

	Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
			Year 1				
Reading		THE STORM WHALE	E COOK UPJ Watter Bryz Manuel y Bage Mater	HERE WE ARE NOTEL FOR LIVERS REARCT LARGE OLIVER TEFFERS	There's a Range Tan in My Bedroom		
English	Sentence composition	<u>Stories with familiar</u> <u>settings</u>	Shape poems and calligrams	Poetry on a theme (nature)	<u>Poetry (pattern &</u> <u>rhyme)</u>	<u>Poetry on a theme</u> (nature)	
	<u>Poetry (pattern &</u> <u>rhyme)</u>	Instructional writing Shape poems and	Recount from personal experience	<u>Stories with familiar</u> settings	Informal letters Setting description	Instructional writing	
	Setting description	<u>calligrams</u>	Informal letters	<u>Recount from personal</u> <u>experience</u>	Exclamation marks, question marks,		
	Capital letters, regular plural noun suffixes -s or -es, capital letters	Capital letters, regular plural noun suffixes -s or -es, capital letters	Question marks, suffixes that can be added to verbs when no change is needed, prefix un-, capital letters (for names/personal pronouns), full stops, joining words 'and'	Question marks, suffixes that can be added to verbs when no change is needed, prefix un-, capital letters (for names/personal pronouns), full stops, joining words 'and'			
Mathe matics	<u>Place Value</u> Sorting, counting,	Addition and subtraction (within	<u>Place value (within 20)</u> Counting within 20	<u>Place Value (within 50)</u> Counting from 20 to	Multiplication and division	Place value (within 100)	
	representing objects Recognising numbers as words	<u>10)</u> Part-whole models Number sentences Number families	Understanding the 'teen' numbers 1 more/ 1 less Number line up to 20	50 Understanding tens (20, 30, 40, 50)	Counting in 2's, 10's and 5's Recognising and adding equal groups	Count from 50 to 100 Tens to 100	



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*	Counting on from	Number bonds within	Comparing and	Counting by making	Make arrays	Partitioning into tens
	any number	and to 10	ordering numbers to 20	groups of tens	, Make doubles	and ones
	1 more/ 1 less	Addition	5	Groups of tens and	Make equal group	Number line to 100
	Counting back from	Finding a part	Addition and	ones	by grouping or	1 more/ 1 less
	10	Subtraction by finding	subtraction (within 20)	Partitioning into tens	sharing	Comparing numbers
	Comparing	a part	Adding by counting	and ones	-	
	Less than, greater	Take away	one, using number	The number line to 50	<u>Fractions</u>	Money
	than, equal to	Subtraction/Addition	bonds	Estimation	Recognising and	Unitising
	Ordering	on a number line	Find and make number	1 more/ 1 less	finding half of an	Recognising coins
	Number lines		bonds to 20		object or shape	and notes
		Shape	Doubles/ Near doubles	Length and height	Recognising and	Counting coins
		Recognising, naming,	Subtract ones using	Comparing lengths and	finding half of a	
		sorting 3-D shapes	number bonds	heights	quantity	<u>Time</u>
		Recognising, naming	Subtract by counting	Measuring length	Recognising and	Before and after
		and sorting 2-D	back, finding the		finding a quarter of a	Days of the week
		shapes	difference	Mass and Volume	shape	Months of the year
		Patterns with 2-D and	Related Facts	Heavier and lighter	Recognising and	Hours, minutes and
		3-D shapes	Missing number	Measure, compare	finding a quarter of a	seconds
			problems.	mass	quantity	Tell the time to the
				Full and empty		hour
				Compare volume	Position and	Tell the time to the
				Measure and compare	<u>direction</u>	half hour
				capacity	Describing turns	
					Describing position	
					using left or right,	
					forwards or	
					backwards and	
					above or below	
					Ordinal numbers	
Science	Seasons and	Plants, including trees	Animals, including	Everyday materials	<u>Revisit 1: Animals,</u>	<u>Revisit 2: Plants,</u>
	<u>weather</u>		<u>humans</u>	<u>Materials</u>	including humans	Animals including
		Parts of a plant				humans
	Four seasons	Wild and common	Types of animals	Materials	Features of animals	
	Weather changes	plants	Similarities and	Describing materials	Animal groups	Parts of a plant
	Day to night	Garden plants	differences	Waterproof or not	Similarities and	Wild and common
		Types of trees		Transparent or opaque	differences	plants



History	Changes within living	memory	What makes me an animal? Senses The lives of significant pe	ople:	More lives of significa	Garden plants Types of trees nt people:
	Nationality, Rights, So How have I grown an What is it like around What are the shops in What were shops like How have shops char	d changed in my life? here? n my community? in the past?	Mary Anning David Atten Past, Rights, Discovery Di Monarchy, Explore Societ Who was Mary Anning? W What did Mary Anning di Who is David Attenborou What has David Attenborou What has David Attenborou Compare the lives of Mar Attenborough. What was similar and wh	<u>borough</u> scrimination, Queen, ty, Pioneer What did she do? scover? gh? What does he do? ough achieved? ty Anning and David	Neil Armstrong Mae Je Jr Tim Peake Explore, Rights, Freede Pioneer Who was Neil Armstro achieve?	emison Bernard Harris om, Society, Frontier, ong? What did he What did she achieve? Jr? What did he nat did he achieve? nents of two What was similar and
Geo- graphy	<u>Continents, Oceans, Ucities and surroundin</u> What are the 7 contin What are the 5 ocear What are the four co Kingdom? What are the capital kingdoms of the UK? What seas surround the	<u>g seas</u> nents of the world? ns of the world? untries of the United cities of the four	Hot and cold locations <u>Continents and Oceans:</u> Remember – name and fi 5 oceans of the world Where is the equator? Where is hot and whare i Where are the North and they like?	s cold on the Earth?	Fieldwork and mappin What is a map? How do I make an ima Where are hot and col How do I make a real r	ginary map? Id places on a map?



Where can I find hot countries? What are they like?
Continuous Learning: Record the weather using a daily dashboard:
 Day Month Year Weather symbols Temperature symbols Use tier 2 elaborative vocabulary to
describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy.



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Art	Drawing Explore materials and tools for mark making Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks	Painting Explore mark making with paint, using primary colours Know that paint can be used to create marks and know the names of the primary colours Be able to make thick and thin marks and identify shades of primary colours	Textiles Explore weaving with natural and man-made <u>materials</u> Work with wax and oil crayon resist on fabric Know mixed-media, including fabrics, yarn and beads, can be used to create artwork Be able to combine a range of materials to produce textile art	Collage Explore the visual and tactile qualities of objects Layer paper to build an image Know collage can be used as a background Know paper can be torn or cut for effect Be able to build up layers, using collage to create a background Be able to tear paper and use scissors to cut for precision
DT	that stands on its own without attachment Be able to build struc standing	ower from toppling structure is a structure n foundations or base tures that are free	Food and nutrition <u>Key Concept</u> Exploring food senses How does food affect your senses Know why colourful food can be healthier Know how different foods can affect senses Be able to peel, chop and grate a selection of vegetables	Textiles <u>Key Concept</u> Joining techniques How can two squares of fabric keep you warm? Know fabric can be joined together using a running stitch Know the types and names of tools needed for sewing Be able to create a running stitch
Music	Children will be able	to:	Children will be able to:	Children will be able to:



	Play untuned instrum Listen with concentra range of live/recorde	ng chants and rhymes. ents musically. ation/understanding to a d music. ect, and combine sounds ats: tempo, dynamics,	es. understand about pitch and rhythm. use layering for texture. to a play tuned and untuned instruments musically. inds experiment with, create, select and combine sounds using musical elements. use voices expressively in songs, speaking chants and rhymes. identify simple te perform a pattern and slower contribute to a gr performance by control of the source of the		contribute to a group c	and high sounds ero theme using pitch changes in music and gradually gets faster omposition and ng, selecting, combining
Comput ing Spanish	and that programs ex precise and unambig Create and debug sin Use logical reasoning behaviour of simple p Over the year, childre MYSELEF, FA MY HOME. "I	orithms are grams on digital devices; accute by following uous instructions. nple programs. to predict the	they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school.		Information Technology Use technology purposefully to organise, store and retrieve digital content. Use technology purposefully to create and manipulate digital content.	
PE	• THINGS I LIKE <u>Ball Skills</u> Explore balancing and throwing beanbags. Explore rolling and throwing equipment. Explore different types of throws. Controlling basketballs.	Invasion Games Running, jumping, throwing and catching. Hand-eye co- ordination. Using simple tactics. Passing and receiving. Using basic principles. Matches.	Gymnastics & Dance Different shapes. Use starting shapes with different actions and speed. Travelling on benches. Jumping with shapes. Use body movements and patterns to express characters. Creating and performing sequences.	<u>Football</u> Dribbling. Passing, Ball control. Movement to receive. Combining skills. Competitive matches.	Athletics Changing directions Using different speeds. Running and jumping over obstacles. Jumping with height and distance. Throwing skills.	Striking and Fielding Hand-eye co- ordination. Catching and stopping skills. Batting techniques. Using a bat and racquet. Combine skills. Matches.



	Using tennis rackets and cricket					
	bats.					
	Hand eye Co-					
	ordination.					
Sanskrit	Introduction to	Introduction to इ/ई	Introduction to 3/ক্ত	Introduction to ऋ/ॠ	Introduction to ए/ऐ	Introduction to
	अ/आ	'In the Sky' topic	'Animals' topic	'Animals' topic	'Food' topic	ओ/औ
	'In the Sky' topic	, ,	·			'Food' topic
			s around us. They will learr breathing and feeling calr			oga helps them with
PSHE	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	
	Relationships					<u>Growing and</u> Changing
	Relationships	Recognising, valuing	How our feelings can	Taking care of things:	Growth Mindset	<u>Growing and</u> <u>Changing</u>
	Feelings	Recognising, valuing and celebrating	How our feelings can keep us safe – including	Taking care of things: Myself	Growth Mindset Healthy eating	
			-			Changing
	Feelings	and celebrating	keep us safe – including	Myself	Healthy eating	<u>Changing</u> Getting help
	Feelings Getting help	and celebrating difference	keep us safe – including online safety	Myself My money	Healthy eating Hygiene and health	<u>Changing</u> Getting help Becoming
	Feelings Getting help Classroom rules	and celebrating difference Developing respect	keep us safe – including online safety Safe and unsafe	Myself My money	Healthy eating Hygiene and health	<u>Changing</u> Getting help Becoming independent



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PRE	Empathy: How does Krishna feel? Recognize and distinguish different feelings exhibited by Krishna and others during the Damodara-lila (The Butter Thief) and Govardhan-lila (Miraculous Gopal). Understand, explain and give examples of different feelings related to sensual stimuli and stories	Self-discipline: Can I see with my eyes closed? Know the story of Dhruva (Prince and the Polestar). Understand and discuss the value of applying oneself to all endeavours. Understand the idea of seeing God within the heart. Know and practice how to sit peacefully in a meditation posture and concentrate during kirtan. Explore and practice self-discipline in relation to food.	Respect: What would Lord Rama do? Know the Ramayana in summary. Explore Lord Rama's behaviour towards others with emphasis on his respect. Understand the consequences of showing or not showing respect Know the names of the six main religions and associated symbols. Understand that there are different faiths and that they should all be respected.	Integrity: Who is my hero? Know the story of the Mahabharata in summary. Explore deceit and truth with relation to pastimes Know and differentiate between true and false statements. Explore and understand how good motivation is important in friendship (why do I want to be his/her friend?). Explore and understand that choices, such as telling lies, carry consequences. Know when to keep promises (and when not to – related to Safeguarding).	Courage: Who will protect me? Understand and use simple terms linked to courage. Understand and identify what courage 'feels' like Know the story of Prahalad (Prahlad) and be able to retell it in their own words. Discuss the courageous actions of Prahalad Know and understand how and why Krishna reciprocated and protected Prahalad. Apply their understanding of courage to attempt new tasks with a bold, positive attitude.	<u>Gratitude: Why do</u> <u>we say 'thank you'?</u> Know and be able to retell the story of Sudama (The Gift of Gopal) and Vamana (The Littlest Giant). Explore and be able to explain what gratitude is. Develop positive manners and attitude that display gratitude (e.g. saying 'thank you'). Identify people who contribute positively to their lives (e.g. parents) and explain what these people do. Describe what they appreciate about their friends.
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