



**Avanti House Primary School**

**Curriculum Map 2020-2021**

Avanti House Primary School		Curriculum Map 2020-2021				
Year 3	Autumn Term		Spring Term		Summer Term	
<b>Character virtues</b>	Intellectual		Moral	Civic	Performance	
Real Life Opportunities						
Real-life opportunities	Role play Debate Stone age day	Puppet show Drawing shadows outdoors	Outdoor measurement lessons Planting	Creating own parachute Debate Outdoor compass activity Money workshop	Making shapes with body	Dressing up as a Roman Angles and direction outdoors Writing based on forest setting
Avanti Values/British Values	<b>Empathy</b> <b>Individual liberty</b>	<b>Self-discipline</b> <b>Democracy</b> <b>Rule of law</b>	<b>Respect</b> <b>Mutual respect</b>	<b>Integrity</b> <b>Tolerance</b>	<b>Courage</b> <b>Resilience</b>	<b>Gratitude</b> <b>Rule of law</b>

Enrichment links ,class specific	<p><b>Healthy Eating</b></p> <p><b>Recycle week</b></p> <p><b>Black History Month</b></p>	<p><b>Diwali</b></p> <p><b>Christmas Carol Concert</b></p>	'Saving the rainforest' initiatives	Fourth Plinth Awards Science Week	Class assembly about spring/Narsimhadev Music Festival with Harrow Music Schools	<p><b>Healthy Living Week</b></p> <p><b>Roman's Day</b></p> <p><b>Puppet show</b> (English, history &amp; art links)</p>
World Festivals/days	<p><b>Rosh Hashanah, Yom Kippur</b></p> <p><b>Remembrance Day</b></p> <p><b>Diwali</b></p> <p><b>Guru Nanak's birthday</b></p> <p><b>Chanukah</b></p> <p><b>Christmas</b></p>		<p><b>Holocaust Memorial</b></p> <p><b>Appearance of Sri Nityananda</b></p> <p><b>World Book Day</b></p> <p><b>Gaura Purnima</b></p> <p><b>Easter</b></p>		<p><b>Ram Navami</b></p> <p><b>Narasimha Chaturdasi</b></p> <p><b>Multi Faith Art Week</b></p> <p><b>International Yoga Day</b></p>	
Educational Visits including in house workshops	<p>Headstone Manor (Local History/Archaeological)</p> <p>TBC Geobus Rocks workshop</p> <p>Stone age day</p>		Science Museum (Forces Workshops) TBC		Roman's Day (in house workshop all day)	
Core Texts	<p><b>Stone age boy</b> By Satoshi Kitamura</p>  <p><b>First drawing</b> By Mordicai Gerstein</p>	<p><b>Magic Finger</b> By Roald Dahl</p> 	<p><b>The Great Kapok Tree</b> by Lynne Cherry</p>  <p><b>Tin forest</b> By Helen Ward</p>	<p><b>Greek myths</b></p> <p><b>Pandora's Box and Hercules</b></p>	<p><b>Roman myths</b></p> <p><b>Romulus and Remus</b></p> 	<p><b>Escape from Pompeii</b> by Christina Balit</p> 

English	<p><b>Genre:</b> Descriptive and narrative writing</p> <p><b>Key text:</b> Stone age boy and first drawing</p> <p><b>Narrative writing</b></p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• Drama performance</li> <li>• Write a story in the style of the author</li> </ul> <p><b>Instructional writing</b></p> <ul style="list-style-type: none"> <li>• How to make a fire and spear</li> </ul> <p><b><u>Black History: Significant people in black history</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Hot seating</li> <li>• Fact files</li> <li>• Dressing up</li> </ul> <p>P &amp; A Empathy – showing empathy towards characters Inform – to tell a reader about</p>	<p><b>Genre:</b> Descriptive and narrative writing</p> <p><b>Key text: Magic finger</b></p> <ul style="list-style-type: none"> <li>• Alternative descriptive writing</li> <li>• Drama</li> <li>• Hot seating</li> </ul> <p>P &amp; A – Entertain to make the reader enjoy reading</p>	<p><b>Genre:</b> Persuasion writing and information text</p> <p><b>Key text:</b> The Great Kapok tree and Tin forest</p> <p><b>Persuasion Text</b></p> <ul style="list-style-type: none"> <li>• Story writing</li> <li>• Persuasive writing</li> <li>• Retelling of story</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• poetry writing</li> <li>• Performance Poems</li> </ul> <p>P&amp;A – Persuade the main character to change their mind</p>	<p><b>Genre:</b> Narrative writing and discussion</p> <p><b>Text:</b> Pandora’s box</p> <ul style="list-style-type: none"> <li>• Play script writing</li> <li>• Performing/directing plays</li> <li>• Creating own myth (<b>Link with school value ‘courage’</b>)</li> </ul> <p>P &amp; A Empathies with a character and understand how they are feeling (Entertain to make the reader enjoy reading)</p>	<p><b>Genre:</b> Newspaper report</p> <p><b>Key text: <u>Romulus and Remus</u></b></p> <p><b>Newspaper report</b></p> <ul style="list-style-type: none"> <li>• writing including quotes</li> <li>• interview – Hot seating</li> <li>• Debate/discussion text (<b>History link</b>)</li> <li>• Speech writing</li> <li>• Character description</li> </ul> <p>P &amp; A – Entertain an audience and create suspense and emotion</p>	<p><b>Genre:</b> Information and explanation text</p> <p><b>Text: <u>Escape from Pompeii</u></b></p> <ul style="list-style-type: none"> <li>• Play script writing</li> <li>• Shadow theatre based on Escape from Pompeii</li> </ul> <p><b>Text: Roman Baths</b></p> <ul style="list-style-type: none"> <li>• Information leaflet (<b>History link</b>)</li> <li>• Diary entry</li> <li>• Non-fiction report about Roman life</li> </ul> <p>P &amp; A Entertain to make the reader enjoy reading.</p>

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<p><b>SPAG</b></p> <p>(Lessons to be covered within the input teaching of writing lessons/ or discrete 30 minute lessons weekly)</p>	<p>Revision of YR 2 GPS concepts. More able children to look at applying these independently and accurately within their writing</p> <p>Weekly spellings covering year 2 common expected words to consolidate spelling rules.</p> <p><u>The core concepts we will be teaching and emphasising on are:</u></p> <ul style="list-style-type: none"> <li>• Use of conjunctions</li> <li>• Recap basic punctuation</li> <li>• Noun phrases</li> <li>• Similes</li> </ul>	<p>→</p> <p><u>The core concepts we will be teaching and emphasising on are:</u></p> <ul style="list-style-type: none"> <li>• Time adverbials</li> <li>• Complex sentences</li> <li>• Use of speech marks</li> <li>• Alteration</li> <li>• Similes</li> <li>• Speech marks</li> </ul>	<p>Weekly spellings begin with year 3 common expected words. Weekly by week children will focus on a spelling rule and practise it through words as part of homework.</p> <p><u>The core concepts we will be teaching and emphasising on are:</u></p> <ul style="list-style-type: none"> <li>• Punctuating speech correctly</li> <li>• Homophones</li> <li>• Prepositions</li> <li>• Subordinate Clauses and Conjunctions</li> </ul>	<p>→</p> <p><u>The core concepts we will be teaching and emphasising on are:</u></p> <ul style="list-style-type: none"> <li>• Subordinate clauses</li> <li>• (newspaper report writing)</li> <li>• Suffixes and prefixes</li> </ul> <p>Direct speech and reported speech</p>	<p>→</p> <p><u>The core concepts we will be teaching and emphasising on are:</u></p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Adverbials</li> <li>• Use a/an</li> <li>• Present perfect form of verbs</li> <li>• Use of colons</li> </ul>	<p>Re- consolidation of year 3 SPAG concepts</p> <p>(Interventions for those who need more practise) Children will be monitored in how independently and accurately they can use year 3 GPS concepts in their weekly big writes</p> <p>Reconsolidation of year 3 spelling rules and common expected words</p> <p><u>The core concepts we will be teaching and emphasising on are:</u></p> <ul style="list-style-type: none"> <li>• Punctuating speech correctly</li> <li>• Homophones</li> <li>• Prepositions</li> </ul>
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	<p>Guided reading:  <u>Each week there will be a reading skill focus:</u>  <b>Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</b></p> <p>↓  <u>Activities:</u>          Comprehension questions/          Hot seating/          Conscience alley/          Roll on the wall/</p> <p>Character virtues Integrity, reasoning, reflection, judgement, curiosity, respect, community awareness, resourcefulness</p>	<p>Guided reading:  <u>Each week there will be a reading skill focus:</u>  <b>Comprehension/ vocabulary building/ retrieval/ inferring/ predicting</b></p> <p><b>Vocabulary</b> – effects of language used by author  <b>Hot seating</b> – asking questions  <b>Comprehension questions</b>  <b>Inferring character’s thoughts/motives/ actions</b></p> <p>Character virtues Integrity, reasoning, reflection, judgement, curiosity, respect, community awareness, resourcefulness</p>	<p>Guided reading:  <u>Each week there will be a reading skill focus:</u>  <b>Comprehension/ vocabulary building/ retrieval/ inferring/ predicting</b></p> <p>↓  <u>Activities:</u>          Comprehension questions/          Hot seating/          Conscience alley/          Roll on the wall/</p> <p>Character virtues Empathy, resilience, teamwork, autonomy, truthfulness, perseverance, Mutual Respect, humility, resourcefulness</p>	<p>Guided reading:  <u>Each week there will be a reading skill focus:</u>  <b>Comprehension/ vocabulary building/ retrieval/ inferring/ predicting</b>  <b>Performing newspaper reports/ debating</b></p> <p>Character virtues Integrity, reasoning, reflection, judgement, curiosity, autonomy, critical-thinking, respect, Individual Liberty community awareness, resourcefulness</p>	<p>Guided reading:  <u>Each week there will be a reading skill focus:</u>  <b>Comprehension/ vocabulary building/ retrieval/ inferring/ predicting</b>  <b>Performing playscript/ debating</b></p> <p>Character virtues Empathy, resilience, teamwork, autonomy, truthfulness, humility, perseverance, community awareness, honesty, resourcefulness</p>	<p>Guided reading:  <b>comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</b></p> <p>Character virtues Empathy, resilience, teamwork, autonomy, truthfulness, perseverance, Mutual Respect, humility, resourcefulness</p>
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<b>Maths</b>	<p><b><u>Number – Number and Place Value</u></b></p> <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</li> <li>compare and order numbers up to 1,000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1,000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas</li> </ul>	<p><b><u>Number - Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li> </ul>	<p><b><u>Number - Fractions</u></b></p> <ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li> <li>compare and order unit fractions, and fractions with the same denominators</li> <li>solve problems that involve all of the above</li> </ul>
	<p><b><u>Number- Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>a three-digit number and 1s</li> <li>a three-digit number and 10s</li> <li>a three-digit number and 100s</li> </ul> </li> <li>add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>	<p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables</li> <li>solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables</li> </ul>	<p><b><u>Measurement - Time</u></b></p> <ul style="list-style-type: none"> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, am/pm, morning, afternoon, noon and midnight</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>compare durations of events [for example, to calculate the time taken by particular events or tasks]</li> </ul>
	<p><b><u>Number - Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> </ul>	<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>measure, compare, add and subtract lengths (m/cm/mm)</li> <li>measure the perimeter of simple 2-D shapes</li> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>	
		<p><b><u>Number - Fractions</u></b></p> <ul style="list-style-type: none"> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> </ul>	<p><b><u>Geometry: Properties of Shape</u></b></p>

		<ul style="list-style-type: none"> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> </ul>	<ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>recognise angles as a property of shape or a description of a turn</li> <li>identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</li> </ul>
	<p><b>Character Virtues</b>  Character virtues are embedded across the mathematics curriculum to provide children with the opportunity to develop such virtues. For example: <b>Performance virtues</b> such as resilience, teamwork, determination, perseverance, motivation, confidence  <b>Intellectual virtues</b> such as critical-thinking, autonomy, reasoning, reflection, judgement, resourcefulness</p>		



<p><b>Science</b></p> <p>asking scientific questions, developing investigative skills and writing up investigations</p>	<p>We will be learning about <b>Rocks</b> for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Rocks we will be learning about:</p> <ul style="list-style-type: none"> <li>to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>to describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>to recognise that soils are made from rocks and organic matter.</li> </ul> <p>Empathy – Understanding climate change and taking responsibility for our own actions</p>	<p>We will be learning about <b>Light</b> for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Light we will be learning about:</p> <ul style="list-style-type: none"> <li>To recognise that they need light in order to see things and that dark is the absence of light</li> <li>To notice that light is reflected from surfaces</li> <li>To recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>To recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> </ul> <p>Individual Liberty – Children will use freedom of choice to pick an investigation and carry it out relating to formation of shadows. They will also use freedom of choice to decide who is correct and why and ensure they have their say when looking at concept cartoons.</p>	<p>We will be learning about <b>Animals including Humans</b> for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Animals including Humans we will be learning about:</p> <ul style="list-style-type: none"> <li>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food (unlike plants); they get nutrition from what they eat.</li> <li>To identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p>Mutual Respect – how are animals being respected? In the same way as humans? Respect for their habitats and environment</p>	<p>We will be learning about <b>Forces and Magnets</b> for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Forces and magnets we will be learning about:</p> <ul style="list-style-type: none"> <li>To compare how things move on different surfaces.</li> <li>To see that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>To observe how magnets attract or repel each other and attract some materials and not others.</li> <li>To compare and group some materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</li> <li>To describe magnets as having two poles.</li> <li>To predict whether two magnets will attract or repel each other, depending on</li> </ul>	<p>We will be learning about <b>Plants</b> for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Plants we will be learning about:</p> <ul style="list-style-type: none"> <li>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk. Leaves and flowers</li> <li>To explore the requirements of plants for life and growth and how they vary from plant to plant.</li> <li>To investigate the way in which water is transported within plants.</li> <li>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p>Gratitude – Being grateful for nature and plants so that we have food to eat</p>
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				<p>which poles are facing.</p> <p>Perseverance and meticulousness during investigations – testing repeatedly to obtain fair results</p>	
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**PSHE & Character formation**

	Theme: Relationships		Theme: Living in the wider world		Theme: Health and wellbeing	
	<u>Being Me in My World</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Relationships</u>	<u>Family roles and responsibilities</u>	<u>Changing Me</u>
	<p>Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <ul style="list-style-type: none"> <li>• Getting to know each other</li> <li>• Our Nightmare School</li> <li>• Our Dream School</li> <li>• Rewards and Consequences</li> <li>• Our Learning Charter</li> <li>• Owing our Learning Charter</li> </ul> <p><b>Honest:</b> Scenarios; Honesty Role Play</p>	<p>Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <ul style="list-style-type: none"> <li>• I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</li> <li>• I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help</li> </ul> <p><b>Caring</b> Caring for our school and families <b>Respect:</b> Showing Respect Whilst Out and About; Showing Respect at Home</p>	<p>Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p> <ul style="list-style-type: none"> <li>• I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others.</li> <li>• I can explain how these feelings can be stored in my internal treasure chest and why this is important.</li> </ul> <p><b>Cooperation</b> Bury the hatchet, strengths and needs</p>	<p>Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p> <ul style="list-style-type: none"> <li>• I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</li> <li>• I can express how being anxious/ scared and unwell feels.</li> </ul> <p><b>Determination:</b> If at First You Don't Succeed/ I'm a Believer</p>	<p>Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends.</p> <ul style="list-style-type: none"> <li>• I can explain how my life is influenced positively by people I know and also by people from other countries.</li> <li>• I can explain why my choices might affect my family, friendships and people around the world who I don't know.</li> </ul> <p><b>Caring-</b>Caring for our school and families <b>Respect:</b> Showing Respect Whilst Out and About; Showing Respect at Home</p>	<p>Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <ul style="list-style-type: none"> <li>• I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</li> <li>• I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</li> </ul> <p><b>Curiosity- Challenging my ideas</b></p>



<p>History</p>	<p><b><u>Prehistoric Britain</u></b></p> <p>In this unit children are going to a Journey through a million years of prehistory with this fascinating 'Prehistoric Britain' unit. Starting with the Stone Age and going right through to the Bronze Age and ending with the Iron Age, children will discover how humans first came to Britain, how they lived and what developments were made in each era.</p> <p><b>Black History Month:</b> We will research about why we celebrate the black history month and the story of the 'Windrush' arriving in Britain. We will also explore the impact of the Windrush on Britain and write a diary from the point of view of a passenger on the 'Windrush'.</p> <p>(Individual liberty – how there was not much of this during this period of time)</p>		<p><b><u>Invaders and settlers – Romans</u></b></p> <p>Through this unit we will travel back to Roman Britain as children will explore why Britain was invaded and settled by the Romans and what effects this had on the future of Britain. This unit teaches children everything they need to know about the rise of the Roman Empire in Britain, opposition from the Celts, the legacy that was left behind when they went home, and much more.</p> <p>Geography link Looking at Londiniu. Then and Now.</p> <p>(Courage linked to the invasion of Britain by the Romans and the resistance of the British tribes to the invasion)</p>
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<p>Geography</p>		<p><b><u>Investigating our local area</u></b>          In this unit children are encouraged to take a closer look at their local area as they explore different features of the community. Start by using maps to spot familiar places and give directions to and from local points of interest, then teach children the difference between physical and human features. Putting their geographical skills to the test, children will have the chance to examine services in the local area and create a survey of jobs and travel. Finally, consolidate their knowledge by asking them to evaluate their local area and provide information for visitors and tourists.</p> <p>(Community awareness –be aware of my local area)</p>	<p><b><u>Exploring Madagascar</u></b>          Through this unit we will travel to Madagascar! Amazing animals, varying landscapes, tropical climate and bustling cities. This 'Exploring Madagascar' unit will make children fascinated by Madagascar (Eight points of the compass/4 – 6 finger grid references, symbols and keys). Give children the opportunity to investigate Madagascar's wildlife, location, climate and physical geography using the detailed maps and resources provided in this scheme of work. They will also explore Madagascar's trade and climate patterns. This unit provides opportunities for children to locate major cities in</p>	<p><b><u>Ancient Greece</u></b>          In this unit, we take children to Greece, they will learn about the impact Greece had the western world. Children will Identify reasons for and results of people's actions and understand why people may have wanted to do something.</p> <p>(Curiosity –to compare UK to Greece)</p>	
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			<p>Madagascar and investigate the human and physical features found there. The children will compare and contrast Madagascar to the United Kingdom with the use of detailed image cards and clear maps and photos.</p> <p>(Respect – How much are we respecting our natural resources and environment?)</p>		
Art	<p><b><u>Stone age art</u></b></p> <p>In this unit, children will be exploring art using a variety of materials such as charcoal, paint, sandpaper, to replicate and observe prehistoric art.</p> <p><i>Key Skills: extended writing, technique, artist, paint, observation</i></p>		<p><b><u>Pointillism</u></b></p> <p>Through this Art Unit, we will learn the painting technique – Pointillism. Pointillism is a technique where fine dots of color are applied to form patterns and images. The dots are so close together that the colours appear to blend. We will also learn about Georges Seurat who has created some of the most famous paintings using this technique. We will explore some of his famous paintings like ‘A Sunday Afternoon on the island of La Grande Jatte’. Finally, we will create our own artwork in the style of Georges Seurat.</p> <p><i>Key Skills: artist, paint, observation, pattern making,</i></p>	<p><b><u>Investigating patterns</u></b></p> <p>Through this Art Unit, we will learn about the British artist Bridget Riley and look at how she used colours, patterns and geometric shapes in her art. We will explore Optical Illusions which often employs geometric forms in black and white. We will study Bridget Riley’s paintings in detail to learn how she used optical illusion in her paintings to create movement.</p> <p><i>Key Skills: Artist, collage, shape, pattern making</i></p> <p><b><u>Mosaic</u></b></p> <p>We will look at the craft of creating Mosaic. Mosaics are patterns or images made of pieces of coloured stone, glass or ceramic. They are often used as floor and wall decorations. Mosaics were particularly</p>	

			<p>popular in the Ancient Roman World. Linking with our Roman Topic in History, we will finally create a class mosaic using tiny parts to create a whole image.</p> <p><i>Key skills: colour, using materials, pictorial, mosaic</i></p>
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DT		<p style="text-align: center;"><b><u>DT: Packaging</u></b></p> <p>This DT 'Packaging' unit is a fantastic way of teaching children about the design, function and purpose of a variety of types of packaging. Start by examining some familiar kinds of food packaging before looking at how 3D nets can be used to make packaging boxes, and how graphics and fonts enhance a product</p>	<p style="text-align: center;"><b><u>Creating Shadow Puppet theatre</u></b></p> <p>This DT ' Shadow Puppet_' unit is a fantastic way of teaching children about how to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
	<p><b>Character Virtues</b>  Character virtues are embedded across the Art and DT curriculum to provide children with the opportunity to develop such virtues. For example: <b>Performance virtues</b> such as resilience, teamwork, determination, perseverance, motivation, confidence  <b>Intellectual virtues</b> such as critical-thinking, teamwork, autonomy, reflection, judgement, resourcefulness</p>		

Computing	<p style="text-align: center;"><b>Autumn 1</b> <b>Theme: E-safety</b></p> <p>Pupils will learn why we use passwords and strategies to keep strong and secure passwords, explore the concept of people connecting with people on the internet, examine product websites and the purpose of how people are encouraged to buy the product, explore similarities and differences between in-person and online communications, and learn how to communicate effectively by email taking into account tone, purpose and audience of the</p> <p style="text-align: center;"><b>Autumn 2</b> <b>Theme: Animation</b></p> <p>During this unit, learners will use a range of techniques to create a stop frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p style="text-align: center;"><b>Spring 1</b> <b>Theme: Desktop publishing</b></p> <p>During this unit, learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p> <p style="text-align: center;"><b>Spring 2</b> <b>Theme: Branching databases</b></p> <p>During this unit, learners will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The learners will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.</p>	<p style="text-align: center;"><b>Summer 1</b> <b>Theme: Sequence in music</b></p> <p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p> <p style="text-align: center;"><b>Summer 2</b> <b>Theme: Events and actions</b></p> <p>This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program..</p>
Music & Performing Arts	<p style="text-align: center;"><b>Music: Harrow music services</b> <b>Singing/Moving</b></p> <p>Singing development/aural awareness Singing games and rounds</p>	<p style="text-align: center;"><b>Music: Harrow music services</b> <b>Recorder Introduction/Singing/ Body Percussion1</b></p> <p>Singing development – rounds and singing games</p>	<p style="text-align: center;"><b>Music: Harrow music services</b> <b>Ensemble Development</b></p> <p>Recorder skills – tonguing, minimum notes BAGCD</p>

	Development of aural awareness and musical literacy using Solfa.	Teacher led body percussion – coordination development Recorder skills – tonguing, minimum notes BA or CA. Reading from staff notation.	Mixture of rote learning, staff notation and playing from memory Playing and singing in parts (rec/sing/body perc/classroom perc if available)
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PE/health and wellbeing.

**Physical Education**

**Autumn 1: Athletics 1**

Children will get to explore running, jumping and throwing activities and take part in simple challenges and competitions. They will experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.

*Civic – **Citizenship** working for the greater good of the team*

*Performance – **Resilience** in trying to improve performance*

**Autumn 2: Running**

Children will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.

*Civic – **Citizenship** working for the greater good of the team*

*Moral – **Integrity** in making honest decisions and accurate **judgements** (Intellectual)*

**Physical Education**

**Spring 1: Symmetrical and Asymmetrical**

Children work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.

*Moral – **Respect** by developing good sportsmanship*

*Intellectual – **Autonomy** in working independently to improve techniques*

**Spring 2: Wild animals**

Building on the dance skills from Year 2. The children will perform dances focusing on creating, adapting and linking a range of dance actions. They work with a partner and in small groups.

*Moral – **Courage** to perform to an audience*

*Performance – **Teamwork** working in pairs or small groups for shared outcome*

**Physical Education**

**Summer 1: Throwing & Jumping**

The children will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance

*Moral – **Respect and compassion** by developing good sportsmanship*

*Performance – **Perseverance** in trying to improve performance*

**Summer 2: Dodgeball**

Children will learn how to direct the ball towards a target area and away from an opponent. Thinking about how they can use the skills, strategies and tactics they learn to score points and outwit an opponent.

*Performance – **Perseverance** in trying to improve performance*

*Intellectual – **Critical thinking** using strategies and tactics they learn to score points and outwit an opponent*

<p><b>Yoga</b></p>	<p>Mudra: Bhairavi mudra: harmony and balance Develop concept of Drishti – help in balancing asana and focus.</p> <p>Pranayama/Kriya: Bastrika: oral practise Asana: padahastasana, ardhadhakrasana, trikonasana. Bhadrasana Stillness</p> <p><b><u>Meditation</u></b> Sense meditation/visualisation Story of Diwali through yoga postures.</p>	<p>Mudra: Bhairavi mudra: harmony and balance Develop concept of Drishti – help in balancing asana and focus.</p> <p>Pranayama/Kriya: Bastrika: oral practise then onto nasal practise.</p> <p>Asana: vrukshana: utkatasana. Continue practise and develop asana from Autumn term. Stillness. Visualisation/use of imagination: sense mediation</p> <p><b><u>Meditation</u></b> Sense meditation/visualisation Continue to focus on physical flexibility around the pelvis and legs Pranayama/Kriya: Bastrika: oral practise Asana: padahastasana, ardhadhakrasana, trikonasana. Bhadrasana Stillness – challenge: Can you keep your eyes closed?</p>	<p>Pranayama: Nadi shodhana Mudra: Jnaana Mudra – attainment of knowledge.</p> <p>Surya namaskar sequence: focussing on Padahastasana, Ashwasanchalan asana and Chaturanga dandasana Introduce Trataka: eye exercises</p> <p><b><u>Meditation</u></b> Can we close our eyes and meditate on something?</p>
<p><b>PRE</b></p>	<p><b>Autumn 1</b> <b><u>Theme: Don't worry be happy</u></b> Pupils will explore the meaning of happiness and discuss how humans find happiness. They will also research and find out how people celebrate (from different cultures and religious traditions). Teachers will help pupils unpick the difference between material objects of happiness (e.g. buying the latest playstation) and spiritual happiness (e.g. meaningful connections)</p>	<p><b>Spring 1</b> <b><u>Theme: Krishna's Avatars</u></b> Pupils will learn about the avatars of Krishna and identify the meaning behind each Avatar's appearance on earth. They will explore the stories through drama, dance and reading adapted texts from the tenth canto of the Bhagavatam. They will begin to explore the nature of Divine spirit in the material world, and learn about the difference between the spiritual</p>	<p><b>Summer 1</b> <b><u>Theme: Justice</u></b> Pupils will consider the question: how come good things happen to people who act badly? How come bad things happen to those who act well?  They will consider the notion of equality and fairness, exploring issues and events in their own contexts. Informed by circle time and PSHE teaching strategies, pupils will experiment with different</p>

	<p>with friends and family influenced and not influenced by religious guidance/expectations).</p> <p style="text-align: center;"><b>Autumn 2</b></p> <p style="text-align: center;"><b><u>Theme: Communicating with the divine</u></b></p> <p>Pupils will learn about the meaning of prayer. They will focus in more depth on the power and meaning of meditation (exploring the similarities and differences of chanting the Maha Mantra with chants from other traditions: Om Mane Padme Hum, Allah Hoo, Nam yo ho renghe kyo, Hail Mary) as an individual and collective practice. They will ask questions about the nature of the Divine: e.g. How can we make contact with Krishna? Does He listen? How do we know? This will lead to a knowing about Deities and the process of serving them in the Hindu tradition, particularly those related to Krishna in the Chaitanya tradition.</p> <p style="text-align: center;"><b><u>Writing opportunities:</u></b></p> <p style="text-align: center;">- <b>Letter writing (prayer to God)</b></p>	<p>and material worlds from a Vaishnava perspective.</p> <p style="text-align: center;"><b><u>Writing opportunities:</u></b></p> <p style="text-align: center;">- <b>Story writing about an avatar of Krishna</b></p> <p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;"><b><u>Theme: Charity</u></b></p> <p>Pupils will learn about the value and importance of charitable acts in the Vaishnava tradition and compared to Islam (Zakat). Drawing from a variety of stories, pupils will discuss the impact of acting charitably (including giving money but more importantly in behaving charitably towards one another by living the values of the school in an authentic and considered way). They will relate charity with Karma and free will, so that they are able to relate positive acts as contributing to positive benefits for themselves in the future. Teachers should plan opportunities for pupils to plan, organize and deliver a charitable event (e.g. prepare a performance or afternoon tea for the local elderly person care home)</p>	<p>outcomes of scenarios that challenge their understanding of Justice. They will build on their introduction to Karma from the previous term, and discuss and evaluate what this means in relation to the question of suffering and injustice in the material world. They will compare this view with the notion of heaven and hell in Abrahamic traditions (focused on Christianity)</p> <p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;"><b><u>Theme: Philosophers and their questions</u></b></p> <p>They will be invited to practice and reflect upon common practices in the Vaishnava tradition (e.g. Japa meditation, Kirtan). They will further study the life of Krishna Chaitanya as Krishna incarnate and ultimate devotee and learn what the key messages of his philosophy are. They will explore explicitly the Dasa Mula Tattva principles</p> <p>As a comparative study the concept of a personal relationship (or not) with God and the approach to God made by different religions (Christianity, Catholicism, Islam, Judaism) will be made.</p>
Sanskrit	<p style="text-align: center;"><b>Written:</b> Matra Abhyasah</p> <ul style="list-style-type: none"> <li>• Alphabet revision</li> </ul> <p><b>Verbal:</b> Bhagwat Gita verses + Samskrita Vidhyarambha</p> <ul style="list-style-type: none"> <li>• Unit 1, Introductions and greetings</li> <li>• Unit 2, Classroom expressions</li> </ul>	<p style="text-align: center;"><b>Written:</b> Matra Abhyasah</p> <ul style="list-style-type: none"> <li>• Combining vowels with consonants</li> </ul> <p><b>Verbal:</b> Bhagwat Gita verses + Samskrita Vidhyarambha</p> <ul style="list-style-type: none"> <li>• Unit 3, People and places</li> <li>• Unit 4, Krishnas family</li> </ul>	<p style="text-align: center;"><b>Written:</b> Matra Abhyasah</p> <ul style="list-style-type: none"> <li>• Extended vowels and Halants</li> </ul> <p><b>Verbal:</b> Bhagwat Gita verses + Samskrita Vidhyarambha</p> <ul style="list-style-type: none"> <li>• Unit 8, Food</li> <li>• Unit 9, Colours</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Unit 5, My family</li><li>• Unit 6, What is Krishna doing?</li><li>• Unit 7, Animals</li></ul> |  |
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**Key notes:**

- Key skills, values and attitudes must be apparent throughout the curriculum. This must be reflected in the weekly planning.
- There will be 6 key themes which encompass the key text and sum up the curriculum with an engaging big question or phrase eg: 'Are we alequal?'
- Enrichment links are class specific; World Festival days are whole school and will be provided.
- British Values: Democracy, Rule of Law, Individual Liberty, Mutual resepects and tolerance for those with different faiths.
- Educational Visits must be planed and confirmed in advance for the year ahead.
- PSHE will be planned together following the staff INSET as well as Music and PA.
- Artis planning information must be more specific and lined to English/Topic, please provide this information.
- History and Geography must taught at least 3 units of each, however this can be at your discretion following discussions with SLT. There must be more enquiry based and developing key skills rather than the emphasis on fact finding.
- Computing/Sanskrit and PRE planning will be provided and agreed by the Computing Lead.
- Science, please see National Curriculum for guidance, there should be links with Mathematics such as collecting, analysing and presenting data.
- P.E, Health and Wellbeing will be provided and agreed by the PE Lead and Yoga Teacher.