have their own address. To understand the format of internet search engines/webpages/HTML	Ispreadsheet Understand what a spread sheet is and what tools it can provide. Identify some parts of a spread sheet Identify cell references Understand that spreadsheets can be used to store numerical data and to make calculations	lapp To understand the value of mobile technology and its development. To use tools to develop and create an app/variables/procedures. To understand that procedures are a sequence of statements.	lapp To understand apps are computing programmes. To develop strategies for testing and debugging.
Music	Untuned percussion Untuned focus: Mastering rhythm 2 Follow beats in a bar (time signatures/metre) (5)	Singing Singing focus: Introducing texture 2 Sing parts in an ensemble (harmony) (5)	Glockenspiel Singing Tuned focus: Musical notation 2 Revisit the staff (5)	Singing focus: The history of singing 2 Singing for entertainment e.g. opera, theatrical, modernism (5)	Glockenspiel Performance focus: Composition 2 Perform including an element of composition Range of instruments studied (5)	Tuned focus: Introducing timbre 2 Identify and describe how sounds are combined (5)
PE	Gymnastics	Gymnastics 2	Dance	Basketball	Football	Athletics
Sanskrit	Simple sentences 'Battle' topic	Nominative and Accusative case 'Battle' topic	Accusative sentences 'In the Ocean' topic	Accusative sentences 'In the Ocean' topic	Adjectives 'Occupations' topic	Adjectival sentences 'Occupations' topic
Yoga	"I am open to the new experiences"	"I am becoming flexible every day".	"I am strong in body, mind and spirit"	"I am the master of my thoughts"	"I am a creator of beauty"	"I am embracing my authentic self"
PRE	The Avanti Way: Relationships (CP6)	The Avanti Way: Our Purpose (CP5)	The Avanti Way: Conflict Resolution (CP2)	The Avanti Way: Conscious Actions (CP3)	The Avanti Way: Life's toolkit (CP1)	The Avanti Way: Our onward journey
PSHE	Me and My Relationships	Valuing Difference - What makes us who we are?	Keeping Myself Safe	Rights and Responsibility	Being my Best	Growing and Changing