

	Avanti House Primary School Curriculum Map 2019-2020								
Year 2 Themes:	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2			
incines.	Location, Location Our Local Areas	Let's Celebrate	Fire, Fire!	Dreams and Goals!	Story Land	The Scented Garden			
KEY QUESTIONS	What will I find in our local area?	What are the similarities and differences between animals?	Why did the Great Fire of London cause so much damage?	What is it like to be Rohld Dahl(famous)?	How are the stories told?	What do plants need to grow and stay healthy?			
Learning to learn skills and attitudes	Questioning	Cooperation	Resilience	Independence	Creativity	Imagination			
Real life experiences		tats, African drumming wo nition in outside environm		abitat, drama related to G	reat Fire of London,cooking bre	ead, Drama workshop,use			
Avanti Values/British Values	Empathy	Self discipline	Respect	Integrtity	Courage	Gratitude			
Enrichment links ,class specific	Provide opportunity to c Sports Day	lelve deeper into current is	ssues around the world.						
World Festivals/days	Diwali	Black History Month and Chirstmas celebrations	Chinese New Year Book Week	Easter Science Week	Maths Week	Ratha Yatra Day			
Educational Visits inc. in house workshops	African Drumming (depending on costs)	Sea Life Aquarium	Visitor - Crew Company	Roald Dahl Museum	LEGO WORKSHOP in house - story settings	Kew Garden			
Core Texts	Lila and the Secret of Rain	Meerkat Mail	Toby and the GFL	James and the Giant Peach by Roald Dahl	Jack and Beanstalk Jim and Beanstalk				

English	Narrative – character and setting description, drama, rewriting of a story Poetry -Call and Response Poems based on our text	Letter & Postcard Writing based on our core text (Value: courage of and empathy for Sunny) Recount – on our trip to Sea Life (Value: Self discipline on our trip)	Diary Writing –based Mr Peppy, Toby –based on our core text Poetry -London's Burning –repeated pattern (Value: Resilience after the Great Fire in making a new London City	Review writing – books by R.D. Newspaper Report- incident based on James and the Giant Peach	Narrative –changing characters, settings to create their own version of story SATs Preparation and tests in May	Instructions –cooking using vegetables, how to plant a seed (Value: Gratitude for the food we get) Information leaflet about a plant
	Grammar: Use expanded noun phrases Use co-ordinating conjunctions Use of paragraphs Use of capital letters and full stops Past tense: to know the difference between past and present	Grammar: Use time conjunctions A range of sentence forms, i.e. statement, question, exclamation and command Use subordinating conjunctions Use commas for subordination Use a range of punctuation including ? and ! Develop use of speech and accurately punctuate suffixes	Grammar: Use a range of punctuation including ? and ! Use co-ordinating conjunctions. Use tense accurately apostrophes for omission. apostrophes for possession	Grammar: Use adventurous vocabulary Use a variety of sentence openers Use subordinating conjunctions Use of commas in a list accurately Develop use of speech and accurately punctuate suffixes Past tense: to know the difference between past and present	Grammar: Use adventurous vocabulary Apostrophe for contraction and attempts at possession Begin to punctuate speech with some accuracy Paragraphs Use a comma for subordination Use commas in lists. Time openers	Grammar: Use vocabulary for effect Use varied sentence openers (including some adverbs) Use a range of coordinating and subordinating conjunctions Use of literary devices including similes and alliteration Use of adverbs to add detail to verbs Use of paragraphs Use a range of punctuation including ? and !
Guided Reading	Sequencing Retelling Fluency	Retrieval Expressions Taking turns and listening to others	Prediction Recurring language Poetry recital	Inference Questioning Discussions	Explaination of events Retrieval Inference	Linking different books Inferencing Retrievel
Maths (Please note, topics could be	Number: Place Value - count in steps of 2, 3, and 5 from 0, and in	Addition & Subtraction (Continue) <u>Multiplication &</u>	Multiplication & Division (Continue) <u>Statistics</u>	Properties of Shape - identify and describe the properties of 2-D	Position & Direction - order and arrange combinations of	Consolidation of topics based on each class's gap analysis on Target

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generating on ones, or comprise the place ontwould of each digit in a division facts for the 2, two-digit number (res, or comprise no aching the singer of the	aught	tens from any number,	<u>Division</u>	- interpret and construct	shapes, including the	mathematical objects in	Tracker
value of each digit na sessment two-digit number (tens, ones)division facts for the 2, S and 10 multiplication ones)and simple tables - ask and answer simple questions by counting the number of objects in estimate numbers using different - calculate statements for - calculate - solve problems involving numbers, pob							-
sessment or Learning.)two-digit number (tens, ones)5 and 10 multiplication tables, including tables, including tables, including econgnising odd and estimate numbers using including the number mincluding the number including the number including the number including the number including the number or aclulate econgare and order numbers for 0 up to numbers for 0 up to numbers facts to solve addition & Subtraction subtraction af division of one number or solve problems with addition af division within the unmbers facts to solve addition af division of one number of numbers of solve problems with addition af division within the subtraction addition af division of and division of and division, using representations, including those involving numbers, and division, using representations, including those involving numbers, addition ad division division, and division of and thicks, division of and endone and division of and onsel to sub representations, including those involving numbers, metal sarays, including those involving numbers, and division, using representations, including those involving numbers, and division, using representations, including those increasing knowledge of Mixion within thor subtraction and division of one number of numbers of hours in involving numbers, including those increasing knowledge of Mixion (sin and chr. including those increasing knowledge of Mixion, sing metals, arrays, including those increasing knowledge of Mixion (sin division facts, including representations, metals, arrays, including those increasing knowledge of Mixion (sin division facts, including metals, arrays, including those increasing knowledge of Mixion (sin			-				
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 - identify, represent and estimate numbers using representations, including the number - compare and order - compare and sort - show that - show that - solve problems with - division (-) and equals - solve problems with - division for on number - solve problems - addition and - solve problems - addition, involving numbers, - metal addition, - involving numbers, - metal addition, - involving numbers, - metal addition, - involving numbers, - intervisit facts, includi		•	•	•		•	
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different representations, including the number line- calculate mathematical statements for multiplication and division within the and write them using - read and write in numbers for a tel seat 100 in numerals and in words- calculate multiplication tables and write them using the multiplication (x), (-) signssorting the categories by quantityvertices and faces - identify 2-D shapes on triangle on a pyramid] - compare and sequence compare and sequence to multiplication (x), in numerals and in wordsbetween rotation as a turn and in terms of right and three-quarter turns (clockwise and ant ticlockwise)• use place value and muttiplication using representations, including those iptorrial quantities and multiplication and division (-f) signs- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot by another cannot subtraction using representations, including those incrusing knowledge of division facts, including materials, arrays, repated addition, involving numbers, mental methods, and quantities and multiplication and division facts, including hose incrusing knowledge of division facts, including hose methods, and multiplication and division facts, including hose methods, and multiplication and division facts, including hose methods, and multiplication and division facts, including hose methods, and measuressorting the categorical tategorical tategorical tategorical tategorical tate, multiplication and division facts, including hose methods, and multiplication and division facts, including hose methods, and multiplication and division facts, including <b< td=""><td></td><td></td><td></td><td>-</td><td></td><td>•</td><td></td></b<>				-		•	
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- applying their problems in contexts measure length/height increasing knowledge of Money in any direction (m/cm);		quantities and	multiplication and		appropriate standard		
increasing knowledge of Money in any direction (m/cm);		measures	division facts, including		units to estimate and		
		 applying their 	problems in contexts		measure length/height		
mental and written - recognise and use mass (kg/g);		increasing knowledge of	Money		in any direction (m/cm);		
		mental and written	 recognise and use 		mass (kg/g);		

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	methods	symbols for pounds (£)		temperature (°C);		
	- recall and use addition	and pence (p); combine		capacity (litres/ml) to		
	and subtraction facts to	amounts to make a		the nearest appropriate		
	20 fluently, and derive	particular value		unit, using rulers, scales,		
	and use related facts up	- find different		thermometers and		
	to 100	combinations of coins		measuring vessels		
	 add and subtract 	that equal the same		 compare and order 		
	numbers using concrete	amounts of money		lengths, mass,		
	objects, pictorial	 solve simple problems 		volume/capacity and		
	representations, and	in a practical context		record the results using		
	mentally	involving addition and		>, < and =		
	 show that addition of 	subtraction of money of				
	two numbers can be	the same unit, including				
	done in any order	giving change				
	(commutative) and					
	subtraction of one					
	number from another					
	cannot					
	- recognise and use the					
	inverse relationship					
	between addition and					
	subtraction and use this					
	to check calculations					
	and solve missing					
	number problems					
Science	Animals Including	Living Things and Their	Living Things and Their	Materials continued	Scientists and Inventors	Plants
	Humans	Habitat	Habitat continued		continued	Pupils should be taught
		Pupils should be taught		find out how the		to:
	Healthy Living/Eating	to:		shapes of solid objects	Famous scentists and	observe and describe
	How do humans grow	explore and compare	describe how animals	made from some	inventors linked to the	how seeds and bulbs
	and change?	the differences	obtain their food from	materials can be	year 2 curriculum	grow into mature
	Science (Animals,	between things that are	plants and other animals,	changed by squashing,	,	plants & find out and
	including humans –	living, dead, and things	using the idea of a simple	bending, twisting and		describe how plants
	exercise, food, hygiene)	that have never been	food chain, and identify	stretching.	Learn about how germs	need water, light and a
	PSHE	alive (Plants)	and name different		are spread and the work	suitable temperature to
	Pupils should be taught	 identify that most 	sources of food.		of Louise Pastuer	grow and stay healthy.
		. identify that most		1	5. 100/00 F 00000	o. en ana stay nearriy.

to:	living things live in	Materials	Scientists and Inventors		explore and compare
notice that animals,	habitats to which they			Writing Investigations	the differences
including humans, have	are suited and describe	Pupils should be taught	🜲 Children will learn		between things that are
offspring which grow	how different habitats	to:	about the invention of	KS1 SATs	living, dead, and things
into adults (Spring)	provide for the basic	identify and compare	the waterproof coat and		that have never been
find out about and	needs of different kinds	the suitability of a variety	Charles Mackintosh		alive
describe the basic	of animals and plants,	of everyday materials,	(linked to materials)		identify that most
needs of animals,	and how they depend	including wood, metal,			living things live in
including humans, for	on each other (Plants	plastic, glass, brick, rock,	Create a fact file		habitats to which they
survival (water, food	and Summer)	paper and cardboard for			are suited and describe
and air)	identify and name a	particular uses			how different habitats
describe the	variety of plants and				provide for the basic
importance for humans	animals in their	Letter writing (in a role of			needs of different kinds
of exercise, eating the	habitats, including	a material)			of animals and plants,
right amounts of	micro-habitats (Plants				and how they depend
different types of food,	and Summer)				on each other
and hygiene.	Non Chronological				identify and name a
Healthy eating	report 'Meerkat'				variety of plants and
poster/journal					animals in their
					habitats, including
					micro-habitats
					Instructions
How can we help?	What is the same and	What is bullying?	How can we be healthy?	How do we show our	How can we keep safe
	different about us?			feelings?	in different places?
Group and class rules		Hurtful teasing and	Things that keep bodies		
and why they are	Recognise what they	bullying is wrong, what	and minds healthy	Different kinds of feelings;	Rules for keeping safe
important; respecting	are good at; set simple	to do about bullying;	(activity, rest, food);	strategies to manage	in different places;
own and others' rights	goals; growing; and	unsafe secrets;	hygiene routines;	feelings; change and loss;	including online; people
and need; privacy;	changing and being	inappropriate touch what	healthy choices	recognising how others	who work in the
looking after the	more independent;	to do if it happens		are feeling; sharing	community; asking for
environment	naming body parts		Pupils learn:	feelings	help; including in an
Dunile leeve	correctly (including	Dunile leene	 about some of the 	Dunile learne	emergency
Pupils learn	external genitalia);	Pupils learn:	things that keep our	Pupils learn:	rules for and ways of
• about group and class	belonging to different	about the importance	bodies healthy (physical	about different kinds of	keeping physically and
rules and why they are	groups	of not keeping secrets	activity, sleep, rest,	feelings	emotionally safe
important		that make them feel	healthy food)	 simple strategies to 	including responsible

PSHE

	 about respecting the needs of ourselves and others about looking after the local environment about privacy in different contexts 	Pupils learn: • to recognise what they are good at and set simple goals • about growing, changing and becoming more independent • the correct names for the main parts of the body of boys and girls • about the importance of respect for differences and similarities between people	uncomfortable, anxious or afraid • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening	 about making healthy choices about basic personal hygiene routines and why these are important 	 manage feelings about how it feels when there is change or loss about recognising how other people are feeling about sharing feelings their own feelings with others 	ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety about people who look after them, their family networks, who to go to if they are worried and how to attract their attention Pupils learn: • about rules for keeping safe (in familiar and unfamiliar
		 people about groups and communities that they belong to 				and unfamiliar situations)
ory		<mark>Link to Black History</mark> Month (over Oct – Nov)	The Great Fire of London (Events beyond living memory) Why did the Great Fire of London cause so much damage? In this unit children are going back to 1666 and the era of the Stuarts to find out about the Great Fire of London and the effect it had on the people of the time. This unit will teach children	Roald Dahl (Lives of significant individuals) What is it like to be Rohld Dahl? To know about the lives of significant individuals in Britain's past who have contributed to our nation's achievements – Writer Roald Dahl. Find out about him and significant events in his		

Histo

		when, where, how and why the Great Fire happened, as well as exploring how we know about it through the diary of Samuel Pepys and other sources. EXTENDED WRITING: Diary entry on GFL	life. Order events in the correct order using appropriate vocabulary. <i>EXTENDED WRITING:</i> <i>Biography</i>		
Geography	Around the World In this unit, we are taking children on a whistle-stop tour of the seven continents of the world. Children will learn where the seven continents are on a map and undertake a variety of fun activities to help them learn more about each one. (comparison of Marlow village to a Massai village). How is the climate in Africa different to the climate in the UK? Why is it different? (Value: Gratitude-for things we have compare to other countiries) EXTENDED WRITING: Comparison of an African and an England			My World and Me (Value:Law of the land) In this unit children will understand where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. They will visit different countries and explore their climate and land features. They will undertake a variety of fun activities to help them learn more about each one. <i>EXTENDED WRITING:</i> <i>Tourist leaflet</i>	Map Makers In this unit children will get an opportunity to learn all about maps and the geography of their surrounding area with these 'Map Makers'. They will find out why we use maps and how to read maps, as well as having the opportunity to draw their own maps and plan perspectives. This unit provides opportunities for children to perfect their map reading skills and put them into practise in school and the surrounding local area. (Value: respect – community) <i>EXTENDED WRITING:</i> <i>Non-chronological</i> <i>report</i>

	village EXTENDED WRITING: Compare and contrast 2 countries					
Art	African Art Explore the colours and patterns of the African landscape and native tribes with this unit, 'African Art'. In this unit children are going to learn how to create African patterns, explore the Maasai culture and their amazing homemade jewellery, and teach children how to make and decorate tribal masks and water jars, admire the beautiful African sunsets and so much more! Key skills / techniques: Maasai Jewellery making, beads, craft		Great Fire of London Build or create scenes of the Great Fire of London using everyday materials. 3D models of Stuart houses to show why the Grewat Fire started. Key Skills: collage, investigating materials, texture, 3D sculpture		Earth Art – Andy Goldsworthy This hands-on art unit 'Earth Art' will provide opportunities to create unique artwork using natural materials. Rocks, leaves, twigs and acorns found in the playground offer a world of imagination and artistic potential. Artist: Andy Goldsworthy EXTENDED WRITING: Biography or non-chronological OR (below)	
DT	materials, crafts people, mask making		Investigating Materials (link with Art above) This tactile and creative 'Investigating Materials' art unit is a great way to teach children to explore different materials and how they can be used artistically. They will feel and describe a host of different materials as well as learn creative ways to join them together, before looking at weaving using a variety of different materials. 3D Models - Building 3D models of houses in Stuart times to show why the Great fire started OR Baking Great Year 2 Bake Off (Links to Great Fire of London) Bread/Biscuits		3D Map Making (Link with Geography) Set as whole class project, of familiar places or even the s Key skills: measurement, us	school.
Computing	<u>iSafe (self discipline)</u> This unit of work introduces the children to the concept of staying safe online. Using the excellent	<u>iProgram</u> This unit of work introduces the children to a visual programming language Scratch. Using the	Key Skills: baking, instruction iSearch In this unit the children will learn how to use the internet to find out answers to questions relating to space and the	iCompute/ iPub In this unit the children embark on journey through the history of computing by researching the	<u>iAlogrithms</u> This unit reinforces the concept of alogrithms being set of instructions that can be followed in order to complete a task.	Year 2 are using this term to catch up or fill in gaps for computing from the year, particular due to KS1 SATS preparation and

					A	
	teaching and learning	context of art and	solar system. They will	remarkable advances	Activities are,	tests in May.
	resources available at	drawing, the children	also learn the importance	computing and	predominately, 'off –	Also, use this term as
	Thinkuknow, it uses the	will be engaged in	of verifying the accuracy	technology has made	computer' to support the	an opportunity to use
	context of imaginary	creativity developing	of information given on	throughout time.The	children's understanding.	devices for cross
	characters set in	simple animations.	the internet and how to	children will present	The unit extends iProgram	curricular links with
	imaginary worlds to	Project: Children are to	check multiple sources	their findings and	where alogrithms are	other subjects, or to aid
	help children	create an animation	before answering	develop their digital	used to create, test and	in the themed weeks in
	understand the risks	which shows a sprite	questions.	literacy skills by	debug computer	this term. Update
	associated with sharing	moving in one		producing multi-media	programs.	assessment sheets
	personal information	direction. They must	Project: Produce a poster	interactive eBooks	Project: Children will have	when the children
	online and how to make	also add a background	on tips to searching	Project: Children are to	a go at creating	have improved/filled in
	informed choices.	drawn by them using	effectively. Children	create and complete	instructions on how to	gaps within certain
	Project: To create group	the tools. This could be	should add how they find	their own eBook.	design/make something.	units.
	posters, which reflect	an animation with a	information accurately	Lessons in advance will	They will first spend time	
	some of the key	theme that links to a	and effectively. Or	build them up to this. By	writing out the	
	vocabulary, phrases and	subject area such as	children are to complete	the end of the unit,	instructions. They will	
	terms, you have used	science, art etc.	an internet scavenger	children should be able	then in another lesson get	
	when talking about	Children are expected	hunt. Teachers to	to show how to combine	their peers to try their	
	internet safety.	to make one mistake on	generate questions	text, images and audio	instructions (children will	
		purpose. Finally,	where children need to	onto their eBooks as well	debug the instructions	
		children will swap	find information, can	as show how they edit	here to see where the	
		animations and have to	even ask questions about	and improve them. The	errors are). They will then	
		show that they can find	a website where children	theme of their eBook	video their tutorials and	
		the mistake and correct	have to navigate the	should link to another	upload on to student	
		it. Final piece to be	website and find the	subject area such as	drive. GD children can do	
		screenshot.	answers to it.	science,	this using scratch to	
				history/geography or an	create an	
				artist they are exploring	animation/game.	
				in art. eBooks should		
				then be printed or		
				saved.		
Music &	Music Express:	Music Express:	Music Express:	Music Express:	Music Express:	Music Express:
Performing	Our Land	Weather	Stories	Animals	Ourselves	Our Bodies
Arts						

PE/health and	Camac 2	Dance Life Cycles	Dance Creat Fire of	Gymnastics 2	Comos	Athletics & Sports Day
	<u>Games 2</u> The aim is for children	<u>Dance – Life Cycles</u> Children will be	<u>Dance – Great Fire of</u>	<u>Gymnastics 2</u> Children will focus on	<u>Games 2</u> The aim is for children to	Children will explore
wellbeing.			London Children will be expected			
	to improve and apply	expected to perform		increasing their range of	improve and apply their	and development
	their basic skills in	basic body actions e.g.	to perform basic body	basic gymnastics skills.	basic skills in games. They	fundamental
	games. They play games	jumping and turning	actions e.g. jumping and	They will continue to	play games that demand	movement skills,
	that demand simple	with control and	turning with control and	develop their gross	simple choices and	becoming increasingly
	choices and decisions	coordination. They will	coordination. They will	motor skills, becoming	decisions on how to use	competent and
	on how to use space to	use different parts of	use different parts of	increasingly confident	space to avoid opponents,	confident with their
	avoid opponents, keep	their body to make	their body to make	and competent. They	keep the ball and score	own motor skills. They
	the ball and score	movement. They create	movement. They create	will have access to a	points. Through	will have the
	points. Through	and perform short	and perform short dance	broad range of	participating in team	opportunity to engage
	participating in team	dance sequences that	sequences that	opportunities to extend	games children will learn	in a range of
	games children will	communicate different	communicate different	their agility, balance and	simple tactics for	competitive and co-
	learn simple tactics for	moods, feelings and	moods, feelings and	coordination,	defending and attacking.	operative physical
	defending and	ideas. Children will	ideas. Children will begin	individually and with		activities, in a range of
	attacking.	begin to describe how	to describe how dancing	others.		challenging situations.
		dancing affects their	affects their bodies and			Children will get the
		bodies and to know	to know why it is		Pg 201 LCP	opportunity to explore
		why it is important to	important to be active.	Pg 259 LCP		running, jumping and
	Pg 201 LCP	be active.				throwing activities in
			Pg 97 LCP			preparation for sports
		Pg 69 LCP	-			day.
						Pg 325 LCP
PRE	Theme: Teachings for	Theme: II Food Glorious	Theme: Our best friend	Theme: Courage - Learning	<u>s to make mistakes</u>	Theme: Feelings
	<u>Life</u>	<u>Food</u>	Building on the Year 1	Children will extend their	confidence in self-	Children will learn to
	Children will take part	Children will investigate	unit on friends, children	expression, especially thro	ugh identifying situations in	identify different
	in activities which help	food in different	will develop their	which courage is needed i	n order to speak out.	feelings, using more
	build a sense of	cultures. They will	understanding of	Children will differentiate	between courage and	complex and varied
	community and	develop their	friendship through	recklessness, and understa	and how to respond to	language to talk about
	togetherness, centred	understanding of	exploring stories and	fearful situations through	(1) positive action, and (2)	feelings. Through the
	around Krishna. They	choice and healthy	using drama. They will	development of inner stre		use of engaging drama
	will hear about how	living through the topic	learn to value and	kirtan, and stories about d	ivine protection, including	and arts activities and
	Krishna is present	of food and eating	understand how to	-	visiting the story of Prahlad.	with the use of stories
	everywhere and how all	habits. There will be	create good friendships	, ,	,	from secular and
	living beings are part of	some emphasis on their	and understand how			religious texts, they
	Krishna and so	development of good	Krishna is our best friend.			should be guided into
		acterophicit of 5000		l		

deserving of respect. They will take part in a practical activity which practices the ability to work together for a shared goal (this should be designed in collaboration with the	eating practices within the school. They will also have opportunity to discuss why the School serves only vegetarian meals.				recognizing situations, which give rise to different feelings and that humans have different feelings in the same situation. Children should have the opportunity to talk about their own real
the class teacher).					life situations before exploring situations in stories.
Reading and Writing Learing to read , write and transliterate Consonants in the A family Conversation Identify names of common items Story Time: The Greatest Treasure.	Reading and Writing Learing to read , write and transliterate Consonants in the I family Conversation Resond to simple questions Story Time: Tucket the Bucket	Reading and Writing Learing to read, write and transliterate Consonants in the R family Conversation Classify nouns according to gender Story Time: The Thirsy Crow	Reading and Writing Learing to read, write and transliterate Consonants in the Lr family Conversation Practicing to use M,F and N pronouns and corresponding question marker. Story Time: The 4 Friends	Reading and Writing Learing to read , write and transliterate Consonants in the U family Conversation Explaining that there is no rule for why words have genders. Story Time: The first well	Reading and Writing Practicing to read , write and transliterate all Devanagri Consonants Conversation Polite forms of referring to M and F persons. Story Time: Rosa Goes to the City
Gita:9.22	Gita: 18.65	Upanishad Verse: Shanau Mitra 1	Song / Verse Upanishad Verse: Shanau Mitra 2	Gita: 2.13	Song / Verse Gita: 15.7
All children re visit core sitting postures: Sukhasana, vajrasana. Re-limbering - mobilising after the	Children to now focus on breath work. Ujjayi (audible breath with throat constrictions.	Kapalbatti – using various techniques and games to help develop a forcful abdominal exhalation. Spinal asana: ustrasana	Explore variation in breathing techniques (pranayama) such as bhramari (bee breath) and cooling breaths such as sitali and sitkari.	Partner work and posture mirroring. Children will work in pairs practise asana and also create their own yoga	Introduce nadi Shodhana or Nadi shudhi Chandra and surya nadi. What was Patanjali?
	practical activity which practices the ability to work together for a shared goal (this should be designed in collaboration with the pupils and not purely by the class teacher). Reading and Writing Learing to read , write and transliterate Consonants in the A family Conversation Identify names of common items Story Time: The Greatest Treasure. Song / Verse Gita:9.22 All children re visit core sitting postures: Sukhasana, vajrasana. Re-limbering -	practical activity which practices the ability to work together for a shared goal (this should be designed in collaboration with the pupils and not purely by the class teacher).also have opportunity to discuss why the School serves only vegetarian meals.Reading and Writing Learing to read , write and transliterate Consonants in the A family Conversation Identify names of common itemsReading and Writing Learing to read , write and transliterate Consonants in the A familyStory Time: The Greatest Treasure.Story Time: Tucket the BucketSong / Verse Gita: 9.22Song / Verse Gita: 18.65All children re visit core sitting postures: Sukhasana, vajrasana.Children to now focus on breath work. Ujjayi (audible breath with throat constrictions.	practical activity which practices the ability to work together for a shared goal (this should be designed in collaboration with the pupils and not purely by the class teacher).also have opportunity to discuss why the School serves only vegetarian meals.Reading and Writing Learing to read , write and transliterate Consonants in the A familyReading and Writing Learing to read , write and transliterate Consonants in the A familyReading and Writing Learing to read , write and transliterate Consonants in the A familyReading and Writing Learing to read , write and transliterate Consonants in the A familyReading and Writing Learing to read , write and transliterate Consonants in the A familyReading and Writing Learing to read , write and transliterate Consonants in the B familyReading and Writing Learing to read, write and transliterate Consonants in the B familyReading and Writing Learing to read, write and transliterate Consonants in the B familyStory Time: The Greatest Treasure.Story Time: Tucket the BucketStory Time: The Thirsy CrowSong / Verse Gita: 9.22Song / Verse Gita: 18.65Song / Verse Upanishad Verse: Shanau Mitra 1All children re visit core sitting postures: Sukhasana, vajrasana.Children to now focus on breath work. Ujjayi (audible breath with throat constrictions.Kapalbatti – using various techniques and games to help develop a forcful abdominal exhalation. Spinal asana: ustrasana	practical activity which practices the ability to work together for a shared goal (this should be designed in collaboration with the pupils and not purely by the class teacher).also have opportunity to discuss why the School serves only vegetarian meals.keading and Writing Learing to read, write and transliterate Consonants in the A familyReading and Writing Learing to read, write and transliterate Consonants in the A familyReading and Writing to read, write and transliterate Consonants in the A familyReading and Writing tearing to read, write and transliterate Consonants in the A familyReading and Writing tearing to read, write and transliterate Consonants in the A familyReading and Writing tearing to read, write and transliterate Consonants in the A familyReading and Writing tearing to read, write and transliterate Consonants in the L family Conversation Classify nouns according to genderReading and Writing tearing to use M,F and N pronouns and corresponding question marker.Story Time: The Greatest Treasure.Story Time: Tucket the BucketStory Time: The Hirsy CrowThe 4 FriendsAll children re visit core sitting postures: Sukhasana, vajrasana.Children to now focus on breath work. Ujayi (audible breath with throat with throatKapalbatti – using various techniques and games to help develop a forcful adominal exhalation.Explore variation in breathing techniques (pranayama) such as bhramari (bee breath) and cooling breaths such as sitali and sitkari.	practical activity which practices the ability to work together for a shared goal (this should be designed in collaboration with the pupils and not purely by the class teacher).also have opportunity to discuss why the School serves only vegetarian meals.Reading and Writing Learing to read, write and transliterate Consonants in the 1 familyReading and Writing Learing to read, write and transliterate Consonants in the 2 familyReading and Writing Learing to read, write and transliterate Consonants in the 1 familyReading and Writing Learing to read, write and transliterate Consonants in the 1 family Conversation Resond to simple questionsReading and Writing Learing to read, write and transliterate Consonants in the 1 family Conversation Resond to simple questionsReading and Writing Learing to read, write and transliterate Consonants in the 1 family Conversation Resond to simple questionsReading and Writing Learing to read, write and transliterate Consonants in the 1 family Conversation Resond to simple questionsReading and Writing Learing to read, write and transliterate Consonants in the 1 family Conversation Practicing to use M, Fand N pronouns and corresponding question marker.Reading and Writing Learing to read, write and transliterate Consonants in the 1 family Conversation Practicing to use M, Fand N pronouns and corresponding question marker.Reading and Writing Learing to read, write and write 2Reading and Writing Learing to read, write and transliterate Song / Verse (gita: 2.13Reading and Write Song / Verse (gita: 2.13Reading and Write Song / Verse (gita: 2.13 </td

Working on spine.	Sukhasana, Konasana			Mantra: Sarve
Pelvis and leg musles.		Mudra: Chinmaya	Mudra: chinmaya.	bhavantu sukhinaha. :
Children should be able				explaining the
to perform sun			Mantra: Sarve bhavantu	meaning: May all be
salutation			sukhinaha. : explaining the	happy, may all be
			meaning: May all be	health, let us see the
			happy, may all be health,	good in each other,
			let us see the good in each	may no one suffer from
			other, may no one suffer	pain or misery - discuss
			from pain or misery -	
			discuss	

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 al 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 resepcts 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 discussioms 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 shouls be links with Mathemeatics such as collecting, analysing and presenting data.
- > P.E, Health and Wellbeing will be provided and agreed by the PE Lead and Yoga Teacher.