



Avanti House Primary School		Curriculum Map 2019-2020				
Year Themes	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	All About Me	Africa	Homes in the Past	At the Farm	Toys Past and Present	Let's go on a Safari
Learning to learn skills and attitudes, including real life experiences	Understanding class and school rules. Avanti and British Values. Understand change and have a sense of belonging. TRANSITION FROM EYFS – YEAR 1 Real Life Experience: Cooking African Drumming		Collaborating and working in groups, sharing ideas and listening to each other. Cooperating in a group. Take responsibility for learning and managing distractions. Real Life Experience: Walking down a local residential street Recap EYFS visit to the farm (use pictures)		To research and collect data to ask and answer questions. To make simple comparisons. Real Life Experience: Teachers and students bringing in their own toys to compare Set up a safari adventure in the playground or in the classroom	
Avanti Values/British Values	Empathy Mutual Respect	Self discipline The Rule of Law	Respect Mutual Respect	Integrity Tolerance	Courage Individual Liberty	Gratitude Democracy
Enrichment links ,class specific	Similarities and differences in our life and a life in Africa <i>To add current issue</i>	What is the significance of the theme of light in all 3 festivals? <i>To add current issue</i>	What is the importance of cooperation? Festivals – dance of the dragons <i>To add current issue</i>	Why should we make good choices? <i>To add current issue</i>	Why is it important to be courageous? <i>To add current issue</i>	What are you grateful for? <i>To add current issue</i>
World Festivals/Days	Black History Month	Diwali/Govardhan Puja (drop down day) Hanukkah Christmas (assembly)	Chinese New Year	Gaura Purnima (drop down day) Easter (assembly)	St. George's Day Nrshimadev's Appearance Day Vaisakhi	Ramadan – Eid Rathayatra (drop down day)
Educational Visits	Interactive Workshop (link to Black History Month)		British Museum (link to Art and Chinese New Year??)		Whipsnade Zoo (link to Science)	

including in house workshops	In house workshops to be decided					
Core Texts	Handa's Surprise Max's Sandwich	Jack and the Beanstalk (values link: the rule of law) Don't steal like Jack did	The Gruffalo Gruffalo's Child	The Selfish Crocodile (values link: tolerance)	Can't You Sleep Little Bear? We are going on a bear hunt (values link: courage)	Where the Wild things are Aliens love underpants
English	<p><i>Transition Phase</i></p> <p>Genre: Instructions</p> <p>Stories from other Cultures:</p> <p>Handa's Surprise – (values link: mutual respect)</p> <ul style="list-style-type: none"> - Story sequence - Character description - Story retell - Opinion <p>Non-Fiction:</p> <p>Max's Sandwich</p> <ul style="list-style-type: none"> - Instructions – how to make a sandwich - Lists – to list the ingredients - Label – to draw and label a sandwich <p>Comprehension based on key texts</p>	<p>Genre: Narrative</p> <p>Descriptive Language</p> <p>Traditional Tales:</p> <p>Jack & the Beanstalk</p> <ul style="list-style-type: none"> - Character description (appearance and personality) <p>Hansel & Gretel</p> <ul style="list-style-type: none"> - Story retell (beginning, middle and end) <p>Nativity story</p> <ul style="list-style-type: none"> - Story sequence <p>Poetry (acrostic): Diwali Black History Month</p> <p>Instructions</p> <ul style="list-style-type: none"> - How to make a paper 	<p>Genre: Narrative</p> <p>Similarities and differences (comparison)</p> <p>Stories by the Same Author:</p> <p>The Gruffalo & The Gruffalo's Child by Julia Donaldson</p> <p>Character Descriptions:</p> <ul style="list-style-type: none"> - Gruffalo description - Story retell using speech from text - Creating own monster <p>Book review</p> <ul style="list-style-type: none"> - Giving an opinion <p>Comprehension based on key texts</p>	<p>Genre: Diary entry</p> <p>Stories with Familiar Settings: The Selfish Crocodile</p> <p>Settings description:</p> <ul style="list-style-type: none"> - Using a range of adjectives to describe a setting - Describing school setting <p>Diary Entry</p> <ul style="list-style-type: none"> - Writing from character perspective <p>Comprehension based on key texts</p>	<p>Genre: Letter writing</p> <p>Stories with Repetitive Patterns:</p> <p>We going on a Bear Hunt</p> <p>Letter writing and recount combined:</p> <ul style="list-style-type: none"> - Writing a letter and writing a response to a letter <p>Persuasive Writing: Can't You Sleep Little Bear?</p> <ul style="list-style-type: none"> - Emotive language <p>Comprehension based on key texts</p>	<p>Genre: Narrative</p> <p>Fantasy Stories:</p> <p>Where the Wild Things Are</p> <p>Narrative:</p> <ul style="list-style-type: none"> - Creating a sequel to the story <p>Creating a character/setting: Links to Art week</p> <p>Comparisons between texts: Links to Multi-Faith</p> <p><i>(Phonics Screening Check Focus. Specific SPAG and Phonics Revision based on needs of the individual classes.)</i></p> <p>Comprehension based on key texts</p>

		<p>snowflake</p> <p>- How to make a Christmas Tree</p> <p>Comprehension based on key texts</p>				
Guided Reading	<p>Decoding focus (phonics baseline assessment with focus on phase 3 & 4)</p> <p>Reading for meaning (basic comprehension and interpreting texts)</p>	<p>Decoding focus (phase 5 and begin pseudo words in Spring 2)</p> <p>Come read with me (inviting parents to read with groups of children focusing on basic comprehension)</p>			<p>Decoding focus (pseudo words and preparation for phonics check in June)</p> <p>Focus on inferencing skills</p>	
<p>Maths</p> <p><i>(Please note, topics could be taught earlier/later depending on continuous Assessment for Learning.)</i></p>	<p>Number: Place Value</p> <ul style="list-style-type: none"> - Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 10 in numerals and words. - Given a number, identify one more or one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> - Represent and use number bonds and related subtraction facts within 10 - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. 	<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> - Represent and use number bonds and related subtraction facts within 20 - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Add and subtract one-digit and two-digit numbers to 20, including zero. - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Place Value</p> <ul style="list-style-type: none"> - 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 			<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> - Count in multiples of twos, fives and tens. - Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p>Number: Fractions</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> - Describe position, direction and movement, including whole, half, quarter and three quarter turns. <p>Number: Place Value</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>Geometry: Shape</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.) <p>Number: Place Value</p> <ul style="list-style-type: none"> - Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. - Count, read and write numbers to 20 in numerals and words. - 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>numerals.</p> <ul style="list-style-type: none"> - Given a number, identify one more or one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Count in multiples of twos, fives and tens. <p>Measurement: Length and Height</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>Measurement: Weight and Volume</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>Measurement: Money</p> <ul style="list-style-type: none"> - Recognise and know the value of different denominations of coins and notes. 	<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>Measurement: Time</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. <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)
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<p>Science</p>	<p>Working Scientifically</p> <p>Animals including humans</p> <ul style="list-style-type: none"> - Identify ways of finding out about themselves - Identify different parts of the body - Identify their senses and use them to investigate - Identify and name a variety of common animals - Be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). <p>* Seasonal Changes (continuous topic throughout the year according to current weather as unpredictable)</p> <p>(Autumn – Winter)</p>	<p>Working Scientifically</p> <p>Animals including humans</p> <ul style="list-style-type: none"> - Learning about and naming a variety of common animals - Identifying animals and their structures - Identifying fish, amphibians, reptiles, birds and mammals - Naming a variety of common animals that are carnivores, herbivores and omnivores. <p>* Seasonal Changes (continuous topic throughout the year according to current weather as unpredictable)</p> <p>(Autumn – Winter)</p>	<p>Working Scientifically</p> <p>Everyday Materials</p> <ul style="list-style-type: none"> - What are everyday materials? - How we can recognise different materials - The different properties of materials - What materials are waterproof? <p>* Seasonal Changes (continuous topic throughout the year according to current weather as unpredictable)</p> <p>(Winter-Spring)</p>	<p>Working Scientifically</p> <p>Plants</p> <ul style="list-style-type: none"> - Finding out what a plant is - Identifying and describing garden plants - Identifying and describing wild plants - Identifying and describing a range of trees - Identifying different parts of a plant - Make observations of growing plants <p>* Seasonal Changes (continuous topic throughout the year according to current weather as unpredictable)</p> <p>(Spring)</p>	<p>Working Scientifically</p> <p>Plants</p> <ul style="list-style-type: none"> - Identifying and naming garden and wild plants - Naming and knowing different parts of the plants/trees - Knowing about deciduous and evergreen trees (linked to seasonal changes) - Experiments around plants and how/what they need to grow (condition/environment) <p>* We will also complete the topic on seasonal changes and how changes in weather throughout the year affect our plants/trees/environment.</p> <p>* Seasonal Changes (continuous topic throughout the year according to current weather as unpredictable)</p>	<p>Working Scientifically</p> <p>Seasons</p> <ul style="list-style-type: none"> - observe changes across the 4 seasons - observe and describe weather associated with the seasons and how day length varies. <p>* Seasonal Changes (continuous topic throughout the year according to current weather as unpredictable)</p> <p>(Summer)</p>
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					(Spring-Summer)	
PSHE – To be adapted based on the new information from Shriti	<p>To support children to express their thoughts and feelings.</p> <p>To increase children’s understanding of choices and consequences.</p>	<p>To help children appreciate themselves more.</p> <p>To help children appreciate others.</p> <p>To reinforce children’s self-concept and self-esteem. (values link: the rule of law)</p>	<p>To increase children’s awareness of themselves and others.</p> <p>To address equal opportunity issues: organise pictures of people into different categories; what is the same, different.</p>	<p>Diversity & Communities</p> <p>To help children learn social behaviour in order to be accepted by their peers.</p> <p>To encourage children’s ability to give praise and constructive criticism.</p>	<p>Moral Courage: Peer pressure. Having the conviction to stand up for what you think is right.</p> <p>Physical Courage: Courage to do something, for example, feeling afraid of jumping off the high apparatus during PE.</p> <p>Being brave: When faced with a difficult situation.</p>	<p>Count your blessings: Write a list of ten blessings, explaining why you are grateful.</p> <p>Choose three of the most important things on the list, how will you solve them, who can help? Imagine each one has been done for you. How do you feel? (values link: democracy)</p>
History	<p>All About Me (Autumn 1)</p> <ul style="list-style-type: none"> - Ordering events chronologically (link to instruction writing) - To understand key words related to history - Finding out about differences between childhood today and childhood in the past. <p><i>Key Skills: understanding changes within living memory</i></p>	<p>Homes in the Past (Spring 1)</p> <ul style="list-style-type: none"> - Investigating and identifying a variety of homes today - Investigating similarities and differences between homes (link to comparison) - Exploring homes built a long time ago and identifying their features - Finding out what Victorian homes were like inside. - Identifying and exploring objects in a Victorian home and their uses. <p><i>Key Skills: identify significant historical people</i></p>	<p>Toys Past and Present (Summer 1)</p> <ul style="list-style-type: none"> - Changes of toys over time - Providing opportunities for children to explore the history of toys - Describe their favourite toy encouraging discussions on why they like their toys - Chosen toys and how these could have been different for their parents or grandparents - Write a letter to their grandparents on their favourite toys (link to letter writing) <p><i>Key Skills: to compare aspects of life in different periods</i></p>			
Geography	<p>Africa (Autumn 2)</p> <p><i>(Work based on Black History Month)</i></p> <p>African Habitats</p>	<p>At the Farm (Spring 2)</p> <ul style="list-style-type: none"> - Explore what farms are and why they are important 	<p>Let’s go on a Safari (Summer 2)</p> <ul style="list-style-type: none"> - Locating Africa on a map - Exploring the weather and climate of Kenya 			

	<ul style="list-style-type: none"> - Naming and describing different types of habitats found in Africa - Explaining why these different habitats are important to animals - Drawing key comparisons between these habitats <p>African Homes</p> <ul style="list-style-type: none"> - Thinking about the structure of an African home - Materials used according to the climate of the countries <p>Key Skills:</p> <ul style="list-style-type: none"> - <i>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i> 		<ul style="list-style-type: none"> - Explore the features of farms - Use a map and symbols to navigate around a farm - Explore how the seasons affect life on a farm <p>Key Skills:</p> <ul style="list-style-type: none"> - <i>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> 		<ul style="list-style-type: none"> - 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>Key Skills:</p> <ul style="list-style-type: none"> - <i>name and locate the world's seven continents and five oceans</i> 	
Art	<p>Art: Self Portraits (Understanding feelings and emotions) Key skills: observation, drawing, shading</p>		<p>Art: Giuseppe Archiboldo Key Skills: artist, collage, colour, texture</p>		<p>Art: Colour Creations Artist: Gustav Klimt Key skills: artist, pattern, collage, portrait, mixed media</p>	
DT	<p>DT: African Home (link Topic) Key skills: using mixed materials</p>		<p>DT: Eat More Fruit and Veg (Seasonal) Key skills: recipe, culinary, making, using tools Write a food diary and why they made healthy choices (link to diary entry)</p>		<p>DT: Sculpture (design and create fantasy creature- <i>Where The Wild Things Are</i>) Key Skills: junk modelling, paper maché</p>	
Computing	<p>isafe</p> <p>This unit of work introduces the children to the concept of staying safe online. Using the resources available at</p>	<p>ialgorithm</p> <p>This unit reinforces the concept of algorithms being a set of instructions that can be followed in order to complete a task.</p>	<p>iwrite</p> <p>This unit of work introduces the children to basic word processing. They will learn how to enter and print</p>	<p>iprogram</p> <p>This unit of work introduces the children to algorithms and simple programming. It uses the context of programming physical and virtual toys</p>	<p>imodel (values link: individual liberty)</p> <p>This unit of work gives opportunities for the children to explore how computer models work and understand that they</p>	<p>idata (values link: democracy) because the children collect data on own choices</p> <p>This unit of work has strong links with Mathematics and Data</p>

	Thinkuknow, it uses the context of imaginary characters set in imaginary worlds to help children understand the risks associated with sharing personal information online and how to make informed choices.	Activities are, predominately, 'off-computer' to support the children's understanding.	text, save and retrieve work.	to perform specific actions. It develops their understanding that computers are controlled by sequences of instructions and that computers need more precise instructions than humans do.	can be used to represent real or imaginary environments, situations and scenarios. Throughout their work, the children will make choices, investigate alternatives and create their own representations.	Handling. The children learn how to collect, organise and represent data using digital graphing tools.
Music & Performing Arts	<p>Music Express: Ourselves</p> <p>In this unit, the children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p>Music Express: Number</p> <p>In this unit, the children develop a sense of steady beat through using movement, body percussion and instruments.</p>		<p>Music Express: Animals (Science Link)</p> <p>The children develop an understanding of pitch through using movement, voice and instruments in this unit. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p>Music Express: Weather</p> <p>In this unit, the children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>		<p>Music Express: Machines</p> <p>The children explore beat through using movement, body percussion and instruments. They combine a steady beat with word rhythms, and explore changes in tempo.</p> <p>Music Express: Seasons (Science Link)</p> <p>This unit helps children to develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games.</p>	
PE/health and wellbeing.	<p>PE: Athletics Activities</p> <p>Children explore and develop fundamental movement skills, to become increasingly competent and</p>	<p>PE: Dance Magic Toys</p> <p>Children will explore basic body actions, e.g. jumping and turning, and use different parts of their body to make</p>	<p>PE: Gymnastics Activities 1</p> <p>Children will investigate movement, stillness, and how to find and use space safely.</p>	<p>PE: Games Activities 1 (continue next term due to short term)</p> <p>Children improve and apply their basic skills in games. They play games that demand simple</p>	<p>PE: Games Activities 1</p> <p>Children will be learning outdoor games developing core skills such as participating in teams and working</p>	<p>PE: Sports Day preparation</p> <p>Children will be continuing with their Athletics activities from the from Autumn 1 to</p>

	<p>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>Meditation & Yoga Patanjali sutra: vajrasana Limbering: focussing on hip flexors and loosening hamstrings and quadriceps</p>	<p>movements. They will create and repeat short dances inspired by themes such as toys, animals and seasons.</p> <p>Meditation & Yoga Patanjali sutra – recite Begin stillness and dharana in asana Practice full yogic breath, use of Hoberman Ball to encourage deep slow breathing</p>	<p>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>Meditation Yoga To synchronise breath and movement. To begin lateral bending postures: ardha cakrasana and trikonasana</p>	<p>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>Meditation Yoga Building on breathing techniques: nasal and oral. Hip flexor - asana: bhadrasana/butterfly Surya Namaskar: jungle theme, make shapes from the jungle: mountain, waterfall, lions etc.....put a sequence together</p>	<p>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>Meditation Yoga Children will build on developing their suryanamaskar sequence. Pranayama: revisit yogic breath. Sound vibrations: Brahmari: relate to phonics</p>	<p>consolidate skills and we are building upon this, in preparation for Sports day.</p> <p>Meditation Yoga Recapping on key techniques: observing breath, nasal and oral breath, synchronising movement, understanding patterns/sequences.</p>
<p>PRE – We added in info from our curriculum leaflets based on Mrs Ram's information.</p>	<p>In this unit, children will learn to identify different feelings, recognising the nature and physical features of positive and negative feelings (knowing how a feeling feels). Through the use of engaging drama</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</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</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.</p>	<p>Children will explore what makes them personally afraid in order to learn about, and begin to develop, courage and freedom from undue fear. During this first year of school, there will be some focus on 'starting new things'. They will</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</p>

	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.	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.	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 relationships, with others and our environment.	'matching words to reality'). This will be done largely through storytelling, exploring the consequences of telling the truth and telling lies. Using the Mahabharata, we will look at some of the main characters and explore their qualities. To begin the long journey of self-improvement, we will learn to say 'sorry'.	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 through all-class dramatic re-enactment.	are explored in relationship to family members and personal friends, especially be exploring and acknowledging all they selflessly do for us.
Sanskrit	See Sanskrit overview					

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 all equal?'
- Enrichment links are class specific, World Festival days are whole school and will be provided.

- British Values: Democracy, Rule of Law, Individual Liberty, Mutual respect and tolerance for those with different faiths.
- Educational Visits must be planned and confirmed in advance for the year ahead.
- PSHE will be planned together following the staff INSET as well as Music and PA.
- Art planning information must be more specific and linked to English/Topic, please provide this information.
- History and Geography must be 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.