



Avanti House Primary School

Curriculum Map 2019-2020

Year 5	Autumn Term		Spring Term		Summer Term	
Themes	We are all equal	Let there be light	Being a British citizen	We mean business	Green planet	Hot off the press
Learning to learn skills and attitudes	Independence	Cooperation	Questioning	Resilience	Creativity	Imagination
	Talking about their learning with each other and other adults					
Real life opportunities	<p><u>Sensory Garden/Playground</u> - to build on descriptions (writing), exploring plants and habitats in real life (science), exploring perimeter and area (maths), performance (man on the moon unit), forces - testing and exploring gravity/air resistance (science)</p> <p><u>Yoga room</u> - Performing while listening to highwayman poem to understand complex vocabulary, set up WW1 prompts and children have a guess as to what it may be/ what it was used for.</p> <p><u>Guess who</u> - an empty box - items to be put in. (science) properties of materials - place materials for children to investigate. (Writing) building on 5 senses for description. (reading) inferring skills</p> <p><u>Newspapers and News report (videos)</u> - Crime and punishment unit - Understanding action, sanctions and laws. (Writing) building exposure to what a newspaper looks like for when they write their own.</p> <p><u>Local artists</u> - to support the teaching in Art/D.T. skills.</p>					
Avanti Values/British Values	Empathy Democracy and the rule of law	Self-discipline	Respect Individual Liberty	Integrity Mutual respect	Courage Tolerance of faiths	Gratitude
Enrichment links ,class specific	Yom Kippur Assembly	Christmas Carol Concert	Book Club for HA readers	→	Music Festival with Harrow Music Schools	

		Police Visit to emphasise on learning about E-Safety (Democracy and the rule of law)	STEM Fair			→
				Dragon's Den		→
World Festivals/days						
Educational Visits including in house workshops	Oliver Twist Workshop Earth & Space (Planetarium) Royal Observatory Greenwich Police Visit Year 5 (Bullying and Cyber Bullying) (Democracy and the rule of law)		Houses of Parliament (Democracy and the rule of law)		PGL: Weekend Residential (Courage) Kew Garden	
Core Texts	Oliver Twist by Charles Dickens.	Aliens Landing Literacy Shed	Narrative Poetry- The Highwayman	The Story of Lego (Literacy Shed)	The Indian in the cupboard.	War Horse By Michael Morpurgo
GPS <i>(Lessons to be covered within the input teaching of writing lessons/ or discrete 30</i>	Revision of YR 4 GPS concepts. More able children to look at applying these independently and accurately within their writing <i>E.g. Fronted adverbial</i>	→	Beginning of year 5 GPS concepts. The core concepts we will be teaching and emphasising on are: - Relative clauses - Adverbial		→	Re- consolidation of year 5 GPS concepts (Interventions for those who need more practise) Children will be

<p><i>minute lessons weekly)</i></p>	<p><i>phrases, apostrophes for singular and plural possession, speech rules etc.</i></p> <p>Weekly spellings covering year 3 and 4 common expected words to consolidate spelling rules.</p>	<p>Weekly spellings begin with year 5/6 common expected words. Weekly by week children will focus on a spelling rule and practise it through words as part of homework.</p>	<p>phrases</p> <ul style="list-style-type: none"> - Cohesion - Modal Verbs - Brackets and dashes for parenthesis - Commas to avoid ambiguity - Précising longer paragraphs 		<p>→</p>	<p>monitored in how independently and accurately they can use year 5 GPS concepts in their weekly big writes</p> <p>Reconsolidation of year 5 spelling rules and common expected words</p>
<p>English</p>	<p><u>We will be focussing on:</u></p> <p>Key text: Oliver Twist</p> <p>Writing diary entries from characters point of view (Empathy - showing empathy towards characters)</p> <p>Noting and developing ideas using planning formats - Modelling how to make effective notes</p> <p>Writing their own version of a scene as a play script/</p>	<p><u>We will be focussing on:</u></p> <p>Key text: Aliens Landing</p> <p>Descriptive writing including building atmosphere</p> <p>Writing their own fantasy story linked to Aliens Landing</p> <p>Write a non-chronological report linked to Earth in space</p>	<p><u>We will be focussing on:</u></p> <p>Key text: The Highwayman Poem</p> <p>Character descriptions</p> <p>Individual Liberty - Focusing on the character of the highwayman and how he did not have freedom to make his own choice. Was put down by authorities.</p> <p>Setting the scene</p> <p>Write your own narrative poem based on</p>	<p><u>We will be focussing on:</u></p> <p>Instructions for own Lego model</p> <p>Storyboard an advert for the toys with performance</p> <p>Biography on the creator of Lego</p>	<p><u>We will be focussing on:</u></p> <p>Writing own chapter for the novel (pausing in the middle of the text)</p> <p>Comparing character personalities and writing character descriptions.</p> <p>Persuasive letter to main character</p>	<p><u>We will be focussing on:</u></p> <p>Newspaper Articles on scenes from the text</p> <p>Persuasive writing based on the role of the character</p> <p>Debates on events from the text as well as debating the characters. Good v bad</p>

	<p>storyboarding</p> <p>Writing informal letters in role of characters (Empathy - showing empathy towards characters)</p> <p><u>Guided reading:</u> comprehension/summarising/ vocabulary building/ retrieval/ inferring/ predicting</p> <p>↓ <u>Activities:</u> Comprehension questions/ Hot seating/ Conscience alley/ Roll on the wall/ Looking at test style questions</p>	<p>Consolidating - noting and developing ideas using planning formats - Modelling how to make effective notes</p> <p><u>Guided reading:</u> comprehension/summarising/ vocabulary building/ retrieval/ inferring/ predicting</p> <p>↓ <u>Activities:</u> Comprehension questions/ Hot seating/ Conscience alley/ Roll on the wall/ Looking at test style questions</p> <p>https://www.literacyshed.com/manonmoon.html</p>	<p>the 'Highwayman poem'</p> <p>Writing the narrative of the poem as a story.</p> <p><u>Guided reading:</u> Vocabulary - effects of language used by author Hot seating - asking questions Comprehension questions Inferring character's thoughts/motives/actions</p>	<p><u>Guided Reading:</u> reading and comprehension/ Performing adverts/ debating</p>	<p><u>Guided reading:</u> comprehension/summarising/ vocabulary building/ retrieval/ inferring/ predicting</p>	<p>(Courage linked to WW1)</p> <p><u>Guided reading:</u> comprehension/summarising/ vocabulary building/ retrieval/ inferring/ predicting</p> <p>Assessment of these in focused comprehensions</p>
<p>Maths</p>	<p><u>Number</u></p> <p>Place value, addition, subtraction, multiplication, division, fraction, algebra,</p>		<p><u>Measurement, Money</u></p> <p>Capacity, Length, Height, Mass, temperature, less</p>	<p><u>Geometry and statistics</u></p> <p>properties 2D 3D, nets, shape, charts, pictograms, Carol diagrams, Venn diagrams, tally charts, pie charts, line graphs, mean, range and mode, coordinates</p>		

	ratio, proportion.		than, more than symbols, position, direction, time,		
Science	<p style="text-align: center;"><u>Forces</u></p> <p>We will be learning about Forces for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Forces we will be learning about:</p> <ul style="list-style-type: none"> • How unsupported objects fall towards the Earth because of the force of gravity. • The effects of air resistance, water resistance and friction. • Mechanisms, including levers, pulleys and gears 	<p style="text-align: center;">Earth and Space</p> <p>We will be learning about Earth and Space for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Earth and Space we will be learning about:</p> <ul style="list-style-type: none"> • Movement of earth, moon and other planets • Night and Day • Describing the sun, earth and the moon as spherical bodies 	<p style="text-align: center;">Properties and changes of material</p> <p>We will be learning about Properties and Changes of Materials for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Properties and Changes of Materials we will be learning about:</p> <ul style="list-style-type: none"> • Properties & Solubility • Separating mixtures • Thermal conductivity <p>Individual Liberty - Children will use freedom of choice to pick an investigation and carry it out relating to properties and their materials. They will also use freedom of choice to decide who is correct</p>	<p style="text-align: center;">Living things and their habitats</p> <p>We will be learning about Living things and their habitats for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. Some of what the Children will do are:</p> <ul style="list-style-type: none"> • Finding out about the functions of the parts of a flower, including reproduction • Label and dissect the parts of a flower. • Discover the ways in which plants 'clone' themselves • Learn about some of the ways in which different types of animal reproduce, <p>Mutual Respect - how are animals being respected? In the same way as humans? Respect for their habitats and environment</p>	<p style="text-align: center;">Changes and reproduction</p> <p>We will be learning about 'changes and reproduction for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. Pupils will be taught to:</p> <ul style="list-style-type: none"> • recognise the stages of growth and development in humans. • know the stages in the gestation period of humans and compare them to other animals. • recognise the stages of development during childhood and understand the needs of children at those stages. • understand the initial changes inside and outside of the body during puberty. • know the changes that occur during puberty and how they differ for boys and girls. • understand how the body changes during adulthood and

	<p>Our write for this unit will be producing a report on an experiment, which will be focused on testing the effects of friction.</p>	<p>Our write for this unit will be a description of a journey to the moon. Children will be expected to use scientific vocabulary and knowledge about the earth and the universe.</p>	<p>and why and ensure they have their say when looking at concept cartoons.</p> <p>Our write for this unit will be producing a report on an experiment, which will be focused on testing different properties and their materials.</p>	<p>Our write for this unit will be producing a report on Jane Goodall and her discovery with Chimpanzees.</p> <p>(Integrity - Jane Goodall's work revolved a lot around her having integrity to help animals)</p>	<p>old age.</p>
<p>PSHE</p>	<p>How can we be safe online and using social media?</p> <p>Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;</p>	<p>What does discrimination mean?</p> <p>Actions can affect self and others; discrimination, teasing and</p>	<p>What makes a community?</p> <p>What it means to be in a community; groups and individuals that support the local community; voluntary, community</p>	<p>How can we manage our money?</p> <p>About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality.</p>	<p>What makes us enterprising?</p> <p>Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society.</p>

		bullying; stereotypes; differences and similarities between people; equalities.	and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world.		
History	<p><u>Crime and Punishment (AUT 1)</u> (Democracy and the rule of law - the entirety of the unit will focus on democracy and law during each period of time)</p> <p>We will be focussing on how crime and punishment has changed throughout the ages. Beginning with the Romans and travelling right through to the present day, we will discover how changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished.</p> <p>Our write for this unit will be a non-chronological report on crime and punishment in children's chosen period of time.</p>	<p><u>The Victorians (AUT 1)</u></p> <p>This unit is covering various aspects of Victorian life and society, including leisure, health and disease, the Industrial Revolution, inventions and, of course, the life of Queen Victoria herself, these five lessons offer your class a great overview of the Victorian era.</p> <p>Individual liberty - how there was not much of this during this period of time</p>	<p><u>WW1</u></p> <p>This unit will cover what life was like for children during the war, discover the countries of the allies and the axis, make a gas mask, listen to wartime music, make a rationed recipe and so much more!</p> <p>(Courage linked to WW1)</p>		
Geography	<p><u>The United Kingdom (AUT 2)</u></p> <p>In this topic the pupils will learn all about</p>	<p><u>Natural Resources (AUT 2)</u></p> <p>How do we use the</p>	<p><u>USA Road Trip</u></p> <p>This term we will be learning:</p> <ul style="list-style-type: none"> •How communities are created and how different ethnic 		

	<p>how the UK is organised into countries, counties and cities, as well as learning about the human and physical features of Great Britain, such as population, life expectancy, tallest mountains, longest rivers, coastlines and much more.</p> <p>Our write for this unit will be an informal letter (Assessed as children will have done this in English) to a pen pal describing the UK.</p>	<p>land in Britain? What natural resources do we use to produce energy? What renewable natural resources do we use? How are products such as concrete, glass, wood and steel produced and traded?</p> <p>(Respect - How much are we respecting our natural resources and environment?)</p>	<p>backgrounds can live alongside each other.</p> <ul style="list-style-type: none"> • The impact of human behaviour and urban development on the environment. • The role nature plays in Native American cultures. • How religion can shape the country. • The effect of American Culture of the rest of the world, particularly in music and art. <p>Gratitude - How citizens are thankful to history played in the country to make it what it is today. Independence day, thanking soldiers, the role of religion - this role of religion is in collaboration to tolerance of faith - we will be exploring the religion of the country in depth.</p>
<p>Art</p>	<p><u>Street Art (AUT 1)</u></p> <p>Find out all about the many varied forms of art in public spaces, and develop their own ideas for quick, colourful, eye-catching, humorous or satirical pieces of street art through sketching and annotating. Discuss how street art polarises opinion, when and where it is acceptable, and how it can improve or damage public spaces.</p> <p>Our write for this unit will be a research and fact file on Jean-Michel Basquiat followed by a diary on their journey in this ART topic.</p>	<p><u>People in Action</u></p> <p>These lessons give children a fascinating insight into movement art, looking at the work of various artists and famous artwork as well as giving them the chance to create a variety of their own artwork of 'people in action'.</p>	<p><u>North American Art</u></p> <p>Explore the amazing and varied art of North America with this informative and engaging scheme of work for Year 5/6</p>

			English: movement of highwayman drawings using computing and film		
DT	<p>Fashion Show!</p> <p>Looking at fashion in UK over the years, pattern, print techniques, colours, fabrics. Children make their own t-shirts and hold their own UK-themed fashion show. We will focus heavily on the fashion/clothing during the time of Oliver Twist to now. (English link)</p>	<p><u>Moving Toys</u></p> <p>Discover how different shaped cams can alter the movement of the follower and how to create a sturdy structure using a variety of tools and techniques. Your toymakers will then have the chance to design, make and evaluate their own moving toy with a cam mechanism.</p>	<p><u>Rationed Recipe</u></p> <p>Children will have the chance to make their own rationed recipe looking at historical evidence of what was available at the time of WWI.</p>		
Computing	<p><u>iSafe</u></p> <p>(The rule of Law - the unit will cover the laws behind inappropriate use of the internet)</p>	<p><u>i-Web</u></p>	<p><u>iProgram</u></p>	<p><u>Programming</u></p>	<p><u>Blogging</u></p>

	<p>In this unit children will explore the key aspects of e-safety including how and why we communicate, methods of communication, sharing information using new technologies, trusting online information, keeping personal information private and cyber bullying.</p>	<p>Pupils will explore how the world wide web allows people to connect, work together and share information and resources and develop a conceptual understanding of the web.</p>	<p>This unit of work returns to the visual programming language scratch. Using the context of games development the children explore computational creation by designing games and explore the concepts of conditionals and data, iteration and incremental development.</p>	<p>For this unit of work the children will be looking at the visual programming language of Scratch.</p> <ul style="list-style-type: none"> Using the context of games development the children explore computational creation by designing games. They will also explore the concepts of conditionals data, iteration and incremental development. 	<p>This unit will enhance children's digital literacy. They will explore the 'blogging and vlogging world', with aiming to write their own blogs based on exciting experiences and opportunities during their time in year 5.</p>	
<p>Music</p>	<p style="text-align: center;"><u>Music (Harrow music)</u></p> <p style="text-align: center;"><u>Ukulele Skill Development/Recorders</u></p> <p>Uke skills - Pluck simple melodies read from staff. Chords (minimum) C, C7, F, G7</p> <p>Recorders - Recorder skills- minimum notes BAG CD ED</p>		<p style="text-align: center;"><u>Music (Harrow music)</u></p> <p style="text-align: center;"><u>Melodic Composition - Recorders/Ukulele</u></p> <p>Small group compositions using recorders/ukulele/voices/body perc/class perc Awareness of form and structure</p>		<p style="text-align: center;"><u>Music (Harrow music)</u></p> <p style="text-align: center;"><u>African Drumming</u></p> <p>Layering rhythms</p> <p>Improvising</p> <p>Singing and playing simultaneously</p> <p>Inclusion of recorder and ukulele</p>	
<p>PE/health and wellbeing.</p>	<p><u>Physical Education</u></p> <p><u>Invasion Games</u></p> <p>In PE we will be developing skills for invasion games. We will plan and focus on co-ordination and</p>	<p><u>Physical Education</u></p> <p><u>Gymnastics</u></p> <p>In PE we will be focusing on gymnastics and</p>	<p><u>Physical Education</u></p> <p>Focusing on coordination, strategies and teamwork</p>	<p><u>Physical Education</u></p> <p>In PE we will be focusing on cricket.</p>	<p><u>Physical Education</u></p> <p>In PE we will be focusing on athletics.</p>	<p><u>Physical Education</u></p> <p>In PE we will continue to focus on athletics and</p>

	<p>developing teamwork and good sportsman ship through ball games including netball.</p> <p><u>Meditation</u></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><u>Yoga</u></p> <p>As well as building on their asana/postures. From this year we will have more emphasis on pranayama and meditation. Children will work on stillness and to be able to learn how 'switch off'</p>	<p>creating sequences to perform for an audience use a wider range of body shapes and actions explore more difficult ways to perform show as much control and precision as possible</p> <p><u>Meditation</u></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><u>Yoga</u></p> <p>Children to work on more challenging asana:</p>	<p><u>Meditation</u></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><u>Yoga</u></p> <p>Begin halasana and matsyasana preparation and practise. Use of suryanamaskar as a warm up.</p> <p>Pranayama: Nadi Shuddi.</p> <p>Yama: ahimsa, satya, asteya, brahamachya, aparigraha.</p>	<p><u>Meditation</u></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><u>Yoga</u></p> <p>Sarvangasana, as well as halsana and matsyasana. Use of suryanamaskar as a warm up.</p>	<p><u>Meditation</u></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><u>Yoga</u></p> <p>Bhujangasana, salabhasana and dhanurasana preparation and practise.</p> <p>Use of suryanamaskar as a</p>	<p>cricket.</p> <p><u>Meditation</u></p> <p>Meditation is practiced in the morning and half way through the day to reflect on learning.</p> <p><u>Yoga</u></p> <p>Recap asana and meditation from past terms:</p> <p>Bhujangasana, salabhasana and dhanurasana</p>
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	<p>Follow visualisation meditation.</p>	<p>Work on shoulder and back extensions.</p> <p>Eight Limbs @ Yama & Niyama</p> <p>Pranayama: Bhastika</p>	<p>Focus more on visualisation, meditation and stillness</p>	<p>Pranayama: Nadi Shuddi.</p> <p>Yama: ahimsa, satya, asteya, brahamachya, aparigraha.</p> <p>Focus more on visualisation, meditation and stillness</p>	<p>warm up.</p> <p>Pranayama: Nadi shudi and kapalbhaati</p> <p>Niyama: saucha, santosh, tapas, swadhyaya, ishwarprani dhan.</p>	<p>preparation and practise.</p> <p>Use of suryanamaskar as a warm up.</p> <p>Pranayama: Nadi shudi and kapalbhaati</p> <p>Niyama: saucha, santosh, tapas, swadhyaya, ishwarprani dhan.</p>
<p>PRE</p>	<p><u>Focus: Creation & Destruction</u></p> <p>Pupils will learn about the various creation stories from Hindu, Christian and Shamanist (or other tribal faith world view) and compare these with the scientific knowledge of the Big Bang. In particular, pupils will discover how Krishna appears in different forms as Vishnu, Shiva and</p>	<p><u>Focus: Symbols, their meaning and significance</u></p> <p>Pupils will learn what symbols are and how they are used in human life, as both indicators of belief, as expression of experience and material form (through arts)</p>	<p><u>Focus on - Respect & Integrity</u></p> <p>Know core Vaishnava beliefs and common wisdom about the importance of good company.</p> <p>They will also explore and apply the concept of Sanga and how this relates to spiritual practice, in particular, the discussion of scripture and chanting Krishna's names. Understand and apply the prohibitions around criticising and upsetting others. Identify and explain the key choices one may make in contemporary life with respect to association, and evaluate the potential and respective consequences.</p> <p>Identify and re-tell stories from Vaishnava</p>	<p><u>Focus on - THE MAHABHARATA AND LEADERSHIP</u></p> <p>Pupils will learn the basic structure of the Mahabharata, through drama, multimedia, story-telling, story reading, research and the arts (including performance and dance).</p> <p>Part 1: will teach pupils about leadership, with an examination of the main characters in the story. Pupils</p>		

	<p>Brahma and that each has a particular function within the Vedic cosmology. This is an interesting unit inspiring deep questioning and an opportunity to explore faith and fact, as well as consider questions about the meaning of life. Pupils will also explore real life and contemporary examples of birth and death, creation and destruction (environmental issues, Tsunamis, natural and man made disasters) and create a project that shows synthesis from research, knowledge acquisition and creative presentations.</p>	<p>and as mediator to other forms of reality (for example, language is a symbol for reality...the word table indicates what the object is, although it is not the same thing). Pupils will explore a variety of symbols from different religions. They will need to know the importance of symbols in the Vaishnava tradition, in particular that Krishna as a word is not dissimilar to the all attractive Divine form Krishna.</p>	<p>scriptures that illustrate the importance of making wise choices. Explore and evaluate the concept and role of a Guru and of Sanga in general, within the lives of Srila Prabhupada and one living Chaitanya Vaishnava.</p>	<p>will learn about other great leaders in human history. They will know and understand what makes a good leader and what makes an outstanding one; through a character study. Pupils will learn about the three gunas and apply this to their own lives and the lives of the characters in the story.</p> <p><u>Continuing with the Mahabharata,</u> pupils will discuss the context of the BG and Arjuna's dilemma, relating to more contemporary issues and situations in school and the wider world.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> describe the message of the Bhagavad Gita. analyse why Krishna breaks his promise. analyse how attitude affects learning. analyse different prayers.
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Sanskrit	<p>Revision of vowel sounds and written vowels.</p> <p>Short and long vowels Basic words with known letters.</p> <p>Learn the basic consonants.</p> <p>Basic Conversation & questions. Versus 1-3 Bhagavad Gita.</p>	<p>Numbers up to 70</p> <p>Learning about Halantas</p> <p>Naming Animals.</p> <p>Basic Conversation- Asking questions of who and what.</p> <p>Versus from the Bhagavad Gita.</p>	<p>Prayer: Kasturi Tilakam - singing and understanding meaning.</p> <p>Speaking, reading and writing in Sanskrit.</p> <p>Classroom Expressions: listening, speaking, reading and writing in literation and Sanskrit.</p> <p>Animals in Sanskrit.</p>	<p>Prayer: Kasturi Tilakam - singing and understanding meaning.</p> <p>Speaking, reading and writing in Sanskrit.</p> <p>Classroom Expressions: listening, speaking, reading and writing in literation and Sanskrit.</p> <p>Animals in Sanskrit.</p>	<p>Pupils will be learning the following:</p> <p>A new verse recital, practice correct pronunciation, translation and discussion.</p> <p>Reading practice - adding r to consonants.</p> <p>Writing sentences.</p> <p>Changing 3rd person verb</p>

					<p>endings to first person.</p> <p>Introduce the hook and practice applying it. Practice verb endings.</p> <p>Learn where to place hook, make 3 word sentences with fruits, practice vocabulary.</p> <p>Learn special Sanyogas and apply, start unit 9-colours, revise all colours. Reading practice.</p>
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					Prepare for final story in Sif3, read final story.
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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 e.g.: '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 respects 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.
- Artis planning information must be more specific and lined to English/Topic, please provide this information.
- History and Geography must teach at least 3 units of each; however this can be at your discretion following discussions with SLT. There must be more enquiries 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.