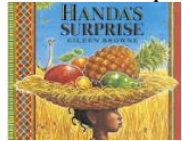



Avanti House Primary School		Curriculum Map 2021-2022				
Year 1	Autumn Term	Spring Term			Summer Term	
Character virtues	Intellectual Moral Civic Performance					
Real life opportunities	<p>TRANSITION FROM EYFS – YEAR 1</p> <p>Understanding class and school rules. Avanti and British Values. Understand change and have a sense of belonging. Cooking</p> <p>Collaborating and working in groups, sharing ideas and listening to each other. Cooperating in a group. Take responsibility for learning and managing distractions.</p> <p>Walking down a local residential street Recap virtual EYFS animal experience To research and collect data to ask and answer questions. To make simple comparisons.</p> <p>Teachers and students bringing in their own toys to compare Set up a safari adventure in the playground or in the classroom Making links between the learning and real life experiences, eg: holidays, lock down, family connections (talking to grand parents who lived in Africa) Opportunities to make links between whole class learning and child initiated learning</p>					
Avanti Values/British Values	Empathy Democracy and the rule of law	Self -discipline	Respect Individual Liberty	Integrity Mutual respect	Courage Tolerance of faiths	Gratitude
Enrichment links, class specific	Understanding Black History and why it is important	Christmas/ Diwali How can we show self-discipline? Why is it important?	What is the importance of cooperation?	<i>Easter Assembly – Understanding similarities and differences between celebrations/ faiths</i>	Why is it important to be courageous?	<i>Ratha Yatra Assembly</i> What/who are you grateful for?

World Festivals/Days	Rosh Hashanah, Yom Kippur Remembrance Day Diwali Guru Nanak's birthday Chanukah Christmas		Holocaust Memorial Appearance of Sri Nityananda World Book Day Gaura Purnima Easter		Ram Navami Narasimha Chaturdasi Multi Faith Art Week International Yoga Day	
Educational Visits including in house workshops	TBC		Jungle Workshop (Drama)		Natural History Museum, Tring	
Core Texts	<p>Room on the Broom</p>  <p>Handa's Surprise</p>  <p>The Sandwich that Max made</p> 	<p>Hansel and Gretel</p>  <p>Song/Poem - <i>Pete the Cat: I love my white shoes</i></p> <p>PRE Text: Lord Indra's Wrath</p>	<p>The Gruffalo</p>  <p>The Gruffalo's Child</p> 	<p>The Selfish Crocodile</p>  <p>PRE text: Krishna and the pearls</p>	<p>Monkey Puzzle</p>  <p>We are going on a bear hunt</p> 	<p>Where the Wild Things Are</p>  <p>PRE text: TBC</p>
SPAG (Lessons to be covered within the input teaching of writing lessons/ or discrete 30	<p>-Using capital letters, full stops and finger spaces 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>-Using capital letters, full stops and finger spaces in sentence writing.</p> <p>- Beginning to further punctuate sentences using question marks or exclamation marks.</p> <p>-Using commas to separate adjectives.</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.</p> <p>Continue to understand the terms singular and</p>	

<p><i>minute lessons weekly)</i></p>	<ul style="list-style-type: none"> - Writing from memory simple sentences dictated by the teacher that include words using GPCs and Common Exception Words - Composing a sentence orally, saying out loud what they are going to write about - Writing sentences that make sense -Using connectives/conjunctions to join words and clauses - Naming the letters of the alphabet in order <p>Spelling:</p> <ul style="list-style-type: none"> -Words using phonemes from Phases 2, 3 and 5 -Year 1 common exception words. 		<ul style="list-style-type: none"> -Spell by using their phonics knowledge, their knowledge of the high frequency words and common exception words. -Using connectives to join words and clauses - ‘and’ and ‘because’ -Understanding how words are joined together make sentences. -- Composing a sentence orally, saying out loud what they are going to write about - How to write so their sentences that makes sense. -Using the prefix un- -Using adjectives and adverbs in their writing. -Understanding the terms singular and plural, and knowing when to use –es, -s, -ies in words. <p>Spelling:</p> <ul style="list-style-type: none"> -Words using all the basic phonemes taught, up to Phase 5 -Year 1 common exception words - Begin to apply simple spelling rules (-s, -es) 		<p>plural: adding the suffixes -er, –ed, -ing and -est to verbs where no change is needed to the root word Using adjectives and adverbs in their writing.</p> <p>Spelling:</p> <ul style="list-style-type: none"> -Spell by using their phonics knowledge, their knowledge of the high frequency words and common exception words. -Words using all the basic phonemes taught, up to Phase 5 -Alternative pronunciations -Year 1 common exception words and begin to look at some Year 2 common exception words 	
<p>English</p>	<p><u>We will be focussing on:</u> <i>Transition Phase</i> Recount -Describe and recall events from their Summer holidays -listen to other recounts and ask relevant questions</p> <p>Stories from other Cultures Key Text: The Sandwich that Max made Non-Fiction</p>	<p><u>We will be focussing on:</u> Traditional Tales Key Text: Lord Indra’s Wrath</p> <p>Narrative - Character and setting description (appearance and personality- link to Art) <i>P&A: to describe/family</i> Key Text: Hansel & Gretel</p>	<p><u>We will be focussing on:</u> Stories by the Same Author Key Text: The Gruffalo Narrative/Explanation -Story maps/pictures with captions Character Descriptions: - Gruffalo description - Creating own monster (link to Art and D&T) <i>P&A: to describe</i> Key Text: Cave Baby (Link to History & Science- comparing</p>	<p><u>We will be focussing on:</u> Stories with Familiar Settings Key Text: The Selfish Crocodile Discussion -Character feelings and changes through the story (link to PSHE) <i>P&A: to analyse</i> Narrative -Settings description - Using a range of adjectives to describe a setting - Describing school</p>	<p><u>We will be focussing on:</u> Stories with Repetitive Patterns Key Text: We going on a Bear Hunt Recount - Writing a letter and writing a response to a letter <i>P&A: to describe/inquire</i> Key Text: Monkey Puzzle Persuasion Text -Adverts</p>	<p><u>We will be focussing on:</u> Fantasy Stories Key Text: Where the Wild Things Are Narrative - Creating a sequel to the story Creating a character/setting: links to Art week <i>P&A: to entertain</i></p> <p>Discussion Comparisons between texts: Links to Multi-Faith</p>

	<p>- Lists (to list the ingredients) - Label (to draw and label a sandwich), extend by writing captions - Compose sentences orally and write simple sentences that make sense <i>P&A: to inform my peers/family about how to make a sandwich (link to Computing)</i></p> <p>Instructional Key Text: Room on the Broom - Instructions (how to make a potion- link to Maths, time) <i>P&A: to instruct -to know how to make/value of empathy –to inform family/peers/class/teacher</i></p> <p>Key Text: Handa’s Surprise Narrative - Story sequence/ Story re tell - Description - Opinion <i>P&A: to describe/friendship - PSHE</i></p> <p><u>Guided reading:</u></p>	<p>- Story retell (beginning, middle and end) - Story setting <i>P&A: to explain/retell -class/teacher</i></p> <p>Nativity story - Story sequence -Role Play, act the story out</p> <p>Instructional -How to make a Christmas tree/snowflake/ decorations (Link to D&T and Maths – using shapes) <i>P&A: to instruct (link to Computing)</i></p> <p>Poetry Acrostic poems Diwali Rhyming</p> <p>Information text Non-fiction terminology introduced</p> <p><u>Guided reading:</u> <u>Each week there will be a reading skill</u> focus: Comprehension/ summarising/ vocabulary building/</p>	<p>childhood and animals in the past).</p> <p>Narrative -Story retell using speech from text <i>P&A: to entertain younger children and perform to EYFS</i> <u>Guided reading:</u> <u>Each week there will be a reading skill</u> focus: Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting Decoding focus (phase 5 and begin pseudo words in Spring 2)</p> <p><u>Activities:</u> Comprehension questions/ Hot seating/book reviews/vocabulary</p> <p>Character virtues Empathy, resilience, teamwork, autonomy, truthfulness, perseverance, resourcefulness</p>	<p>setting (Link to Geography/ Topic and Computing) <i>P&A: to inform a visitor of what the school looks like</i></p> <p>Easter Story Recount Diary Entry - Writing from character perspective (Link to Empathy) <i>P&A: to perform Easter assembly in front of an audience</i></p> <p>Poetry Poetry recitals <u>Guided reading:</u> <u>Each week there will be a reading skill</u> focus: Comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting</p> <p>Character virtues Empathy, resilience, teamwork, autonomy, truthfulness, perseverance, resourcefulness, curiosity</p>	<p>-Create posters (Link to Computing – make posters using computer programme) - Use of emotive language <i>P&A: to persuade</i></p> <p>Non-chronological report Key skill taught and implemented in Topic <i>P&A: to analyse</i></p> <p>Comprehension based on key texts Book reviews</p> <p><u>Guided Reading:</u> Reading and comprehension Decoding focus (pseudo words and preparation for phonics check in June) Focus on inferencing skills <u>Activities:</u> Comprehension questions/ Hot seating/book reviews/vocabulary</p> <p>Character virtues Empathy, resilience, teamwork, autonomy, truthfulness, , perseverance, honesty, curiosity</p>	<p>Information text Research non-fiction text and create fact file <i>P&A: to analyse</i></p> <p>Poetry TBC</p> <p>Comprehension based on key texts Book reviews</p> <p><i>(Phonics Screening Check Focus. Specific SPAG and Phonics Revision based on needs of the individual classes.)</i></p> <p><u>Guided reading:</u> comprehension/ summarising/ vocabulary building/ retrieval/ inferring/ predicting Decoding focus (pseudo words and preparation for phonics check in June) Focus on inferencing skills</p> <p>Character virtues Empathy, resilience, teamwork, autonomy, truthfulness, , perseverance, honesty, curiosity</p>
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	<p><u>Each week there will be a reading skill focus:</u> Decoding focus (phonics baseline assessment with focus on phase 3 & 4) Reading for meaning (basic comprehension and interpreting texts)</p> <p><u>Activities:</u> Comprehension questions/ Hot seating/book reviews/vocabulary</p> <p>Character virtues Empathy, resilience, teamwork, autonomy, perseverance</p>	<p>retrieval/ inferring/ predicting and continuation of decoding focus (phonics baseline assessment with focus on phase 3 & 4) Reading for meaning (basic comprehension and interpreting texts)</p> <p>Character virtues Compassion, courage honesty, determination, respect</p>				
<p>Maths</p>	<p><u>Number: Place Value (within 10)</u> - Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. (Link to History All About Me) - 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> <p><u>Number: Addition and Subtraction (within 10)</u> - Represent and use number bonds and related subtraction facts within 10 - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p><u>Number: Addition and Subtraction (within 20)</u> - 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 objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p> <p><u>Place Value (within 50)</u> - 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.</p>	<p><u>Number: Multiplication and Division</u> - 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> <p><u>Number: Fractions</u> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. (link to cooking) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><u>Geometry: Position and Direction</u> - Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>			

	<ul style="list-style-type: none"> - 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. <p><u>Geometry: Shape</u></p> <ul style="list-style-type: none"> - 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. - Use 2d and 3d shapes to construct settings/ characters/objects (Link to English & D&T) <p><u>Number: Place Value (within 20)</u></p> <ul style="list-style-type: none"> - Count to 20, forwards and backwards, beginning with 0 or 1, from any given number. - Count, read and write numbers to 20 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. 	<ul style="list-style-type: none"> - 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. <p><u>Measurement: Length and Height</u></p> <ul style="list-style-type: none"> - 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). <p><u>Measurement: Weight and Volume</u> (link to cooking activities)</p> <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><u>Number: Place Value (within 100)</u></p> <ul style="list-style-type: none"> - 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. <p><u>Measurement: Money</u></p> <ul style="list-style-type: none"> - Recognise and know the value of different denominations of coins and notes (Link to History/Topic – buying toys/ coins have changed) <p><u>Measurement: Time</u></p> <ul style="list-style-type: none"> - Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening- ongoing display). (Link to English) <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)
	<p>Character Virtues</p> <p>Character virtues are embedded across the mathematics curriculum to provide children with the opportunity to develop such virtues. For example:</p> <p>Performance virtues such as resilience, teamwork, determination, perseverance, motivation, confidence</p> <p>Intellectual virtues such as critical-thinking, autonomy, reasoning, reflection, judgement, resourcefulness</p>		

<p>Science</p>	<p>Animals including humans – link to Topic All About Me</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><i>Asking simple questions and recognising that they can be answered in different ways</i></p> <p><i>Identifying</i></p> <p>Character Virtues: Intellectual virtues such as critical-thinking, autonomy, reasoning, reflection</p> <p>Intro to Seasons- link to Topic UK</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)</p>	<p>Animals including humans – make links to Topic Africa</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 - Naming a variety of common animals that are carnivores, herbivores and omnivores. <p><i>Gathering and recording data to help answer questions.</i></p> <p><i>identifying and classifying</i></p> <p>Character Virtues: Intellectual virtues such as critical-thinking, autonomy, reasoning, reflection</p>	<p>Everyday Materials</p> <ul style="list-style-type: none"> - Identify and name a variety of everyday materials (wood, plastic, glass, metal, water and rock?) - How we can recognise different materials - The different properties of materials - What materials are waterproof? Or what materials can be used to make objects (link to Topic Africa, eg: materials to keep animals safe/ jeep) <p><i>identifying and classifying</i></p> <p><i>Gathering and recording data to help answer questions.</i></p> <p><i>Performing simple tests</i></p> <p>Science Week Learning (changes annually)</p> <p>Character Virtues: Performance virtues such as resilience, teamwork, determination, perseverance, motivation, confidence</p> <p>Intellectual virtues such as critical-thinking, autonomy, reasoning, reflection, judgement, resourcefulness</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 - Make observations of growing plants - 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) - Experiments around plants and how/what they need to grow (condition/environment) <p><i>identifying and classifying</i></p> <p><i>Gathering and recording data to help answer questions.</i></p> <p><i>Performing simple tests</i></p> <p>Character Virtues: Civic such as service, community awareness.</p> <p>Intellectual virtues such as critical-thinking, autonomy, reasoning, reflection, judgement, resourcefulness</p>	<p>Seasons- link to Topic UK</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><i>Asking simple questions and recognising that they can be answered in different ways</i></p> <p><i>Identifying</i></p> <p><i>Using observations and ideas to suggest answers</i></p> <p>Character Virtues: Intellectual virtues such as critical-thinking, autonomy, reasoning, reflection, judgement, resourcefulness</p>
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<p>PSHE and character formation</p> <p>(AR to plan – based on Jigsaw)</p>	<p>Be Me in My World</p> <p>Help others to feel welcome Try to make our school community a better place Think about everyone’s right to learn Care about other people’s feelings Work well with others Choose to follow the Learning Charter</p>	<p>Celebrating Difference</p> <p>Accept that everyone is different</p> <p>Include others when working and playing</p> <p>Know how to help if someone is being bullied</p> <p>Try to solve problems</p> <p>Use kind words</p> <p>Know how to give and receive compliments</p>	<p>Dreams and Goals</p> <p>Stay motivated when doing something challenging Keep trying even when it is difficult Work well with a partner or in a group Have a positive attitude Help others to achieve their goals Are working hard to achieve their own dreams and goals</p>	<p>Healthy Me</p> <p>Have made a healthy choice Have eaten a healthy, balanced diet Have been physically active Have tried to keep themselves and others safe Know how to be a good friend and enjoy healthy friendships Know how to keep calm and deal with difficult situations</p>	<p>Relationships</p> <p>Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel upset or hurt Know and show what makes a good relationship</p>	<p>Changing Me</p> <p>Understand that everyone is unique and special Can express how they feel when change happens Understand and respect the changes that they see in themselves Understand and respect the changes that they see in other people Know who to ask for help if they are worried about change Are looking forward to change</p>
<p>History</p>	<p><u>All About Me – Childhood Then and Now</u> (<i>Autumn 1</i>)</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 – make links to their older generations - Making links to how schooling/ childhood changed during COVID <p><i>Key Skills: understanding changes within living memory- where appropriate these should be used to reveal aspects of change in national life</i></p> <p>(Reflection – what makes me who I am)</p>		<p><u>Local History</u> (<i>Spring 2</i>) TBC</p> <ul style="list-style-type: none"> - Investigate and research historical events, places or people in our locality - Explore timelines - Explore changes, similarities and differences - Research key events - How has the Bhaktivendanta Manor changed? What is its History? - Explore Tudor houses and difference between other buildings <p><i>Key Skills: significant historical events, people and places in their own locality</i></p> <p>(Community Awareness – How has my area changed)</p> <p>(Curiosity – how have things changed from past to present).</p>		<p><u>Toys Past and Present</u> (<i>Summer 1</i>)</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 – events that beyond living memory that are significant nationally or globally</i></p> <p>(Resourcefulness – how there was not much of this during this period of time, how can I use the people in my life to give me information)</p> <p>(Gratitude – how is my life different to a child in the past)</p>	

<p>Geography</p>	<p>Africa (<i>Autumn 2</i>) African Habitats - Explaining why these different habitats are important to animals (link to Science) - Drawing key comparisons between these habitats African Homes – Link to Handa’s Surprise (English) - Thinking about the structure of a rural African home - Materials used according to the climate of the countries (Link to Science)</p> <p><i>Key Skills:</i> - <i>Place Knowledge: 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> (Curiosity – how does this learning link to knowledge of Animals and habitats in Science)</p>	<p>Let’s go on a Safari (<i>Spring 1</i>) - 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 - Identifying similarities and differences between Kenya and the U.K. - Write their own version going on a safari (link to narrative)</p> <p><i>Key Skills:</i> -<i>Locational Knowledge: name and locate the world’s seven continents and five oceans</i></p> <p>(Community Awareness – what is important to those in other parts of the world, how does their lifestyle differ from mine)</p>	<p>United Kingdom (<i>Summer 2</i>) - Explore the UK and its countries - Use maps and atlases to find areas in the UK - Use simple compass directions and locational language to describe locations (Link to maths) - Investigating and identifying a variety of local homes/ areas - Explore the school grounds, key human and physical features using observational skills and ariel photographs (link to Computing)</p> <p><i>Key Skills: Place and Human, Physical Geography:</i> - <i>use basic geographical vocabulary to refer to key human features, including city, town, village, factory, house, port, forest, wilderness</i> - <i>Understand geographical similarities and differences through studying small area of the United Kingdom</i> - <i>Seasonal and daily weather patterns</i> (Neighbourliness – what is in my local environment, what makes my locality the way it is)</p>
<p>Art</p>	<p>Art: Self Portraits – Link to Topic All About Me/ Africa (Understanding feelings and emotions) Key skills: observation, drawing, shading</p>	<p>Art: Giuseppe Archiboldo Key Skills: artist, collage, colour, texture - Spring 1</p>	<p>Art: Colour Creations (Summer 1) Artist: Gustav Klimt Key skills: artist, pattern, collage, portrait, mixed media</p>
<p>DT</p>	<p>DT: Cook -Fruits and Vegetables Link to Science/ nutrition Key skills: evaluation, using tools and techniques Making smoothies Creating a design for packaging Textiles – Using materials to create puppets and Christmas Decorations</p> <p>Character Virtues Character virtues are embedded across the Art and DT curriculum to provide children with the opportunity to develop such virtues. For example: Performance virtues such as resilience, teamwork, determination, perseverance, motivation, confidence Intellectual virtues such as critical-thinking, teamwork, autonomy, reflection, judgement, resourcefulness</p>	<p>DT: Eat More Fruit and Veg (Seasonal) Key skills: recipe, culinary, making, using tools - Spring 1</p> <p>Mechanisms: Making a moving story book – link to role play and English texts (use this for Easter production TBC)- Spring 2</p>	<p>DT: Sculpture (Summer 2) (design and create fantasy creature- <i>Where The Wild Things Are</i>) Key Skills: junk modelling, paper maché Mechanisms/ Structures: constructing a boat for the wild things- adding wheels/ windmills</p>

Computing	<p>Digital Literacy <u>E-safety</u> Pupils will learn about the places they can go online, how to search for pictures by clicking on letters of the alphabet, learn that many websites ask for information which is private, introduced to concept of ownership of creative work and explore how emails are used to communicate</p>	<p>Information Technology Digital Painting Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of other artists. Conclude by asking them to consider their preferences when painting with, and without, the use of digital devices.</p>	<p>Information Technology Digital Writing Promote your learners’ understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.</p>	<p>Information Technology Grouping Data This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p>	<p>Computer Science Moving a robot This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>	<p>Computer Science Introduction to animation This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>
Music	<p>Harrow Art Service – Subject to change <u>Musicianship 1</u> Singing voice development with focus on accurate pitching. Beat competency – gross motor movement, dancing, playing simple percussion Rhythm skills – beat/rhythm Rhythm patterns – ta, titi Solfa – SM</p>		<p>Harrow Art Service – Subject to change <u>Musicianship 2</u> Coordination – dancing and singing games with movement Rhythm skills development – rhythm patterns and word rhythms Rhythm patterns – ta, titi, shh Solfa – SML Handling percussion instruments</p>	<p>Harrow Art Service – Subject to change <u>Musicianship 3</u> More complex singing games with wider vocal range Playing rhythm patterns on percussion Rhythm patterns – ta, titi, shh, taa, tikatika(aural) From notation - ta, titi, shh, Solfa - SMLD</p>		

<p>PE/health and wellbeing.</p> <p>Complete P.E</p>	<p>Physical Education <u>Athletics Activities - Running & Jumping</u> 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><u>Intellectual:</u> <i>Autonomy</i> in working and improving on skills/movements and developing independency</p> <p><u>Performance:</u> <i>Perseverance</i> to try new/different ways of movement even when it is difficult</p> <p><u>Meditation</u> Meditation is practiced in the morning and half way through the day to reflect on learning.</p>	<p>Physical Education <u>Dance - The Zoo</u> 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><u>Moral:</u> <i>Courage</i> to perform to an audience</p> <p><u>Performance:</u> <i>Teamwork</i> working with others in a team/small group-working collaboratively</p> <p><u>Meditation</u> Meditation is practiced in the morning and half way through the day to reflect on learning.</p>	<p>Physical Education <u>Gymnastics Activities 1 - Wide, Narrow, Curled</u> 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><u>Civic:</u> <i>Volunteering</i> to perform and share with other in our class</p> <p><u>Performance:</u> <i>Perseverance</i> to try improve</p> <p><u>Meditation</u> Meditation is practiced in the morning and half way through the day to reflect on learning.</p>	<p>Physical Education <u>Games Activities 1 – Team building & Games For Understanding</u> 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><u>Intellectual:</u> <i>Autonomy</i> in working and improving and developing independency</p> <p><u>Civil:</u> <i>Citizenship</i> working collaboratively with other and contributing to the team</p> <p><u>Meditation</u> Meditation is practiced in the morning and half way through the day to reflect on learning.</p>	<p>Physical Education <u>Balls Skills- Feet & Hand</u> 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 and good co-ordination. We will look at simple attacking and defending tactics.</p> <p><u>Intellectual:</u> <i>Autonomy</i> working independently and improve skills and techniques</p> <p><u>Performance:</u> <i>Perseverance</i> to improve performance</p> <p><u>Meditation</u> Meditation is practiced in the morning and half way through the day to reflect on learning.</p>	<p>Physical Education <u>Health & Wellbeing</u> 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><u>Intellectual:</u> <i>Autonomy</i> working independently and improve skills and techniques</p> <p><u>Performance:</u> <i>Perseverance</i> to improve performance</p> <p><u>Meditation</u> Meditation is practiced in the morning and half way through the day to reflect on learning.</p>
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Yoga	<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>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 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>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>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>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>
PRE	<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 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</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 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>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 year of school, there will be some focus on ‘starting new things’. They will learn to confidently 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</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>

			relationships, with others and our environment.	To begin the long journey of self-improvement, we will learn to say 'sorry'.	through all-class dramatic re-enactment.	
Sanskrit	<u>Reading and Writing</u> Learning to read and write simple Vowels: A AA I II <u>Conversation</u> Using simple polite expressions <u>Storytime</u> My Friends: The Greatest Treasure. <u>Song/Verse</u> Gita:4.7	<u>Reading and Writing</u> Learning to read and write simple Vowels: U UU r Lr <u>Conversation</u> Learning how to request assistance <u>Storytime</u> Tucket the Bucket <u>Song/Verse</u> Gita – 4.8	<u>Reading and Writing</u> Learning to read and write Complex Vowels: E Ai O Au <u>Conversation</u> Asking questions Using Infinitive <u>Storytime</u> The Thirsty Crow <u>Song/Verse</u> Gita: 9.27	<u>Reading and Writing</u> Learning to read and write: Am Ah <u>Conversation</u> Learning how to ask permission to go somewhere. <u>Storytime</u> Animal names: The 4 Friends <u>Song/Verse</u> Upanishad Verse: Saha Naavavatu	<u>Reading and Writing</u> Introduction to the Devanagri Consonants <u>Conversation</u> Discussing the culture of using Respectful words within the school during conversation practice. <u>Storytime</u> The first well <u>Song/Verse</u> Upanishad Verse: Bhadrang Karnebhi 1	<u>Reading and Writing</u> Reading the Devanagri Script <u>Conversation</u> Role Playing <u>Storytime</u> Rosa Goes to the City <u>Song/Verse</u> Upanishad Verse: Bhadrang Karnebhi 2