









Avanti House Primary School

Curriculum Map 2019-2020

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

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

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

| | | | | | | |
|--|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> • Talk about family/ friends/ celebrations/ events • Talk about selves/ likes and dislikes • Providing freedom to talk through talking partners and lolly pop sticks | <ul style="list-style-type: none"> • Responding to a range of questions based on events and stories. • Introduces storyline and narrative | <ul style="list-style-type: none"> • Ask and answer a range of questions in relation to stories and experiences. | | | |
| <p>PD (LCP scheme)/health and wellbeing.</p> | <p>Physical Education:</p> <ul style="list-style-type: none"> • dressing and undressing selves • Taking care of belongings • Fine Motor skills • (Unit 1) Skipping/ crawling/ running etc • negotiate space • pincer grip <p>Yoga</p> <ul style="list-style-type: none"> • Track baseline flexibility: note down • Following basic instructions • Identifying different parts of the body • Making shapes with their bodies • Awareness of breath - games | <p>Physical Education: (Unit 1 & 4)</p> <ul style="list-style-type: none"> • Gymnastics • Balancing skills • jumping • negotiate space • letter formation • Handling tool and objects well • Understanding how to handle objects safely <p>Yoga</p> <ul style="list-style-type: none"> • Reciting starting prayer: invocation to patanjali • Head to toe warming up | <p>Physical Education (Unit 2)</p> <ul style="list-style-type: none"> • Dance <ul style="list-style-type: none"> - use and express using a range of movements - Enact fairy tale stories • Understanding how to handle objects safely • -Handle tools for writing well. <p>Yoga</p> <ul style="list-style-type: none"> • Children will begin to practise on a yoga mat • Develop an understanding of a fuller and deeper breath • Develop understanding and practise shapes based on nature | <p>Physical Education: (Unit 4)</p> <ul style="list-style-type: none"> • Ball skills • Throwing/ catching/ hitting/ bouncing • Understands healthy eating • Understands healthy lifestyle <p>Yoga</p> <ul style="list-style-type: none"> • Use of more Sanskrit terminology for parts of the body • Introduce simple asanas: trikonasana and suryanamaskar • Breathing techniques to build on | <p>Physical Education (Unit 3)</p> <ul style="list-style-type: none"> • Outdoor activities • Obstacle courses • Gross Motor skills • parachute games • Understands healthy eating • Understands healthy lifestyle <p>Yoga</p> <ul style="list-style-type: none"> • Sequencing steps in suryanamaskar • Songs and games to help build and develop physical flexibility | <p>Physical Education:</p> <ul style="list-style-type: none"> • Sports day activities • Practising all taught skills in prep for sports day • Controlling letter size and writing on lines <p>Yoga</p> <ul style="list-style-type: none"> ➤ Focussing on lesson structure ➤ Patankjali sutra, warming up ➤ Suryanamakar, asana, partner work, games ➤ Time for stillness and breathing ➤ Closing prayer |

| | | | | | | |
|----------|--|---|--|---|---|--|
| | | <ul style="list-style-type: none"> • Becoming aware of their breathing • Creating shapes with their bodies • Understanding space needed for yoga | <p>mountain, tiger. Waterfall etc</p> | <p>kalapabhatti and bhastrika</p> <ul style="list-style-type: none"> • Discuss meaning of closing prayer | <ul style="list-style-type: none"> • Basic meditation sound humming • | <ul style="list-style-type: none"> ➤ Breathing techniques: sitali and sitkari |
| Literacy | <ul style="list-style-type: none"> • Joins in with rhymes and continues a rhyming string • Explores a range of books and responds to pictures/ props • Recognise own name and those of peers • Recognise logo and signs • Linking sounds to letters • Blending cvc words/ HFW • Initial letters • Mark making and giving meaning to marks • | <ul style="list-style-type: none"> • Continues a rhyming string • Making predictions • Discussing elements of stories and describing them • Explore a range of different texts • Use Letters and Sounds to read and write simple sentences. • Develop reading and writing of HFW and Tricky words • Use writing/ mark making as a means of communicating feelings, developing own stories and recording information • | <ul style="list-style-type: none"> • Demonstrating an understanding when talking to others about what they read • Answering questions in relation to stories • Researching information • Using phonics to decode unfamiliar words • Polysyllabic words • Using key features in their narratives • Developing sentence structure and content | | | |
| Maths | <ul style="list-style-type: none"> • Identifies and selects numbers and quantities correctly • Develops understanding of more and less. Develops understanding of one more and less of an object • Adding and subtracting small amounts • Records numbers and quantities • Matches numbers and quantities. • Identifies and selects shapes • Creates patterns • Order objects in size orders | <ul style="list-style-type: none"> • Orders and counts to 20 • Counting on or back to solve addition and subtraction. • Finding one more or one less of a given number • Forming numbers correctly • Ordering objects in capacity and weight order • Develop language based on capacity/ weight and size • Showing awareness of shapes and patterns in our environment • Understanding how we measure time | <ul style="list-style-type: none"> • Using amounts and numbers to double, share and halve • Solving number problems (addition/ subtraction/ halving etc) • Sharing amounts equally and solving problems • Using money to add amounts/ identifying different times on a clock • Use objects and shapes to create patterns and build models. • Solving word problems | | | |

| | | | | |
|----------------------------|--|---|--|--|
| | <ul style="list-style-type: none"> • Uses positional language and responds to instructions. | <ul style="list-style-type: none"> • Identifying coins and using correct vocabulary | <ul style="list-style-type: none"> • Solving a range of math problems | |
| Understanding the World | <ul style="list-style-type: none"> • Talks about selves and people special to us • Explore different faiths, beliefs and cultures • Identify similarities and differences between themselves and others • Identify similarities and differences between faiths (mutual respect) • ICT tools to create pictures • Talk about events in our personal lives. • Develop mutual respect for other faiths | <ul style="list-style-type: none"> • Investigate and research different environments and living things. • Identify similarities and differences in environments and places • Make observations of animals and how they change. • Developing respect for the natural world and learning how to take care of the world • Explore different types of technology | <ul style="list-style-type: none"> • Describe different occupations. • I CT tools to research occupations and changes • Use a range of ICT tools to record findings • Make observations of changes in plants/ living things and materials • Investigate materials that float and sink | |
| Expressive Arts and Design | <ul style="list-style-type: none"> • Joins in with songs, imitate music beat and dance movements. • Explore a range of media to create own models • Safely move around with media and materials. • Create models using construction materials • Gives meaning to their drawing | <ul style="list-style-type: none"> • Creates own movements and music • Represent stories and ideas using role play • Create props to support with role play • Investigate a range of media (collage/ sponges etc) • Experiment with textures and describe different textures • Uses and selects resources to create and design | <ul style="list-style-type: none"> • Explore changes in colour/ changes in body movements • Express feelings and thoughts through dance/ music and role play • Design and create models/ working with peers • Investigating media and materials to create pictures/ patterns • Evaluate own work and talk about features of other people's work | |
| Role Play Area | <ul style="list-style-type: none"> • Home Corner/ home • Celebrations (birthdays/ parties/ faiths/ festivals) | <ul style="list-style-type: none"> • Castle | <ul style="list-style-type: none"> • Jungle/ Zoo/ Under the Sea/ Farm | <ul style="list-style-type: none"> • Hospital/ Fire Station/ Police Station/ Doctors • Mini Beast Forest/ Hungry Caterpillar Focus |
| PRE | <ul style="list-style-type: none"> • Respecting our Temple and worship at home (making links to • Learning about different celebrations and linking it to both the | <ul style="list-style-type: none"> • Das Avatars (making links to stories from other religions e.g. Manus's Ark and Noah's Ark) | <ul style="list-style-type: none"> • Lord Chaitanya and the Jarikhanda Forest | <ul style="list-style-type: none"> • How Krishna helps us - Krishna's childhood stories • Our relationship with God |

| | | | | | | |
|--|--------------------------------------|--------------------------|--|--|--|--|
| | other religions and their own faith) | Diwali/Christmas stories | | | | |
|--|--------------------------------------|--------------------------|--|--|--|--|