



Avanti House Primary School

Curriculum Map 2019-2020

| Avanti House Primary School Curriculum Map 2019-2020 | | | | | | |
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| Year 3 | Autumn Term | | Spring Term | | Summer Term | |
| Themes | Then and Now | Black History | Our Planet | Friendship | New Beginnings | Be thankful for what you've got |
| Learning to learn skills and attitudes | Independence of thought Cooperation their learning with each other and other adults | | Questioning Resilience | Creativity | Imagination | Talking about |
| Real-life opportunities | Creating a cave outdoors | Diwali cooking Making compost Planting seeds | Outdoor measurement lessons Making human skeleton | Making chocolate (Mayans) | Creating own parachute Making shapes with body | Dressing up as a Roman Angles and direction outdoors Drawing shadows outdoors Writing based on forest setting Puppet show |
| Avanti Values/British Values | Empathy Individual liberty | Self-discipline Democracy Rule of law | Respect Mutual respect | Integrity tolerance | Courage Individual liberty | Gratitude Rule of law |
| Enrichment links ,class | 'Cave baby' storytelling session in class (setup of cave) | Black History Month | 'Saving the rainforest' initiatives | Fourth Plinth Awards | Class assembly about spring/Narsimhadev | Healthy Living Week Roman's Day |

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| specific | using cloth) | | | | | Puppet show (English, history & art links) Music Concert |
| | Opportunities to delve deeper into current issues around the world | | | | | |
| World Festivals/days | Gaura Purnima, Chinese New Year, World Book Day, World Maths Day, Christmas | | Book Week, Chinese New Year, Easter, Science Week, Safer Internet Day/ Nirvana Day (Buddhism), Easter | | Maths Week Art Week | |
| Educational Visits including in house workshops | Headstone Manor (Local History/Archaeological) | | Science Museum (Forces Workshops) | | | Roman's Day (in house workshop all day) |
| Core Texts | Stone Age Boy Cave Baby Cave Man Dave | Journey To Jo'Burg | The Great Kapok Tree Fantastic Mr Fox | Charlotte's Web | Romulus and Remus | Escape from Pompeii by Christina Balit |
| English | <u>Summer holiday:</u> recounts / imaginative story writing (Link school value 'empathy') <u>Stone Age boy:</u> <ul style="list-style-type: none"> Narrative writing Drama performance writing Class debate Descriptive writing about the cave retelling the story and developing their | <u>Black History:</u> <ul style="list-style-type: none"> Learn and perform a poem Create a poem of a chosen style Autobiography Non-fiction writing <u>Diwali:</u> <ul style="list-style-type: none"> Letter writing Storytelling (PRE link) <u>Journey to Jo' burg:</u> <ul style="list-style-type: none"> Character | <u>The Great Kapok tree</u> <ul style="list-style-type: none"> Story writing - Retelling of story Persuasive writing Rainforest poetry writing (Link with PSHE and Geography) <u>Fantastic Mr Fox</u> <ul style="list-style-type: none"> imaginative story writing Predictions with detailed reasoning Diary entry from a | <u>Mayan Mysteries</u> <ul style="list-style-type: none"> comparative/ explanation text non-fiction text about Mayan civilisation (History link) <u>Charlotte's Web</u> <ul style="list-style-type: none"> Persuasive letter writing Descriptive writing Newspaper report writing including | <u>Romulus and Remus</u> <ul style="list-style-type: none"> Debate/discussion text (History link) Speech writing Character description <u>Pandora's box</u> <ul style="list-style-type: none"> Play script writing Performing/directing plays Creating own myth (Link with school value 'courage') | <u>Roman Baths</u> <ul style="list-style-type: none"> Information leaflet (History link) Diary entry Comparison text Non-fiction report about Roman life <u>Escape from Pompeii</u> |

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| | <p>own version of the story (History link)</p> <p><u>Cave baby</u></p> <ul style="list-style-type: none"> • Diary entry(Cave baby point of view) <p><u>Cave Man Dave</u></p> <ul style="list-style-type: none"> • Rhyming Poetry (History link) <p><u>Grammar links:</u></p> <ul style="list-style-type: none"> • Use of conjunctions • Recap basic punctuation • Fronted adverbials <p>Recap basic terminology (verbs, nouns, adjectives, adverbs, etc.)</p> | <p>description writing</p> <ul style="list-style-type: none"> • Retell a story from a different point of view • Narrative writing - Create an alternative ending to a story I know well • Persuasive letter (link with BHM theme & school value 'self-discipline') <p><u>Pollination</u></p> <ul style="list-style-type: none"> • Non-fiction writing (Science link) <p><u>Grammar links:</u></p> <ul style="list-style-type: none"> • Time adverbials • Complex sentences • Use of speech marks | <p>character's perspective</p> <ul style="list-style-type: none"> • Letter writing in character role (Link with school value 'respect') <p><u>Grammar links:</u></p> <ul style="list-style-type: none"> • Punctuating speech correctly • Homophones • Prepositions | <p>Quotes</p> <ul style="list-style-type: none"> • Narrative writing (PSHE link – friendship) <p><u>Grammar links:</u></p> <ul style="list-style-type: none"> • Subordinate clauses • Suffixes and prefixes • Direct speech and reported speech (newspaper report writing) | <p><u>Grammar links:</u></p> <ul style="list-style-type: none"> • Conjunctions • Adverbials • Use a/an • Present perfect form of verbs • Use of colons | <ul style="list-style-type: none"> • Play script writing • Shadow theatre based on Escape from Pompeii <p><u>Grammar links:</u></p> <ul style="list-style-type: none"> • Punctuating speech correctly • Homophones • Prepositions |
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| | <p>Guided reading:</p> <ul style="list-style-type: none"> -predicting -empathising with the character's feelings | <p>Guided reading:</p> <ul style="list-style-type: none"> -use non-fiction texts to find out information -listening to what others say and discussing issues in the text | <p>Guided reading:</p> <ul style="list-style-type: none"> -read and perform poetry - discuss words that excite the reader -identify main ideas in a paragraph | <p>Guided reading:</p> <ul style="list-style-type: none"> -building inference skills -identifying key themes in a text -Use my knowledge of root words, prefixes and suffixes -asking questions about the text | <p>Guided reading:</p> <ul style="list-style-type: none"> -reading out loud with expression -reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -retell some stories | <p>Guided reading:</p> <ul style="list-style-type: none"> -perform playscripts -exploring further exception words |
| Maths | <p>Week 1 – 3: Number and Place Value Week 4 – 6: Addition and Subtraction HALF TERM BREAK: Week 1 – 6: Multiplication and Division Week 7: Consolidation</p> | <p>Week 1: Measurement and Money Week 2 - 3: Statistics Week 4 – 6: Measurement: Length and Perimeter HALF TERM BREAK: Week 1 - 5: Number – Fractions Week 6: Consolidation</p> | <p>Week 1 – 3: Measurement Time Week 4 - 5 Geometry: Properties of Shape HALF TERM BREAK: Week 1 – 3 Measurement: Mass and Capacity Week 4: Consolidation Week 5: Assessment Week 6 – 8: Further Consolidation</p> | | | |
| <p>Science</p> <p>asking scientific questions, developing investigative skills and writing up investigations</p> | <p>Autumn 1: Rocks .</p> <ul style="list-style-type: none"> • to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • to describe in simple terms how fossils are formed when things that have lived are trapped within rock • to recognise that soils are made from rocks and organic matter. <p>Autumn 2: Plants</p> <ul style="list-style-type: none"> • How to explain what different parts of flowering plants do. • To explore the requirements of plants for life and growth and how they vary from plant to plant. | <p>Spring 1: Animals including humans and nutrition</p> <ul style="list-style-type: none"> • How to differentiate between various living groups • To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food (unlike plants); they get nutrition from what they eat. • How to explain why humans and some other animals have skeletons and muscles. <p>Spring 2: Forces and Magnets (Part 1)</p> <ul style="list-style-type: none"> • To compare how things move on different surfaces. • To see that some forces need contact between two objects but magnetic forces can act at a distance. | <p>Summer 1: Forces and magnets (Part 2)</p> <p>Summer 2: Light and shadows</p> <ul style="list-style-type: none"> • To identify light sources. • To explore how light travels in a straight line. • To identify reflective surfaces. • To explore how the sun can damage their eyes. • To explore how to protect their eyes from the sun. • To understand that a shadow is formed when a solid object blocks light. • To set up an investigation and make | | | |

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| | <ul style="list-style-type: none"> To investigate the way in which water is transported within plants. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Writing opportunities:</p> <ul style="list-style-type: none"> Biography writing (Mary Anning) Non-chronological report about different plants and bee pollination | <ul style="list-style-type: none"> To observe how magnets attract or repel each other and attract some materials and not others. To compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials. To describe magnets as having two poles. To predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Writing opportunities:</p> <ul style="list-style-type: none"> Persuasive letter about healthy eating Non-chronological report about magnets | <p>predictions.</p> <ul style="list-style-type: none"> To identify opaque, transparent and translucent objects. To explore how shadows change size. <p>Writing opportunities:</p> <ul style="list-style-type: none"> Creative story writing about 'gravity' Playscript writing (light and shadow) | |
| PSHE | Individual Liberty/Black History Month - Tolerance / Mutual respect Mindfulness | Rules and rights. Understanding and practising democracy. Saving the Environment (See English) Friendship (Charlotte's Web) | Respect, personal and social, Mindfulness | |
| History | <p>Prehistoric Britain</p> <p>In this unit children are going to a Journey through a million years of prehistory with this fascinating 'Prehistoric Britain' unit. Starting with the Stone Age and going right through to the Bronze Age and ending with the Iron Age, children will discover how humans first came to Britain, how they lived and what developments</p> | | <p>Mayans</p> <p>In this unit, we take children to Mesoamerica, the land of the ancient Mayans, and explore this fascinating civilisation together. They will be finding out where the Mayans lived, what their lives were like, and how their society was organised, as well as investigating the evidence they left behind and uncovering some Mayan mysteries. Overlook</p> | <p>Invaders and settlers – Romans</p> <p>Through this unit travel back to Roman Britain as children will explore why Britain was invaded and settled by the Romans and what effects this had on the future of Britain. This unit teaches children everything they need to know about the rise of the Roman Empire in Britain, opposition from the Celts, the legacy that was left behind when they went home, and much more.</p> <p>Geography link Looking at Londinium. Then and Now.</p> <p>Writing opportunities:</p> |

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| | <p>were made in each era.</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> - Diary entry (cave boy) - Story writing in the first person | | | <p>Christopher Columbus, Chocolate, fair trade and pyramids.</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> - Non-chronological report about Mayan civilisation and chocolate | <ul style="list-style-type: none"> - Non-chronological report about Roman baths - Story writing (Romulus and Remus) - Myth - Playscript writing based on Roman story |
| <p>Geography</p> | | <p><u>Investigating our local area</u></p> <p>Encourage children to take a closer look at their local area as they explore different features of the community. Start by using maps to spot familiar places and give directions to and from local points of interest, then teach children the difference between physical and human features. Putting their geographical skills to the test, children will have the chance to examine services in the local area and create a survey of jobs and travel. Finally,</p> | <p><u>Exploring Madagascar</u></p> <p>Madagascar! Amazing animals, varying landscapes, tropical climate and bustling cities. This 'Exploring Madagascar' unit will make children fascinated by Madagascar (Eight points of the compass/4 – 6 finger grid references, symbols and keys). Give children the opportunity to investigate Madagascar's wildlife, location, climate and physical geography using the detailed maps and resources provided in this scheme of work. They will also explore Madagascar's trade and climate patterns.</p> | | <p>Geography link Britannia / Londinium</p> |

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| | | <p>consolidate their knowledge by asking them to evaluate their local area and provide information for visitors and tourists.</p> <p><u>Writing opportunities:</u></p> <ul style="list-style-type: none"> - Interviewing citizens about their jobs - Non-fiction report writing - Letter writing? | <p>This unit provides opportunities for children to locate major cities in Madagascar and investigate the human and physical features found there. The children will compare and contrast Madagascar to the United Kingdom with the use of detailed image cards and clear maps and photos.</p> <p><u>Writing opportunities:</u></p> <ul style="list-style-type: none"> - Rainforest poetry - Persuasive letter (saving the rainforest) | | |
| Art | <p><u>Vincent Van Gogh</u> Introduce children to one of the most famous artists of all time with this 'Vincent van Gogh' Art unit. Discover what Post-Impressionism is and what techniques Van Gogh used in his paintings. Children will then explore his works in more detail and have a go at creating some art of their own! <i>Key Skills: extended writing, technique, artist, paint, observation</i></p> <p><u>Writing opportunities:</u></p> <ul style="list-style-type: none"> - Biography | | <p><u>Investigating patterns</u> Artist: Bridget Riley Looking how artists such as Bridget Riley used pattern and geometric shape in their art, creating movement. <i>Key Skills: Artist, collage, shape, pattern making</i></p> <p><u>Mosaic</u> Looking at the craft of creating Mosaic - create class / Year group mosaic (links with Roman Topic – third party Artist?) <i>Key skills: colour, using materials, pictorial, mosaic</i></p> | | |
| DT | | <p><u>DT: Packaging</u> This DT 'Packaging' unit is a fantastic way of teaching</p> | <p><u>Creating Shadow Puppet theatre</u> (English/Science/DT)</p> | | |

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| | | <p>children about the design, function and purpose of a variety of types of packaging. Start by examining some familiar kinds of food packaging before looking at how 3D nets can be used to make packaging boxes, and how graphics and fonts enhance a product</p> <p><i>Key skills: 3d shapes, nets, information graphics, typography, colour</i></p> | <p>Writing opportunities:</p> <ul style="list-style-type: none"> - Playscript writing |
| Computing | <p>LO: To understand how the internet works</p> <p>LO: To understand how computers developed over time.</p> <p>LO: To understand how links work on websites and the code behind it.</p> <p>LO: to understand what a web-blog is.</p> <p>LO: to publish blogs and evaluate them.</p> <p>LO: To use the internet to research our new topic safely</p> <p>LO: To continue to use the internet to research our new topic safely.</p> <p>LO: To create a booklet of my chosen country using the internet safely.</p> <p>LO: To complete the booklet of my chosen country using the internet safely.</p> <p>LO: To present my country booklet to my class.</p> | <p>Spring 1 Theme: isafe Developing the concept of being ‘safe’ online. Using the teaching and learning resources from the “Think U know” website it helps children understand the importance of staying safe online.</p> <p>Spring 2 Theme: iProgram Introducing the children to a visual programming language. Using the context of games development it will engage the children creatively developing their own simple animations</p> | <p>Summer 1 Theme: iAlgorithm Reinforcing the concept of algorithms being a set of instructions that can be followed to complete a task. The unit extends iProgram where algorithms are used to write computer programs.</p> <p>Summer 2 Theme: iSimulate Children begin to understand that computer simulations can represent real and imaginary situations. Learn how to explore simulations, investigate options and to test their predictions. Evaluate simulations by comparing them with real situations and consider their usefulness.</p> |
| Music & Performing Arts | <p>ARTIS</p> <p>Music: Harrow music services Singing/Moving Singing development/aural awareness</p> | <p>ARTIS</p> <p>Music: Harrow music services Recorder Introduction/Singing/ Body Percussion1 Singing development – rounds and singing games</p> | <p>ARTIS</p> <p>Music: Harrow music services Ensemble Development Recorder skills – tonguing, minimum notes</p> |

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| | <p>Singing games and rounds Development of aural awareness and musical literacy using Solfa.</p> | <p>Teacher led body percussion – coordination development Recorder skills – tonguing, minimum notes BA or CA. Reading from staff notation.</p> | <p>BAGCD Mixture of rote learning, staff notation and playing from memory Playing and singing in parts (rec/sing/body perc/classroom perc if available)</p> |
| <p>PE/health and wellbeing.</p> | <p><u>Physical Education</u> Ball skills and invasion games/ Dance Most children will be able to throw and catch with control under some pressure- be aware of space-know how to use rules fairly to keep a game going. Explain why it is important to warm up and cool down. Working in partners and groups to play simple invasion games.</p> <ol style="list-style-type: none"> 1) Throwing and catching 2) Improving accuracy 3) Invaders 4) Moving with the ball 5) Teams games <p>Dance: Diwali</p> <p><u>Yoga</u> Mudra: Bhairavi mudra: harmony and balance Develop concept of Drishti – help in balancing asana and focus. Pranayama/Kriya: Bastrika: oral practise Asana: padahastana, ardhacakrasana, trikonasana. Bhadrasana Stillness:</p> <p><u>Meditation</u> Sense meditation/visulisation</p> | <p><u>Physical Education</u> Gymnastics/Netball games Most children will be able to use a number of their own idea of movements in response to a task. Choose and plan a sequence of actions – adapt a sequence to suit different types of apparatus</p> <ol style="list-style-type: none"> 1) Body shapes 2) A balancing act 3) Methods of travelling 4) Sequence using apparatus 5) Developing sequence further <p>Striking and field games Most children will be able to use a range of skills throwing catching stopping striking etc with some control and accuracy</p> <ol style="list-style-type: none"> 1) Catching skills 2) Throwing accurately 3) Fielding skills 4) Batting skills 5) Playing games <p><u>Yoga</u> Mudra: Bhairavi mudra: harmony and balance Develop concept of Drishti – help in balancing asana and focus. Pranayama/Kriya: Bastrika: oral practise then onto nasal practise.</p> | <p><u>Physical Education</u> Striking and fielding/ Athletics & team sports Most children will be able to run at a fast, medium and slow speed. They should be able to change speed and link jumping and running activities to their activities.</p> <ol style="list-style-type: none"> 1) Throwing 2) Throwing practice 3) Running 4) Jumping <p><u>Yoga</u> Pranayama: Nadi shodhana Mudra: Jnaana Mudra – attainment of knowledge. Surya namaskar sequence: focussing on Padahastana, Ashwasanchalan asana and Chaturanga dandasana Introduce Trataka: eye exercises</p> <p><u>Meditation</u> Can we close our eyes and meditate on something?</p> |

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| | | <p>Asana: vrukshana: utkatasana. Continue practise and develop asana from Autumn term.</p> <p>Stillness. Visualisation/use of imagination: sense mediation</p> <p><u>Meditation</u></p> <p>Sense meditation/visulisation</p> | |
| PRE | <p>Autumn 1</p> <p><u>Theme: Don't worry be happy</u></p> <p>Pupils will explore the meaning of happiness and discuss how humans find happiness. They will also research and find out how people celebrate (from different cultures and religious traditions).</p> <p>Teachers will help pupils unpick the difference between material objects of happiness (e.g. buying the latest playstation) and spiritual happiness (e.g. meaningful connections with friends and family influenced and not influenced by religious guidance/expectations).</p> <p>Autumn 2</p> <p><u>Theme: Communicating with the divine</u></p> <p>Pupils will learn about the meaning of prayer. They will focus in more depth on the power and meaning of meditation (exploring the similarities and differences of chanting the Maha Mantra with chants from other traditions: Om Mane Padme Hum, Allah Hoo, Nam yo ho renghe kyo, Hail Mary) as an individual and collective practice. They will ask questions about the nature of the Divine: e.g. How can we make contact with Krishna? Does He listen? How do we know? This will lead to a knowing about Deities and the process of serving</p> | <p>Spring 1</p> <p><u>Theme: Krishna's Avatars</u></p> <p>Pupils will learn about the avatars of Krishna and identify the meaning behind each Avatar's appearance on earth. They will explore the stories through drama, dance and reading adapted texts from the tenth canto of the Bhagavatam. They will begin to explore the nature of Divine spirit in the material world, and learn about the difference between the spiritual and material worlds from a Vaishnava perspective.</p> <p><u>Writing opportunities:</u></p> <p>- Story writing about an avatar of Krishna</p> <p>Spring 2</p> <p><u>Theme: Charity</u></p> <p>Pupils will learn about the value and importance of charitable acts in the Vaishnava tradition and compared to Islam (Zakat). Drawing from a variety of stories, pupils will discuss the impact of acting charitably (including giving money but more importantly in behaving charitably towards one another by living the values of the school in an authentic and considered way). They will relate charity with Karma and free will, so that they are able to relate positive acts as contributing to positive benefits for themselves in the future. Teachers should</p> | <p>Summer 1</p> <p><u>Theme: Justice</u></p> <p>Pupils will consider the question: how come good things happen to people who act badly? How come bad things happen to those who act well?</p> <p>They will consider the notion of equality and fairness, exploring issues and events in their own contexts. Informed by circle time and PSHE teaching strategies, pupils will experiment with different outcomes of scenarios that challenge their understanding of Justice. They will build on their introduction to Karma from the previous term, and discuss and evaluate what this means in relation to the question of suffering and injustice in the material world. They will compare this view with the notion of heaven and hell in Abrahamic traditions (focused on Christianity)</p> <p>Summer 2</p> <p><u>Theme: Philosophers and their questions</u></p> <p>They will be invited to practice and reflect upon common practices in the Vaishnava tradition (e.g. Japa meditation, Kirtan). They will further study the life of Krishna Chaitanya as Krishna</p> |

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| | <p>them in the Hindu tradition, particularly those related to Krishna in the Chaitanya tradition.</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> - Letter writing (prayer to God) | <p>plan opportunities for pupils to plan, organize and deliver a charitable event (e.g. prepare a performance or afternoon tea for the local elderly person care home)</p> | <p>incarnate and ultimate devotee and learn what the key messages of his philosophy are. They will explore explicitly the Dasa Mula Tattva principles</p> <p>As a comparative study the concept of a personal relationship (or not) with God and the approach to God made by different religions (Christianity, Catholicism, Islam, Judaism) will be made.</p> |
| Sanskrit | <p>Written: Matra Abhyasah</p> <ul style="list-style-type: none"> • Alphabet revision <p>Verbal: Bhagwat Gita verses + Samskrita Vidhyarambha</p> <ul style="list-style-type: none"> • Unit 1, Introductions and greetings • Unit 2, Classroom expressions | <p>Written: Matra Abhyasah</p> <ul style="list-style-type: none"> • Combining vowels with consonants <p>Verbal: Bhagwat Gita verses + Samskrita Vidhyarambha</p> <ul style="list-style-type: none"> • Unit 3, People and places • Unit 4, Krishnas family • Unit 5, My family • Unit 6, What is Krishna doing? • Unit 7, Animals | <p>Written: Matra Abhyasah</p> <ul style="list-style-type: none"> • Extended vowels and Halants <p>Verbal: Bhagwat Gita verses + Samskrita Vidhyarambha</p> <ul style="list-style-type: none"> • Unit 8, Food • Unit 9, Colours |

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.