









**Avanti House Primary School**

**Curriculum Map 2020-2021**

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

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

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

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|   | <p>events</p> <ul style="list-style-type: none"> <li>• Talk about selves/ likes and dislikes</li> <li>• Providing freedom to talk through talking partners and lolly pop sticks</li> </ul>  | <ul style="list-style-type: none"> <li>• Responding to a range of questions based on events and stories.</li> <li>• Introduces storyline and narrative</li> </ul>  | to stories and experiences.  |  |   |  |
| <p>PD (LCP scheme)/health and wellbeing.</p> <p>Virtues</p> | <p><b>Physical Education:</b></p> <ul style="list-style-type: none"> <li>• Taking care of belongings</li> <li>• Fine Motor skills</li> <li>• (Unit 1) Skipping/ crawling/ running etc</li> <li>• negotiate space</li> <li>• pincer grip</li> </ul> <p><i>Performance: Show persistence in looking after belongings.</i></p> <p><i>Intellectual: Thinking about personal space and make sensible judgments (space)</i></p> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>• Track baseline</li> </ul> | <p><b>Physical Education:</b><br/>(Unit 1 &amp; 4)</p> <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Balancing skills</li> <li>• jumping</li> <li>• negotiate space</li> <li>• letter formation</li> <li>• Handling tool and objects well</li> <li>• Understanding how to handle objects safely</li> </ul> <p><i>Performance &amp; Moral: perseverance with their writing.</i></p> <p><i>Resilience and courage when trying new things (jumping off equipment)</i></p> <p><i>Showing integrity when they need help</i></p> <p><i>Intellectual: Reflecting on how they handle certain tools and manage safety.</i></p> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>• Reciting starting prayer: invocation</li> </ul> | <p><b>Physical Education</b><br/>(Unit 2)</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>- use and express using a range of movements</li> <li>- Enact fairy tale stories</li> <li>• Understanding how to handle objects safely</li> <li>• -Handle tools for writing well.</li> </ul> <p><i>Performance: Showing confidence in movement and trying a range of movements.</i></p> <p><i>Working as a team to create dances</i></p> <p><i>Civic: Sharing ideas and volunteering to support each other</i></p> <p><i>Moral: Respecting each other and their ideas</i></p> <p><i>Intellectual: Providing autonomy to come with a range of movements and dances.</i></p> | <p><b>Physical Education:</b><br/>(Unit 4)</p> <ul style="list-style-type: none"> <li>• Ball skills</li> <li>• Throwing/ catching/ hitting/ bouncing</li> <li>• Understands healthy eating</li> <li>• Understands healthy lifestyle</li> </ul> <p><i>Performance: Working as a team and sharing resources</i></p> <p><i>Moral: ensuring partners take turns and have a fair chance,</i></p> <p><i>Intellectual: Critically Thinking and reflecting about a healthy life style and the importance</i></p> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>• Use of more Sanskrit</li> </ul> | <p><b>Physical Education</b><br/>(Unit 3)</p> <ul style="list-style-type: none"> <li>• Outdoor activities</li> <li>• Obstacle courses</li> <li>• Gross Motor skills</li> <li>• parachute games</li> <li>• Understands healthy eating</li> <li>• Understands healthy lifestyle</li> </ul> <p><i>Performance: Motivation to win and overcome obstacle courses</i></p> <p><i>Moral: ensuring partners take turns and have a fair chance,</i></p> <p><i>Civic: Showing care for one another and supporting peers</i></p> <p><i>Intellectual: Critically Thinking and reflecting about a healthy life style and the importance</i></p> | <p><b>Physical Education:</b></p> <ul style="list-style-type: none"> <li>• <b>Sports day</b> activities</li> <li>• Practising all taught skills in prep for sports day</li> <li>• Controlling letter size and writing on lines</li> </ul> <p><i>Performance: Motivation and determination to win and overcome obstacle courses</i></p> <p><i>Team work to win games</i></p> <p><i>Moral: ensuring partners take turns and have a fair chance,</i></p> <p><i>Civic: Showing care for one another and supporting peers</i></p> <p><i>Intellectual: reflecting on feedback and improving handwriting in preparation for Year 1</i></p> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>➤ Focussing on lesson structure</li> </ul> |

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| Yoga     | <p>flexibility:<br/>note down</p> <ul style="list-style-type: none"> <li>• Following basic instructions</li> <li>• Identifying different parts of the body</li> <li>• Making shapes with their bodies</li> <li>• Awareness of breath - games</li> </ul>  | <p>to Patanjali</p> <ul style="list-style-type: none"> <li>• Head to toe warming up</li> <li>• Becoming aware of their breathing</li> <li>• Creating shapes with their bodies</li> <li>• Understanding space needed for yoga</li> </ul>  | <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>• Children will begin to practise on a yoga mat</li> <li>• Develop an understanding of a fuller and deeper breath</li> <li>• Develop understanding and practise shapes based on nature mountain, tiger, Waterfall etc</li> </ul>  | <p>terminology for parts of the body</p> <ul style="list-style-type: none"> <li>• Introduce simple asanas: trikonasana and suryanamaskar</li> <li>• Breathing techniques to build on kalapabhatti and bhastrika</li> <li>• Discuss meaning of closing prayer</li> </ul> | <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>• Sequencing steps in suryanamaskar</li> <li>• Songs and games to help build and develop physical flexibility</li> <li>• Basic meditation sound humming</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>➤ Patankjali sutra, warming up</li> <li>➤ Suryanamakar, asana, partner work, games</li> <li>➤ Time for stillness and breathing</li> <li>➤ Closing prayer</li> <li>➤ Breathing techniques: sitali and sitkari</li> </ul> |
| Literacy | <ul style="list-style-type: none"> <li>• Joins in with rhymes and continues a rhyming string</li> <li>• Explores a range of books and responds to pictures/ props</li> <li>• Recognise own name and those of peers</li> <li>• Recognise logo and signs</li> <li>• Linking sounds to letters</li> <li>• Blending cvc words/ HFW</li> <li>• Initial letters</li> <li>• Mark making and giving meaning to marks</li> <li>• Beginning forming letters correctly</li> </ul> | <ul style="list-style-type: none"> <li>• Continues a rhyming string</li> <li>• Making predictions</li> <li>• Discussing elements of stories and describing them</li> <li>• Explore a range of different texts</li> <li>• Use Letters and Sounds to read and write simple sentences.</li> <li>• Develop reading and writing of HFW and Tricky words</li> <li>• Use writing/ mark making as a means of communicating feelings, developing own stories and recording information</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrating an understanding when talking to others about what they read</li> <li>• Answering questions in relation to stories</li> <li>• Researching information</li> <li>• Using phonics to decode unfamiliar words</li> <li>• Polysyllabic words</li> <li>• Using key features in their narratives</li> <li>• Developing sentence structure and content</li> <li>• Continue to describe events, characters and stories.</li> <li>• Suggest alternate endings</li> </ul> |   |   |  |

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|                                |  | <ul style="list-style-type: none"> <li>• Describing characters, events and stories</li> <li>• Simple focus on alliteration</li> <li>• Sequencing main events in a story and retelling stories</li> </ul>   |  |
| <b>Maths</b>                   | <ul style="list-style-type: none"> <li>• Identifies and selects numbers and quantities correctly</li> <li>• Develops understanding of more and less. Develops understanding of one more and less of a number and amount (objects)</li> <li>• Adding and subtracting by sorting</li> <li>• Simple compositions to 5</li> <li>• Make comparisons between amounts and numbers</li> <li>• Beginning to identify number patterns</li> <li>• Understanding how we measure time</li> <li>• Showing awareness patterns in our environment</li> <li>• Developing an understanding of spatial awareness</li> <li>• Introducing comparisons between size and mass</li> <li>• Labelling and describing 2d shapes</li> <li>• Beginning to show awareness of shapes in our environment.</li> <li>• Beginning to develop language based on capacity/ weight and size</li> </ul> | <ul style="list-style-type: none"> <li>• Number bonds to 5 and beginning to develop understanding of number bonds to 10</li> <li>• Counting on or back to solve addition and subtraction.</li> <li>• Finding one more or one less of a given number</li> <li>• Understanding place value up to 10</li> <li>• Forming numbers correctly</li> <li>• Comparing groups and amounts</li> <li>• Labelling and describing 2d and 3d shapes</li> <li>• Comparing mass, capacity and size</li> <li>• Comparing length and height.</li> <li>• Non standard ways of measuring distance/ length/ height</li> <li>• Developing a deeper understanding of measuring time</li> <li>• Introducing doubling, sharing and halving</li> <li>• Develop language based on capacity/ weight and size</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Orders and counts to 20</li> <li>• Adding and taking away more than 1 amount</li> <li>• Solving a range of math problems</li> <li>• Identifying coins and using correct vocabulary</li> <li>• Adding and taking away with simple coins.</li> <li>• Identifying numerical patterns through doubling and halving.</li> <li>• Identifying odd and even numbers/ amounts</li> <li>• Using amounts and numbers to double, share and halve</li> <li>• Sharing amounts equally and solving problems</li> <li>• Creates and identifies a range of complex patterns</li> <li>• Ordering objects in size, capacity and weight order</li> <li>• Develop language based on capacity/ weight and size</li> </ul> |
| <b>Understanding the World</b> | <ul style="list-style-type: none"> <li>• Talks about selves and people special to us</li> <li>• Explore different faiths, beliefs and cultures</li> <li>• Identify similarities and differences between themselves and others</li> <li>• Identify similarities and differences between faiths (mutual respect)</li> <li>• ICT tools to create pictures</li> <li>• Talk about events in our personal lives.</li> <li>• Develop mutual respect for other faiths</li> </ul>   | <ul style="list-style-type: none"> <li>• Investigate and research different environments and living things.</li> <li>• Identify similarities and differences in environments and places</li> <li>• Make observations of animals and how they change.</li> <li>• Developing respect for the natural world and learning how to take care of the world</li> </ul>   | <ul style="list-style-type: none"> <li>• Describe different occupations.</li> <li>• I CT tools to research occupations and changes</li> <li>• Use a range of ICT tools to record findings</li> <li>• Make observations of changes in plants/ living things and materials</li> <li>• Investigate materials that float and sink</li> </ul>   |

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|                                  |   |   | <ul style="list-style-type: none"> <li>Explore different types of technology</li> </ul>  |  |  |   |
| Expressive Arts and Design       | <ul style="list-style-type: none"> <li>Joins in with songs, imitate music beat and dance movements.</li> <li>Explore a range of media to create own models</li> <li>Safely move around with media and materials.</li> <li>Create models using construction materials</li> <li>Gives meaning to their drawing</li> </ul> |   | <ul style="list-style-type: none"> <li>Creates own movements and music</li> <li>Represent stories and ideas using role play</li> <li>Create props to support with role play</li> <li>Investigate a range of media (collage/ sponges etc)</li> <li>Experiment with textures and describe different textures</li> <li>Uses and selects resources to create and design</li> </ul> |  | <ul style="list-style-type: none"> <li>Explore changes in colour/ changes in body movements</li> <li>Express feelings and thoughts through dance/ music and role play</li> <li>Design and create models/ working with peers</li> <li>Investigating media and materials to create pictures/ patterns</li> <li>Evaluate own work and talk about features of other people's work</li> </ul> |   |
| Role Play Area/ Small World Play | <ul style="list-style-type: none"> <li>Home Corner/ home (consistent through the year in the outdoor area)</li> </ul>   | <ul style="list-style-type: none"> <li>Celebrations (birthdays/ parties/ faiths/ festivals)</li> </ul>                                      | <ul style="list-style-type: none"> <li>Fairy tale small world area</li> </ul>  | <ul style="list-style-type: none"> <li>Jungle/ Zoo/ Under the Sea/ Farm</li> </ul>         | <ul style="list-style-type: none"> <li>Hospital/ Fire Station/ Police Station/ Doctors</li> </ul>  | <ul style="list-style-type: none"> <li>Mini Beast Forest/ Hungry Caterpillar Focus</li> </ul> |
| PRE                              | <ul style="list-style-type: none"> <li>Respecting our Temple and worship at home (making links to other religions and their own faith)</li> </ul>   | <ul style="list-style-type: none"> <li>Learning about different celebrations and linking it to both the Diwali/Christmas stories</li> </ul> | <ul style="list-style-type: none"> <li>Das Avatars (making links to stories from other religions e.g. Manus's Ark and Noah's Ark)</li> </ul>   | <ul style="list-style-type: none"> <li>Lord Chaitanya and the Jarikhanda Forest</li> </ul> | <ul style="list-style-type: none"> <li>How Krishna helps us - Krishna's childhood stories</li> </ul>   | <ul style="list-style-type: none"> <li>Our relationship with God</li> </ul>                   |