



Avanti House Primary School		Curriculum Map 2020-2021				
Year Themes	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	All About Me	Africa	Childhood then and now	British Wildlife	Toys Past and Present	Let's go on a Safari
Learning to learn skills and attitudes, including real life experiences	TRANSITION FROM EYFS – YEAR 1 Understanding class and school rules. Avanti and British Values. Understand change and have a sense of belonging. Real Life Experience: Cooking		Collaborating and working in groups, sharing ideas and listening to each other. Cooperating in a group. Take responsibility for learning and managing distractions. Real Life Experience: Walking down a local residential street Recap EYFS visit to the farm (use pictures)		To research and collect data to ask and answer questions. To make simple comparisons. Real Life Experience: Teachers and students bringing in their own toys to compare Set up a safari adventure in the playground or in the classroom	
Avanti Values/British Values	Empathy Mutual Respect	Self-discipline The Rule of Law	Respect Mutual Respect	Integrity Tolerance	Courage Individual Liberty	Gratitude Democracy
Enrichment links ,class specific	Similarities and differences in our life and a life in Africa <i>To add current issue</i>	What is the significance of the theme of light in all 3 festivals? <i>To add current issue</i>	What is the importance of cooperation? Festivals – dance of the dragons <i>To add current issue</i>	Why should we make good choices? <i>To add current issue</i>	Why is it important to be courageous? <i>To add current issue</i>	What are you grateful for? <i>To add current issue</i>

World Festivals/Days	Black History Month	Diwali/Govardhan Puja (drop down day) Hanukkah Christmas (assembly)	Chinese New Year	Gaura Purnima (drop down day) Easter (assembly)	St. George's Day Nrshimadev's Appearance Day Vaisakhi	Ramadan – Eid Rathyatra (drop down day)
Educational Visits including in house workshops	Nature Walk (link to Science – Senses and Autumn)		TBC		TBC	
Core Texts	Room on the Broom Handa's Surprise <i>The Sandwich that Max made</i>	Lord Indra's Wrath Hansel and Gretel (values link: the rule of law) <i>Pete the Cat: I love my white shoes</i>	The Gruffalo Gruffalo's Child	The Selfish Crocodile (values link: tolerance) PRE Link text - tbc	Monkey Puzzle We are going on a bear hunt (values link: courage)	Where the Wild things are PRE Link text - tbc
English	<i>Transition Phase</i> Genre: Instructions Stories from other Cultures Non-Fiction: <i>The Sandwich that Max made</i>	Genre: Descriptive writing Traditional Tales Narrative: <i>Lord Indra's Wrath</i> - Character description (appearance and personality)	Genre: Similarities and differences (comparison) Stories by the Same Author Narrative/Explanation: <i>The Gruffalo</i>	Genre: Diary entry Stories with Familiar Settings Discussion: <i>The Selfish Crocodile</i>	Genre: Letter writing Stories with Repetitive Patterns Recount: <i>We going on a Bear Hunt</i>	Genre: Narrative Fantasy Stories Narrative: <i>Where the Wild Things Are</i> - Creating a sequel to the story Creating a character/setting: links to Art week

	<p>- Lists (to list the ingredients) - Label (to draw and label a sandwich)</p> <p><i>P&A: to inform my peers/family about how to make a sandwich</i></p> <p>Instructional: Room on the Broom - Instructions (how to make a potion)</p> <p><i>P&A: to instruct -to know how to make/value of empathy -to inform family/peers/class/teacher</i></p> <p>Narrative: <i>Handa's Surprise</i> - Story sequence/ Story retell - Description - Opinion</p>	<p><i>P&A: to describe/family</i></p> <p><i>Hansel & Gretel</i> - Story retell</p> <p><i>P&A: to explain/retell - class/teacher</i></p> <p>Poetry: Acrostic poems <i>Pete the Cat: I love my white shoes</i></p> <p>Information text: Non-fiction terminology introduced</p> <p>Comprehension based on key texts Book reviews</p>	<p>-Story maps/pictures with captions Character Descriptions: - Gruffalo description</p> <p><i>P&A: to describe</i></p> <p>Narrative: <i>The Gruffalo's Child</i> -Story retell using speech from text - Creating own monster</p> <p><i>P&A: to entertain younger children and perform to EYFS</i></p> <p>Comprehension based on key texts Book reviews</p>	<p>-Character feelings and changes through the story</p> <p><i>P&A: to analyse</i></p> <p>Narrative: Settings description - Using a range of adjectives to describe a setting - Describing school setting</p> <p><i>P&A: to inform a visitor of what the school looks like</i></p> <p>Recount: <i>Easter Story</i> Diary Entry</p>	<p>- Writing a letter and writing a response to a letter</p> <p><i>P&A: to describe/inquire</i></p> <p>Persuasion Text: Adverts -Create posters</p> <p><i>Monkey Puzzle</i> - Use of emotive language</p> <p><i>P&A: to persuade</i></p> <p>Non-chronological report:</p>	<p><i>P&A: to entertain</i></p> <p>Discussion: Comparisons between texts: Links to Multi-Faith</p> <p>Information text: Research non-fiction text and create fact file</p> <p><i>P&A: to analyse</i></p> <p>Poetry: Tbd</p> <p>Comprehension based on key texts Book reviews</p> <p>(Phonics Screening Check Focus. Specific SPAG and Phonics Revision based on needs of the individual classes.)</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p><i>P&A: to describe/friendship - PSHE</i></p> <p>Comprehension based on key texts</p> <p>Book reviews</p>			<p>- Writing from character perspective</p> <p>Poetry:</p> <p>Poetry recitals</p> <p>Comprehension based on key texts</p> <p>Book reviews</p>	<p>Key skill taught and implemented in Topic</p> <p><i>P&A: to analyse</i></p> <p>Comprehension based on key texts</p> <p>Book reviews</p>	
<p>SPaG</p>	<p>-Using capital letters and full stops in writing sentences</p> <p>-Spell by using their phonics knowledge and their knowledge of the common exception words (word mat will be sent to all parents)</p> <p>-Writing sentences that make sense</p> <p>-Using connectives/conjunctions to join words and clauses</p> <p>Spelling:</p> <p>-Words using phonemes from Phases 2, 3 and 5</p> <p>-Year 1 common exception words.</p>	<p>-Using capital letters and full stops in sentence writing.</p> <p>-Using commas to separate adjectives.</p> <p>-Spell by using their phonics knowledge, their knowledge of the high frequency words and common exception words.</p> <p>-Using connectives to join words and clauses - 'and' and 'because'</p> <p>-Understanding how words are joined together make sentences.</p> <p>-How to write so their sentences that makes sense.</p> <p>-Using the prefix un-</p>	<p>Using capital letters, full stops, commas, question marks and exclamation marks in sentence writing.</p> <p>Using capital letters for names of people, places, the days of the week and the personal pronoun I.</p> <p>Using time connectives to join words and clauses. Continue to understand the terms singular and plural: adding the suffixes -er, -ed and -est to verbs where no change is needed to the root word</p> <p>Using adjectives and adverbs in their writing.</p> <p>Spelling:</p> <p>-Spell by using their phonics knowledge, their knowledge of the high frequency words and common exception words.</p> <p>-Words using all the basic phonemes taught, up to Phase 5</p>			

		<p>-Using adjectives and adverbs in their writing.</p> <p>-Understanding the terms singular and plural, and knowing when to use –es, -s, -ies in words.</p> <p>Spelling:</p> <p>-Words using all the basic phonemes taught, up to Phase 5</p> <p>-Year 1 common exception words</p>	<p>-Alternative pronunciations</p> <p>-Year 1 common exception words and begin to look at some Year 2 common exception words</p>
Guided Reading	<p>Decoding focus (phonics baseline assessment with focus on phase 3 & 4)</p> <p>Reading for meaning (basic comprehension and interpreting texts)</p>	<p>Decoding focus (phase 5 and begin pseudo words in Spring 2)</p>	<p>Decoding focus (pseudo words and preparation for phonics check in June)</p> <p>Focus on inferencing skills</p>
<p>Maths</p> <p><i>(Please note, topics could be taught earlier/later depending on continuous Assessment for Learning.)</i></p>	<p>Number: Place Value (within 10)</p> <ul style="list-style-type: none"> - Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 10 in numerals and words. - Given a number, identify one more or one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <p>Number: Addition and Subtraction (within 10)</p>	<p>Number: Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> - Represent and use number bonds and related subtraction facts within 20 - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Add and subtract one-digit and two-digit numbers to 20, including zero. - Solve one step problems that involve addition and subtraction, using concrete 	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> - Count in multiples of twos, fives and tens. - 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. <p>Number: Fractions</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>

- Represent and use number bonds and related subtraction facts within 10

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

- Add and subtract one-digit numbers to 10, including zero.

- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Geometry: Shape

- Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)

- Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.

Number: Place Value (within 20)

- Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.

- Count, read and write numbers to 20 in numerals and words.

objects and pictorial representations, and missing number problems such as $7 = \square - 9$

Place Value (within 50)

- Count to 50/100 forwards and backwards, beginning with 0 or 1, or from any number.

- Count, read and write numbers to 50/100 in numerals.

- Given a number, identify one more or one less.

- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

- Count in multiples of twos, fives and tens.

Measurement: Length and Height

- Measure and begin to record lengths and heights.

- Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).

Measurement: Weight and Volume

Geometry: Position and Direction

- Describe position, direction and movement, including whole, half, quarter and three quarter turns.

Number: Place Value (within 100)

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

- Count, read and write numbers to 100 in numerals.

- Given a number, identify one more and one less.

- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.

Measurement: Money

- Recognise and know the value of different denominations of coins and notes.

Measurement: Time

- Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).

	<ul style="list-style-type: none"> - Given a number, identify one more or one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. 		<ul style="list-style-type: none"> - Measure and begin to record mass/weight, capacity and volume. - Compare, describe and solve practical problems for mass/weight: (for example, heavy/light, heavier than, lighter than); for capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) 		<p>Recognise and use language relating to dates, including days of the week, weeks, months and years).</p> <ul style="list-style-type: none"> - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. - Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] - Measure and begin to record time (hours, minutes, seconds) 	
Science	<p>Working Scientifically</p> <p>Animals including humans</p> <ul style="list-style-type: none"> - Identify ways of finding out about themselves - Identify different parts of the body - Identify their senses and use them to investigate <p>* Seasonal Changes</p> <ul style="list-style-type: none"> - Weather - Seasons <p>(continuous topic throughout the year)</p>	<p>Working Scientifically</p> <p>Animals including humans</p> <ul style="list-style-type: none"> - Learning about and naming a variety of common animals - Identifying animals and their structures - Compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). - Identifying fish, amphibians, reptiles, birds and mammals 	<p>Working Scientifically</p> <p>Everyday Materials</p> <ul style="list-style-type: none"> - What are everyday materials? - How we can recognise different materials - The different properties of materials - What materials are waterproof? <p>* Seasonal Changes (continuous topic throughout the year according to current</p>	<p>Working Scientifically</p> <p>Plants</p> <ul style="list-style-type: none"> - Finding out what a plant is - Identifying and describing garden plants - Identifying and describing wild plants - Identifying and describing a range of trees - Identifying different parts of a plant 	<p>Working Scientifically</p> <p>Plants</p> <ul style="list-style-type: none"> - Identifying and naming garden and wild plants - Naming and knowing different parts of the plants/trees - Knowing about deciduous and evergreen trees (linked to seasonal changes) 	<p>Working Scientifically</p> <p>Seasons</p> <ul style="list-style-type: none"> - observe changes across the 4 seasons - observe and describe weather associated with the seasons and how day length varies. <p>* Seasonal Changes (continuous topic throughout the year according to current weather as unpredictable)</p> <p>(Summer)</p>

	<p>according to current weather as unpredictable)</p> <p>(Autumn)</p>	<p>- Naming a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>* Seasonal Changes (continuous topic throughout the year according to current weather as unpredictable)</p> <p>(Winter)</p>	<p>weather as unpredictable)</p> <p>(Winter-Spring)</p>	<p>- Make observations of growing plants</p> <p>* Seasonal Changes (continuous topic throughout the year according to current weather as unpredictable)</p> <p>(Spring)</p>	<p>- Experiments around plants and how/what they need to grow (condition/environment)</p> <p>* We will also complete the topic on seasonal changes and how changes in weather throughout the year affect our plants/trees/environment.</p> <p>* Seasonal Changes (continuous topic throughout the year according to current weather as unpredictable)</p>	
--	-----------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

					(Spring-Summer)	
PSHE and Character Development	<p>Theme: Families and relationships</p> <p>Roles of different people; families; feeling cared for</p> <p>Theme: Safe relationships:</p> <p>Recognising privacy, staying safe, seeking permission</p> <p>Character formation:</p> <p>Caring</p> <p>Caring for ourselves, eyes and ears</p> <p>(Avanti values: empathy)</p>	<p>Theme: Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</p> <p>Character formation:</p> <p>Kindness</p> <p>The book of kindness</p> <p>Respect</p> <p>How does the ugly duckling feel?</p> <p>Making the ugly duckling feel welcome</p> <p>Courtesy</p> <p>Courtesy at lunch table, hungry tummy, courtesy I the playground</p> <p>(Avanti values: respect)</p>	<p>Theme: Money and work</p> <p>Strengths and interests; jobs in the community</p> <p>Character formation:</p> <p>Helpfulness</p> <p>Who do you help?</p> <p>Service project:</p> <p>Growing in the community</p> <p>Determination:</p> <p>You can do it! Reach for the stars</p> <p>(Avanti values: courage)</p>	<p>Theme: Belonging to a community</p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>Character formation:</p> <p>Cooperation</p> <p>Many hands make light work, learning about cooperation through stories, working together to achieve a challenging task</p> <p>Forgiveness</p> <p>Help me to forgive others</p>	<p>Physical health and mental wellbeing:</p> <p>Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p>Character formation:</p> <p>Cleanliness and orderliness</p> <p>Growing and changing:</p> <p>Recognising what makes them unique and special; feelings; managing</p>	<p>Keeping safe:</p> <p>How rules and age restrictions help us; keeping safe online</p> <p>Character formation:</p> <p>Fairness</p> <p>Fair shares for others</p> <p>Honesty</p> <p>Not stealing, not cheating</p> <p>Gratitude</p> <p>Thank you cards</p> <p>(Avanti values: integrity and gratitude)</p>

					<p>when things go wrong</p> <p><u>Self-discipline</u></p> <p>What is anger? Controlling our feelings</p> <p>(Avanti values: self-discipline)</p>
History	<p>All About Me (Autumn 1)</p> <ul style="list-style-type: none"> - Ordering events chronologically (link to instruction writing) - To understand key words related to history - Finding out about differences between childhood today and childhood in the past. <p><i>Key Skills: understanding changes within living memory</i></p> <p><i>Due to COVID focus is primarily on PSHE and Recovery Curriculum (taught daily)</i></p>	<p>Childhood Then and Now (Spring 1)</p> <ul style="list-style-type: none"> - Investigating and identifying a variety of homes today - Investigating similarities and differences between homes (link to comparison) - Exploring homes built a long time ago and identifying their features - Finding out what Victorian homes were like inside. - Identifying and exploring objects in a Victorian home and their uses. <p><i>Key Skills: identify significant historical people</i></p>	<p>Toys Past and Present (Summer 1)</p> <ul style="list-style-type: none"> - Changes of toys over time - Providing opportunities for children to explore the history of toys - Describe their favourite toy encouraging discussions on why they like their toys - Chosen toys and how these could have been different for their parents or grandparents - Write a letter to their grandparents on their favourite toys (link to letter writing) <p><i>Key Skills: to compare aspects of life in different periods</i></p>		
Geography	<p>Africa (Autumn 2)</p> <p><i>(Work based on Black History Month)</i></p> <p>African Habitats</p> <ul style="list-style-type: none"> - Explaining why these different habitats are important to animals 	<p>British Wildlife (Spring 2)</p> <ul style="list-style-type: none"> - Explore what British Wildlife is and why it is important - Explore how the seasons affect life cycle in British Wildlife 	<p>Let's go on a Safari (Summer 2)</p> <ul style="list-style-type: none"> - Locating Africa on a map - Exploring the weather and climate of Kenya - Investigating animals in Kenya - Finding out about the people and culture of Kenya 		

	<p>- Drawing key comparisons between these habitats African Homes</p> <p>- Thinking about the structure of a rural African home</p> <p>- Materials used according to the climate of the countries</p> <p><i>Key Skills:</i></p> <p>- <i>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i></p> <p><i>Due to COVID focus is primarily on PSHE and Recovery Curriculum (taught daily)</i></p>		<p>- To explore the map of the UK and how British Wildlife varies across the country</p> <p><i>Key Skills:</i></p> <p>- <i>use basic geographical vocabulary to refer to key human features, including city, town, village, factory, house, port, forest, wilderness</i></p>		<p>- Identifying similarities and differences between Kenya and the U.K.</p> <p>- Write their own version going on a safari (link to narrative)</p> <p><i>Key Skills:</i></p> <p>- <i>name and locate the world's seven continents and five oceans</i></p>	
Art	<p>Art: Self Portraits (Understanding feelings and emotions) Key skills: observation, drawing, shading</p>		<p>Art: Giuseppe Archiboldo Key Skills: artist, collage, colour, texture</p>		<p>Art: Colour Creations Artist: Gustav Klimt Key skills: artist, pattern, collage, portrait, mixed media</p>	
DT	<p>DT: Cooking African delicacies Key skills: evaluation, using tools and techniques</p>		<p>DT: Eat More Fruit and Veg (Seasonal) Key skills: recipe, culinary, making, using tools Write a food diary and why they made healthy choices (link to diary entry)</p>		<p>DT: Sculpture (design and create fantasy creature- <i>Where The Wild Things Are</i>) Key Skills: junk modelling, paper maché</p>	
Computing	<p>isafe</p> <p>This unit of work introduces the children to the concept of staying safe online. Using the resources available at Thinkuknow, it uses</p>	<p>ialgorithm</p> <p>This unit reinforces the concept of algorithms being a set of instructions that can be followed in order to complete a task. Activities are,</p>	<p>iwrite</p> <p>This unit of work introduces the children to basic word processing. They will learn how to enter and print</p>	<p>iprogram</p> <p>This unit of work introduces the children to algorithms and simple programming. It uses the context of</p>	<p>imodel</p> <p>This unit of work gives opportunities for the children to explore how computer</p>	<p>idata</p> <p>Children collect data on own choices This unit of work has strong links with Mathematics and Data Handling. The children learn how to collect, organise and represent data using digital graphing tools.</p>

	<p>the context of imaginary characters set in imaginary worlds to help children understand the risks associated with sharing personal information online and how to make informed choices.</p> <p><i>Due to COVID focus is primarily on PSHE and Recovery Curriculum (taught daily)</i> <i>Computing will be incorporated with other subjects</i></p>	<p>predominately, 'off-computer' to support the children's understanding.</p> <p><i>Due to COVID focus is primarily on PSHE and Recovery Curriculum (taught daily)</i> <i>Computing will be incorporated with other subjects</i></p>	<p>text, save and retrieve work.</p>	<p>programming physical and virtual toys to perform specific actions. It develops their understanding that computers are controlled by sequences of instructions and that computers need more precise instructions than humans do.</p>	<p>models work and understand that they can be used to represent real or imaginary environments, situations and scenarios. Throughout their work, the children will make choices, investigate alternatives and create their own representations.</p>	
<p>Music & Performing Arts</p>	<p>Music Express: Ourselves</p> <p>In this unit, the children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p>Music Express: Number</p> <p>In this unit, the children develop a sense of steady beat through using movement, body</p>	<p>Music Express: Animals (Science Link)</p> <p>The children develop an understanding of pitch through using movement, voice and instruments in this unit. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p>Music Express: Weather</p> <p>In this unit, the children use voices,</p>	<p>Music Express: Machines</p> <p>The children explore beat through using movement, body percussion and instruments. They combine a steady beat with word rhythms, and explore changes in tempo.</p> <p>Music Express: Seasons (Science Link)</p> <p>This unit helps children to develop further vocabulary and understanding of pitch</p>			

	percussion and instruments. <i>Music will focus on learning songs for Christmas, developing voice control and understanding pitch</i>		movement and instruments to explore different ways that music can be used to describe the weather.		movements. They explore pitch through singing, pitched percussion and listening games.	
PE/health and wellbeing.	<p>PE: Athletics Activities</p> <p>Children explore and develop fundamental movement skills, to become increasingly competent and confident with their own motor skills. They should be able to engage in a range of competitive and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><i>(Recovering curriculum, addressing issues as a result of lockdown restrictions: loss of functional capacity, lacking movement competence, suffering loneliness, lack of</i></p>	<p>PE: Dance Magic Toys</p> <p>Children will explore basic body actions, e.g. jumping and turning, and use different parts of their body to make movements. They will create and repeat short dances inspired by themes such as toys, animals and seasons.</p> <p><i>(Recovering curriculum, addressing issues as a result of lockdown restrictions: loss of functional capacity, anxiety, bereavement, trauma or stress, suffering from isolation).</i></p> <p>Yoga</p>	<p>PE: Gymnastics Activities 1</p> <p>Children will investigate movement, stillness, and how to find and use space safely. Children will develop their gross motor skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Yoga</p> <p>Continue with skills development.</p>	<p>PE: Games Activities 1 (continue next term due to short term)</p> <p>Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponent, keep the ball and score points. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>PE: Games Activities 1</p> <p>Children will be learning outdoor games developing core skills such as participating in teams and working cooperatively. We will further explore running, jumping, throwing and catching skills and looking at how we can challenge ourselves in balancing, being agile</p>	<p>PE: Sports Day preparation</p> <p>Children will be continuing with their Athletics activities from the from Autumn 1 to consolidate skills and we are building upon this, in preparation for Sports day.</p> <p>Yoga</p> <p>Practise of forward and back word rolls.</p> <p>'feather' jump – jumping without too much noise. Hand to eye co-ordination.</p> <p>Work on posture sequencing - children will be invited to create their own postures</p>

	<p><i>motivation and confidence)</i></p> <p>Yoga - Use of a Hoberman ball, bean bags Develop sense of balance. Focus on balance.</p> <p>Develop Sun Salutation postures: Jungle Salutation. Animal postures</p>	<p>Use of a Hoberman ball, bean bags Develop sense of balance. Focus on balance.</p> <p>Develop Sun Salutation postures: Jungle Salutation. Animal postures</p>	<p>Continue with balance postures.</p> <p>Limited oral breath: focus on nasal breath</p> <p>Develop physical flexibility through challenges.</p>	<p>Yoga</p> <p>Continue with skills development.</p> <p>Continue with balance postures.</p> <p>Limited oral breath: focus on nasal breath</p> <p>Develop physical flexibility through challenges.</p>	<p>and good co-ordination. We will look at simple attacking and defending tactics.</p> <p>Yoga</p> <p>Practise of forward and back word rolls.</p> <p>'feather' jump – jumping without too much noise. Hand to eye co-ordination.</p> <p>Work on posture sequencing - children will be invited to create their own postures</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Virtues</p>	<p>Intellectual: Autonomy in working and improving on skills/movements and developing independency</p> <p>Performance: Perseverance to try new/different ways of movement even when it is difficult</p>	<p>Moral: Courage to perform to an audience</p> <p>Performance: Teamwork wrking with others in a team/small group- working collaboratively</p>	<p>Civic: Volunteering to perform and share with other in our class</p> <p>Performance: Perseverance to try improve</p>	<p>Intellectual: Autonomy in working and improving and developing independency</p> <p>Civil: Citizenship working collaboratively with other and contributing to the team</p>	<p>Intellectual: Autonomy working independently and improve skills and techniques</p> <p>Performance: Perseverance to improve performance</p>	
<p>PRE</p>	<p>In this unit, children will learn to identify different feelings, recognising the nature and physical features of positive and negative feelings (knowing how a feeling feels). Through the use of engaging drama and arts activities and with the use of stories from religious texts, they should be guided into recognizing sensual stimuli and other situations that give rise to different feelings.</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 Maharaja from the Srimad Bhagavatam.</p>	<p>Children will learn about politeness and good manners and how various cultures express respect for others in different ways (i.e. how different people say 'hello' and 'thank you'). 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</p>	<p>We will learn about the value of developing good friendships and also learn how to practise ways to create a happy, inclusive class and school community.</p> <p>We will start to develop integrity via honesty (i.e. 'matching words to reality'). This will be done largely through storytelling, exploring the consequences of</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. During this first year of school, there will be some focus on 'starting new things'. They will learn to confidently</p>	<p>Gratitude is linked to other sentiments, including optimism, magnanimity, celebration and love. Children begin by learning manners and politeness, how to say 'please' and 'thank you'. In this first year, love, gratitude and celebration are explored in relationship to family members and personal friends, especially be exploring and acknowledging all they selflessly do for us.</p>

			<p>and teachers. They will also learn to respect their property – their own and other’s - beginning to understand that showing and failing to show respect have consequences for our relationships, with others and our environment.</p>	<p>telling the truth and telling lies.</p> <p>Using the Mahabharata, we will look at some of the main characters and explore their qualities.</p> <p>To begin the long journey of self-improvement, we will learn to say ‘sorry’.</p>	<p>ask for help in meeting their own needs, and in relation to possible bullying. At the same time, children will begin to learn how to say ‘no’ to strangers. Much learning will take place with reference to the Ramayana, the ‘story of Rama and Sita’, which provides opportunity for fun learning especially through all-class dramatic re-enactment.</p>	
Sanskrit	Please see attached document					