









**Avanti House Primary School**

**Curriculum Map 2019-2020**

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

	<p>your new school? How can you help your new friends?"</p> <ul style="list-style-type: none"> <li>Pupils develop turn taking and sharing skills, showing care and empathy for peers</li> </ul>	<p>and cultural celebrations.</p> <ul style="list-style-type: none"> <li>Behavioural expectations on school trip.</li> <li>Linking cultural stories to our values. Eg Ravana's lack on self discipline in Diwali story</li> </ul>	<ul style="list-style-type: none"> <li>Thinking about school rules, creating own rules and making links to 'Rule of Law'.</li> </ul>	<p>individual liberty through freedom of speech (talking partner/ group work activities)</p>	<ul style="list-style-type: none"> <li>Pupils begin to understand and practice democracy through class votes, etc.</li> </ul>	<p>their transition into year 1, looking ahead to how they will show respect and self-discipline in their new setting.</p>
Enrichment links ,class specific	<ul style="list-style-type: none"> <li>Halloween (designing and building cards/ puppets/ other creative activities)</li> <li>Oppurtunites to delve into any current affairs</li> </ul>	<ul style="list-style-type: none"> <li>Nativity play (Christmas)</li> <li>Oppurtunites to delve into any current affairs</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year</li> <li>Valentines Day (creating cards and linking in with gratitude: how are we thankful to our parents or those we love)</li> <li>Oppurtunites to delve into any current affairs</li> </ul>	<ul style="list-style-type: none"> <li>Mother's Day (mothers day letters and appreciation cards/ notes: link in with Gratitude)</li> <li>Oppurtunites to delve into any current affairs</li> </ul>	<ul style="list-style-type: none"> <li>Oppurtunites to delve into any current affairs</li> </ul>	<ul style="list-style-type: none"> <li>Fathers day (mothers day letters and appreciation cards/ notes: link in with Gratitude)</li> <li>Oppurtunites to delve into any current affairs</li> </ul>
World Festivals/days	<ul style="list-style-type: none"> <li>Janmashtami</li> <li>Muslim New year</li> <li>Raksha Bandhan</li> </ul>	<ul style="list-style-type: none"> <li>Diwali</li> <li>Dusshera</li> <li>Srila Prabhupada's Disappearance Day</li> <li>Christmas</li> </ul>		<ul style="list-style-type: none"> <li>Holi</li> <li>Gaura Purnima</li> <li>Easter</li> <li>World Book Day</li> </ul>	<ul style="list-style-type: none"> <li>Narasimha Jayanti</li> </ul>	<ul style="list-style-type: none"> <li>Rath Yatra</li> <li>Father's Day</li> <li>Yoga day</li> </ul>
Educational Visits including in house workshops	<p>Teddy bear tea party with mums and dads. (in house)</p>	<p>Visit Church (Out of school)</p>	<p>Theatre Visit (fairy tale story) (in house)</p>	<p>Animal man (in house)</p>	<p>Fire Brigade Visit/ Paramedic visit/ Police Man/ woman visit</p>	<p>Farm (out of school)</p>

					(In house)	
Core Texts	<ul style="list-style-type: none"> <li>I am absolutely too small for school</li> <li>Harry and dinosaur goes to school</li> <li>Funnybones</li> <li>Titch</li> <li>Peepo</li> <li>Avacado baby</li> <li>Olivers Fruit Salad</li> </ul>	<ul style="list-style-type: none"> <li>Non Fiction books</li> <li>Elmer</li> <li>Christmas Story</li> <li>Diwali Story</li> <li>Mr Birthday (Mr Men book)</li> </ul>	<ul style="list-style-type: none"> <li>The Gingerbread Man</li> <li>Little Red Riding Hood</li> <li>Jack and the Beanstalk</li> <li>Goldilocks and Three Bears</li> <li>Hansel and Gretel</li> <li>Cinderella/ Snow white</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Monkey Puzzle</li> <li>Giraffes Can't dance</li> <li>Rumble in the Jungle</li> <li>Dear Zoo</li> <li>Handa's Surprise</li> </ul>	<ul style="list-style-type: none"> <li>Non Fiction books</li> <li>Police/ fire brigade/ doctors/ hospital/ teachers/ paramedics</li> </ul>	<ul style="list-style-type: none"> <li>Hungry Caterpillar</li> <li>Once there were giants/ when I grow up</li> <li>The tiny seed</li> <li>4 seasons make a year</li> <li>Zog</li> <li>Mad about minibeasts</li> </ul>
PSED	<ul style="list-style-type: none"> <li>Getting to know peers and adults: developing courage in a new setting</li> <li>Talking about ourselves, our interests and our families</li> <li>Settling into a new surrounding</li> <li>Following expectations: making links to rule of law, thinking about why we have rules in school and the importance of them</li> <li>Thinking about respect and sharing with our peers.</li> <li>Sharing experiences</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to think about the feelings of others and other living beings: Linking to empathy and mutual respect, developing care and respect for all living creatures through explorations and focus stories.</li> <li>Solving problems and situations</li> <li>Developing ability to express own opinions and feelings</li> <li>Continue to develop our understanding of why we have rules and expectations. How to show Self- Discipline in a range of situations.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems amongst peers and developing our empathy towards others in a range of situations.</li> <li>Developing understanding of change and transition. Building on courage and preparing ourselves for change.</li> <li>Expressing opinions well and finding ways to manage feelings</li> <li>Work in groups and take ideas from peers when completing an activity, negotiating ideas with peers.</li> </ul>			
C&L	<ul style="list-style-type: none"> <li>Listening and joining in with rhymes, stories and songs</li> <li>Listening to others and asking a range of questions.</li> <li>Answering a range of questions</li> <li>Maintain attention with chosen activities.</li> <li>Understands simple instructions</li> <li>Initiate small conversations</li> </ul>	<ul style="list-style-type: none"> <li>Responding to stories and poems</li> <li>listen attentively in a range of situations</li> <li>Expressing ideas, feelings and opinions</li> <li>Responding to instructions: linking in with following rules and steps</li> <li>Discussing elements of stories and events, developing empathy for characters and scenarios in stories</li> </ul>	<ul style="list-style-type: none"> <li>Introduces storyline and narratives</li> <li>Uses and understands different tenses.</li> <li>Maintaining attention through longer periods of time</li> <li>Expressing feelings and opinions effectively. Thinking about the feelings of others how we can show respect to other through speaking and listening.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Talk about family/ friends/ celebrations/ events</li> <li>• Talk about selves/ likes and dislikes</li> <li>• Providing freedom to talk through talking partners and lolly pop sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to a range of questions based on events and stories.</li> <li>• Introduces storyline and narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer a range of questions in relation to stories and experiences.</li> </ul>			
PD (LCP scheme)/health and wellbeing.	<p><b>Physical Education:</b></p> <ul style="list-style-type: none"> <li>• dressing and undressing selves</li> <li>• Taking care of belongings</li> <li>• Fine Motor skills</li> <li>• (Unit 1) Skipping/ crawling/ running etc</li> <li>• negotiate space</li> <li>• pincer grip</li> </ul> <p><b>Yoga</b></p>	<p><b>Physical Education:</b> (Unit 1 &amp; 4)</p> <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Balancing skills</li> <li>• jumping</li> <li>• negotiate space</li> <li>• letter formation</li> <li>• Handling tool and objects well</li> <li>• Understanding how to handle objects safely</li> </ul> <p><b>Yoga</b></p>	<p><b>Physical Education</b> (Unit 2)</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>- use and express using a range of movements</li> <li>- Enact fairy tale stories</li> <li>• Understanding how to handle objects safely</li> <li>• -Handle tools for writing well.</li> </ul> <p><b>Yoga</b></p>	<p><b>Physical Education:</b> (Unit 4)</p> <ul style="list-style-type: none"> <li>• Ball skills</li> <li>• Throwing/ catching/ hitting/ bouncing</li> <li>• Understands healthy eating</li> <li>• Understands healthy lifestyle</li> </ul> <p><b>Yoga</b></p>	<p><b>Physical Education</b> (Unit 3)</p> <ul style="list-style-type: none"> <li>• Outdoor activities</li> <li>• Obstacle courses</li> <li>• Gross Motor skills</li> <li>• parachute games</li> <li>• Understands healthy eating</li> <li>• Understands healthy lifestyle</li> </ul> <p><b>Yoga</b></p>	<p><b>Physical Education:</b></p> <ul style="list-style-type: none"> <li>• <b>Sports day</b> activities</li> <li>• Practising all taught skills in prep for sports day</li> <li>• Controlling letter size and writing on lines</li> </ul> <p><b>Yoga</b></p>
Literacy	<ul style="list-style-type: none"> <li>• Joins in with rhymes and continues a rhyming string</li> <li>• Explores a range of books and responds to pictures/ props</li> <li>• Recognise own name and those of peers</li> <li>• Recognise logo and signs</li> </ul>	<ul style="list-style-type: none"> <li>• Continues a rhyming string</li> <li>• Making predictions</li> <li>• Discussing elements of stories and describing them</li> <li>• Explore a range of different texts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating an understanding when talking to others about what they read</li> <li>• Answering questions in relation to stories</li> <li>• Researching information</li> <li>• Using phonics to decode unfamiliar words</li> <li>• Polysyllabic words</li> </ul>			

	<ul style="list-style-type: none"> <li>• Linking sounds to letters</li> <li>• Blending cvc words/ HFW</li> <li>• Initial letters</li> <li>• Mark making and giving meaning to marks</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use Letters and Sounds to read and write simple sentences.</li> <li>• Develop reading and writing of HFW and Tricky words</li> <li>• Use writing/ mark making as a means of communicating feelings, developing own stories and recording information</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Using key features in their narratives</li> <li>• Developing sentence structure and content</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Identifies and selects numbers and quantities correctly</li> <li>• Develops understanding of more and less. Develops understanding of one more and less of an object</li> <li>• Adding and subtracting small amounts</li> <li>• Records numbers and quantities</li> <li>• Matches numbers and quantities.</li> <li>• Identifies and selects shapes</li> <li>• Creates patterns</li> <li>• Order objects in size orders</li> <li>• Uses positional language and responds to instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Orders and counts to 20</li> <li>• Counting on or back to solve addition and subtraction.</li> <li>• Finding one more or one less of a given number</li> <li>• Forming numbers correctly</li> <li>• Ordering objects in capacity and weight order</li> <li>• Develop language based on capacity/ weight and size</li> <li>• Showing awareness of shapes and patterns in our environment</li> <li>• Understanding how we measure time</li> <li>• Identifying coins and using correct vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Using amounts and numbers to double, share and halve</li> <li>• Solving number problems (addition/ subtraction/ halving etc)</li> <li>• Sharing amounts equally and solving problems</li> <li>• Using money to add amounts/ identifying different times on a clock</li> <li>• Use objects and shapes to create patterns and build models.</li> <li>• Solving word problems</li> <li>• Solving a range of math problems</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Talks about selves and people special to us</li> <li>• Explore different faiths, beliefs and cultures</li> <li>• Identify similarities and differences between themselves and others</li> <li>• Identify similarities and differences between faiths (mutual respect)</li> <li>• ICT tools to create pictures</li> <li>• Talk about events in our personal lives.</li> <li>• Develop mutual respect for other faiths</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and research different environments and living things.</li> <li>• Identify similarities and differences in environments and places</li> <li>• Make observations of animals and how they change.</li> <li>• Developing respect for the natural world and learning how to take care of the world</li> <li>• Explore different types of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Describe different occupations.</li> <li>• I CT tools to research occupations and changes</li> <li>• Use a range of ICT tools to record findings</li> <li>• Make observations of changes in plants/ living things and materials</li> <li>• Investigate materials that float and sink</li> </ul>

Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Joins in with songs, imitate music beat and dance movements.</li> <li>• Explore a range of media to create own models</li> <li>• Safely move around with media and materials.</li> <li>• Create models using construction materials</li> <li>• Gives meaning to their drawing</li> </ul>		<ul style="list-style-type: none"> <li>• Creates own movements and music</li> <li>• Represent stories and ideas using role play</li> <li>• Create props to support with role play</li> <li>• Investigate a range of media (collage/ sponges etc)</li> <li>• Experiment with textures and describe different textures</li> <li>• Uses and selects resources to create and design</li> </ul>		<ul style="list-style-type: none"> <li>• Explore changes in colour/ changes in body movements</li> <li>• Express feelings and thoughts through dance/ music and role play</li> <li>• Design and create models/ working with peers</li> <li>• Investigating media and materials to create pictures/ patterns</li> <li>• Evaluate own work and talk about features of other people's work</li> </ul>	
Role Play Area	<ul style="list-style-type: none"> <li>• Home Corner/ home</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrations (birthdays/ parties/ faiths/ festivals)</li> </ul>	<ul style="list-style-type: none"> <li>• Castle</li> </ul>	<ul style="list-style-type: none"> <li>• Jungle/ Zoo/ Under the Sea/ Farm</li> </ul>	<ul style="list-style-type: none"> <li>• Hospital/ Fire Station/ Police Station/ Doctors</li> </ul>	<ul style="list-style-type: none"> <li>• Mini Beast Forest/ Hungry Caterpillar Focus</li> </ul>
PRE	<ul style="list-style-type: none"> <li>• Respecting our Temple and worship at home (making links to other religions and their own faith)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about different celebrations and linking it to both the Diwali/Christmas stories</li> </ul>	<ul style="list-style-type: none"> <li>• Das Avatars (making links to stories from other religions e.g. Manus's Ark and Noah's Ark)</li> </ul>	<ul style="list-style-type: none"> <li>• Lord Chaitanya and the Jarikhanda Forest</li> </ul>	<ul style="list-style-type: none"> <li>• How Krishna helps us - Krishna's childhood stories</li> </ul>	<ul style="list-style-type: none"> <li>• Our relationship with God</li> </ul>