KRISHNA AVANTI
PRIMARY SCHOOL, CROYDON

# Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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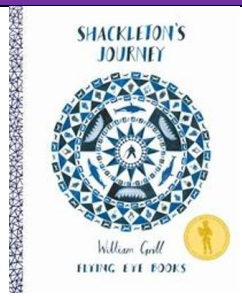
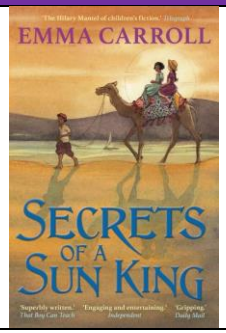
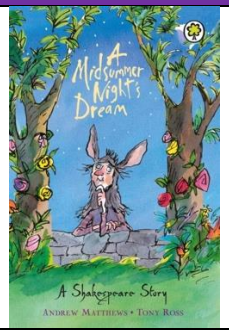
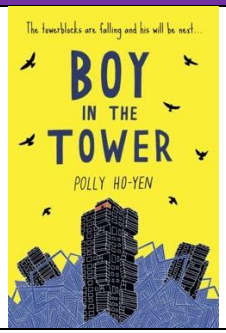
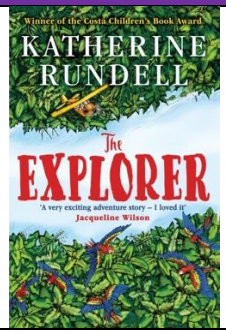
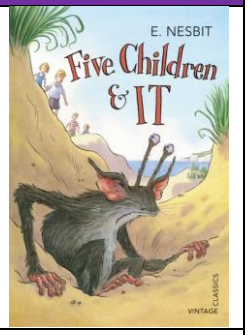
| | Year 5 | | | | | |
| **Reading** |  |  |  |  |  |  |
| **English** | <u>Third person stories set in another culture</u><br><br><u>Formal letters of application</u><br><br><u>Poems that use word play</u><br><br>*Modal verbs, relative clause and relative pronouns* | <u>Dialogue in narrative (first person myths and legends)</u><br><br><u>Poems which explore form</u><br><br><u>Balanced argument</u><br><br>*Modal verbs, relative clause and relative pronouns* | <u>Third person stories set in another culture</u><br><br><u>Formal letters of application</u><br><br>*Suffixes and prefixes, linking ideas across paragraphs using adverbials.* | <u>Playscripts (Shakespeare retelling)</u><br><br><u>Biography</u><br><br><u>Poems that use word play</u><br><br>*Suffixes and prefixes, linking ideas across paragraphs using adverbials.* | <u>Playscripts</u><br><br><u>Dialogue in narrative (first person myths and legends)</u><br><br>*Dashes, brackets or commas to indicate parenthesis* | <u>Balanced argument</u><br><br><u>Biography</u><br><br><u>Poems which explore form</u><br><br>*Dashes, brackets or commas to indicate parenthesis* |
| **Mathematics** | <u>Place value</u><br>Roman numerals to 1,000 Numbers to 10,000<br>Numbers to 100,000 | <u>Multiplication and Division</u><br>Multiples<br>Common multiples<br>Factors | <u>Multiplication and Division Continued</u><br>Multiply up to a 4-digit number by a 1-digit number | <u>Decimals and percentages</u><br>Decimals up to 2 decimal places | <u>Shape</u><br>Understand and use degrees<br>Classify angles<br>Estimate angles | <u>Decimals Continued</u><br>Subtract decimals with the same |

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| | Numbers to 1,000,000<br>Read and write numbers to 1,000,000<br>Powers of 10<br>10/100/1,000/10,000/100,000 more or less<br>Partition numbers to 1,000,000<br>Number line to 1,000,000<br>Compare and order numbers to 100,000<br>Compare and order numbers to 1,000,000<br>Round to the nearest 10, 100 or 1,000<br>Round within 100,000<br>Round within 1,000,000<br><br><u>Addition and subtraction</u><br>Mental strategies<br>Add whole numbers with more than four digits<br>Subtract whole numbers with more than four digits<br>Round to check answers<br>Inverse operations (addition and subtraction) | Common factors<br>Prime numbers<br>Square numbers<br>Cube numbers<br>Multiply by 10, 100 and 1,000<br>Divide by 10, 100 and 1,000<br>Multiples of 10, 100 and 1,000<br><br><u>Fractions</u><br>Find fractions equivalent to a unit fraction<br>Find fractions equivalent to a non-unit fraction<br>Recognise equivalent fractions<br>Convert improper fractions to mixed numbers<br>Convert mixed numbers to improper fractions<br>Compare fractions less than 1<br>Order fractions less than 1<br>Compare and order fractions greater than 1 | Multiply a 2-digit number by a 2-digit number (area model)<br>Multiply a 2-digit number by a 2-digit number<br>Multiply a 3-digit number by a 2-digit number<br>Multiply a 4-digit number by a 2-digit number<br>Solve problems with multiplication<br>Short division<br>Divide a 4-digit number by a 1-digit number<br>Divide with remainders<br>Efficient division<br>Solve problems with multiplication and division<br><br><u>Fractions Continued</u><br>Multiply a unit fraction by an integer<br>Multiply a non-unit fraction by an integer<br>Multiply a mixed number by an integer | Equivalent fractions and decimals (tenths)<br>Equivalent fractions and decimals (hundredths)<br>Equivalent fractions and decimals<br>Thousandths as fractions<br>Thousandths as decimals<br>Thousandths on a place value chart<br>Order and compare decimals (same number of decimal places)<br>Order and compare any decimals with up to 3 decimal places<br>Round to the nearest whole number<br>Round to 1 decimal place<br>Understand percentages<br>Percentages as fractions<br>Percentages as decimals<br>Equivalent fractions, decimals and percentages | Measure angles up to 180°<br>Draw lines and angles accurately<br>Calculate angles around a point<br>Calculate angles on a straight line<br>Lengths and angles in shapes<br>Regular and irregular polygons<br>3-D shapes<br><br><u>Position and directions</u><br>Read and plot coordinates<br>Problem solving with coordinates<br>Translation<br>Translation with coordinates<br>Lines of symmetry<br>Reflection in horizontal and vertical lines<br><br><u>Decimals</u><br>Use known facts to add and | number of decimal places<br>Add decimals with different numbers of decimal places<br>Subtract decimals with different numbers of decimal places<br>Efficient strategies for adding and subtracting decimals<br>Decimal sequences<br>Multiply by 10, 100 and 1,000<br>Divide by 10, 100 and 1,000<br>Multiply and divide decimals – missing values<br><br><u>Negative Numbers</u><br>Understand negative numbers<br>Count through zero in 1s<br>Count through zero in multiples |

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| | Multi-step addition and subtraction problems<br>Compare calculations<br>Find missing numbers | Add and subtract fractions with the same denominator<br>Add fractions within 1<br>Add fractions with total greater than 1<br>Add to a mixed number<br>Add two mixed numbers<br>Subtract fractions<br>Subtract from a mixed number<br>Subtract from a mixed number – breaking the whole<br>Subtract two mixed numbers | Calculate a fraction of a quantity<br>Fraction of an amount<br>Find the whole<br>Use fractions as operators | <u>Perimeter and area</u><br>Perimeter of rectangles<br>Perimeter of rectilinear shapes<br>Perimeter of polygons<br>Area of rectangles<br>Area of compound shapes<br>Estimate area<br><br><u>Statistics</u><br>Draw line graphs<br>Read and interpret line graphs<br>Read and interpret tables<br>Two-way tables<br>Read and interpret timetables | subtract decimals within 1<br>Complements to 1<br>Add and subtract decimals across 1<br>Add decimals with the same number of decimal places | Compare and order negative numbers<br>Find the difference<br><br><u>Converting units</u><br>Kilograms and kilometres<br>Millimetres and millilitres<br>Convert units of length<br>Convert between metric and imperial units<br>Convert units of time<br>Calculate with timetables<br><br><u>Volume</u><br>Cubic centimetres<br>Compare volume<br>Estimate volume<br>Estimate capacity |
| **Science** | <u>Properties and changes of materials</u> | <u>Animals, including humans</u><br><br>Life | <u>Forces</u><br><br>Non-contact and contact forces<br>Gravity<br>Friction<br>Resistance | <u>Earth and Space</u><br><br>Position, relationship / movement of planets / spherical bodies. | <u>Living things and their habitats</u> | |

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| | Properties, mixtures and solutions<br><br>Solubility<br><br>Separation of materials<br><br>Reversible and irreversible change | Growth<br>Human and animal lifespans | Air resistance investigation<br><br>Inspirational scientist<br><br>Levers, pulleys and gears | The effect of the Earth's rotation, tilt and orbit has on day, night and seasons. | Mrs GREN – Recap of life processes<br><br>Life Cycles<br><br>Inspirational scientists<br><br>Reproduction<br><br>Plants and animals – what's the life process of reproduction. | |
| **History** | <u>Ancient Greece – a study of Greek life and achievements and their influence on the western world</u><br><br>People and belief<br><br>Who were the Ancient Greeks and when did they rule?<br>What beliefs did the Ancient Greeks hold?<br>City-states: what was the difference between Athens and Sparta?<br>What was democracy like in Athens?<br>Why was the theatre important to the Ancient | | <u>A non-European society that provides contrasts with British history</u><br><u>Maya c.AD 900</u><br><br>People and place<br><br>Where did the Maya live?<br>What were the significant events in the Maya's history?<br>What were Maya city-states like?<br>What did the Maya invent? | | | |

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| | Greeks?<br>What myths and fables did the Ancient Greeks create?<br>What happened at the Battles of Marathon and Salamis? Why were they important?<br>Why were the Olympic games invented by the Ancient Greeks?<br>Who was Alexander the Great and why was he so renowned? | What happened to the Maya city-states?<br>Remember Britain and the Anglo-Saxons<br><br>Compare location, settlement, people, culture and invention between Anglo- Saxons and Maya c. AD 900 | | |
| **Geography** | <u>World countries – biomes and vegetation belts</u><br><br>Where would you find the major countries of the world?<br><br>Where would you find the major cities of the world?<br>What is a biome? (Environmental region)<br><br>How do biomes change across the world?<br>What are the human characteristics that define Europe, North and South America?<br><br>What are the physical characteristics that define Europe, North and South America? | <u>4 and 6 figure grid references</u><br><br>Why do we need latitude and longitude?<br>What are 4 and 6 figure grid reference and how do we use them? | <u>Revisit World countries – biomes and vegetation belts</u><br><br>Where would you find the major countries of the world?<br><br>Where would you find the major cities of the world?<br>What is a biome?<br><br>How do biomes change across the world?<br>What are the human characteristics that define Europe, North and South America?<br><br>What are the physical characteristics that | <u>OS maps and fieldwork</u><br><br>What are OS maps and how do we use them?<br><br>What are four and six figure grid references?<br><br>What are contour lines?<br><br>What does the land look like in my local area?<br><br>What is the land like in a contrasting locality? |

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| | | | define Europe, North and South America? | |
| **Art** | Drawing and Painting<br><br>Know what is meant by 'subtractive drawing' and 'abstract' Know that lines can be used to suggest harmony<br>Be able to combine drawing techniques to achieve desired effects<br><br>Be able to transfer and enlarge an image and work in the style of an artist | Printmaking<br><br>Know that reduction is a method of block printing where part of the block is removed, and each colour is printed on top of the last<br><br>Be able to create reduction prints and explain and record the process | | Textiles & Collage<br><br>Know appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture<br><br>Know textile comes from the Latin word, *texere,* meaning to braid, weave or construct<br><br>Be able to combine fabrics in a range of ways Weave, braid and construct art using natural objects |
| **DT** | Systems<br><br>Using technology to design and control<br>How can we keep ourselves safe on the road?<br><br>Know technology can be used to program and control a product<br>Be able to combine elements of their design knowledge to fulfil a brief | Food and nutrition<br><br>Food choices<br>Why are our diets so different?<br>Know some foods and key ingredients from other cultures<br>Know how other cultures' food can be nutritious<br>Be able to make other cultures' food. | | Mechanisms<br><br>Pulleys and gears – transferring rotational force<br>How can you lift a car onto a roof<br><br>Know types of gears and terminology relating to gears<br>Know common uses of pulleys and gears<br>Know how pulleys and gears can change the direction of movement. |

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| **Spanish** | Over the year, the children will be learning and focusing on:<br>• Likes and Dislikes<br>• In the perterite tense, comi & bebi<br>• Musicals instruments<br>• Around the town, directions<br>• My wardrobe<br>• Colours as adjectives<br>• Months and seasons<br>• The planets | | |
| **Music** | Children will be able to:<br>sing in time and in tune with others<br>Explore and use different forms of notation<br>Identify structure of a piece of music and match to non-standard notation<br>Improvise own piece of music<br>Play a melody with some accuracy<br>Perform with confidence and in time with others<br>Compose and play a melody/rhythmic pattern using graphic and stave notation<br>Recognise note names/lengths<br>Contribute meaningfully to the group performance and composition. | Children will be able to:<br>discuss origins of the Blues and identify some features of this genre, sing a Blues-style song<br>play some Blues chords and become familiar with those used in Blues music<br>sing in time and in tune with others<br>identify structure of a piece<br>improvise own piece of music<br>contribute meaningfully to the group performance and composition. | Children will be able to:<br>sing using the correct pronunciation, with increasing confidence<br>play a chord with two notes, remaining in time<br>maintain part in a performance with accuracy<br>play more complicated rhythms in time and with rests<br>create an eight-beat break and play this in the correct place. |
| **Computing** | <u>Computer Science</u><br><br>Controlling or simulating physical systems.<br><br>Solve problems by decomposing them into smaller parts. | <u>Digital Literacy</u><br><br>Use technology safely, respectfully and responsibly.<br><br>Recognise acceptable/unacceptable behaviour. | <u>Information Technology</u><br><br>Select, use and combine a variety of software (including internet services) on a range of digital devices. |

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| | Use sequence, selection, and repetition in programs; work with variables.<br><br>Work with various forms of input and output.<br><br>Use logical reasoning to explain how some simple algorithms work.<br><br>Use logical reasoning to detect and correct errors in algorithms and programs.<br><br>Understand computer networks including the internet.<br><br>Understand how networks can provide multiple services, such as the world wide web. | | Know a range of ways to report concerns and inappropriate behaviour.<br><br>Be discerning in evaluating digital content.<br><br>Understand the opportunities networks offer for communication and collaboration. | | Design and create a range of programs, systems and content that accomplish given goals.<br><br>Collecting, analysing, evaluating and presenting data and information.<br><br>Use search technologies effectively.<br><br>Appreciate how search results are selected and ranked. | |
| **PE** | <u>Football</u><br><br>Passing techniques.<br>Ball Mastery.<br>Tackling and body positioning.<br>Protecting the ball.<br>Overloads.<br>Matches | <u>Netball</u><br><br>Basic passing and moving.<br>Footwork rule.<br>Positions.<br>Attack v Defence.<br>Competitive matches. | <u>Gymnastics & Dance</u><br><br>Counterbalances.<br>Capoeira.<br>Shapes and Levels.<br>High order skills.<br>Rolls.<br>Sequences. | <u>Basketball</u><br><br>Blocking.<br>Footwork.<br>Attacking tactics<br>Passing techniques<br>Creating space.<br>Catching under pressure | <u>Athletics</u><br><br>Acceleration techniques.<br>Take off and landing techniques.<br>Jumping for height.<br>Throwing with force for distance.<br>Discuss throwing techniques.<br>Throwing techniques. | <u>Cricket</u><br><br>Bowling techniques.<br>Fielding techniques.<br>Throwing to targets.<br>Batting techniques.<br>Match tactics.<br>Competitive matches. |
| **Sanskrit** | Nouns and Gender | Nouns and Gender | Verbs | Verbs | Simple sentences | Simple sentences |

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| | ‘Animals’ topic | ‘Animals’ topic | ‘Nature’ topic | ‘Nature’ topic | ‘Forest’ topic | ‘Forest’ topic |
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| **Yoga** | New breathing exercises will be introduced. They will learn moon-salutations. In asanas focus will be on standing poses, inversions and the pawanamuktasana series. They will learn yoga yamas. Guided meditation will be introduced. | | | | | |
| **PRE** | <u>God & World: Creation and destruction</u><br><br>Describe the creation stories from Hindu and Christian perspectives, including the reasons for why the material creation occurred.<br>Know and be able to explain how Krishna appears as the three different Vishnu forms to facilitate creation, and the appearance and roles of Shiva and Brahma.<br>Explain the meaning and significance of these stories, especially for followers of the faith (meaning and purpose of life).<br>Explore and evaluate what differences might exist between what we accept as fact and beliefs which require | <u>Self & world: Symbols - their significance meaning</u><br><br>Define the term symbol and be able to give examples of the significance of symbols in various human contexts, both religious and secular.<br>Identify and express the symbols that are important to them personally.<br>Identify and express the significance and value of symbols in a variety of religious and non-religious traditions.<br>Evaluate how a “material” symbol can have “spiritual” potency.<br>Explore and evaluate how this relates to | <u>Self & world Building and sustaining communities</u><br><br>Know and understand how communities can contribute to strength and happiness; they will also need to examine what happens when disagreements arise within a community.<br>Know and be able to explain the core principles of the Varnashram social system, including economic, political and social<br>Know and understand the various roles of the Varnas and how they relate to modern day. Are able to articulate their | <u>Self & god: Good company, personal choice and holy people</u><br><br>Know core Vaishnava beliefs and common wisdom about the importance of good company.<br>They will also explore and apply the concept of Sanga and how this relates to spiritual practice<br>Understand and apply the prohibitions around criticising and upsetting others.<br>Identify and explain the key choices one may make in contemporary life with respect to association and evaluate the potential and respective consequences. | <u>God & World: Part 1: Mahabharata and leadership</u><br><u>Part 2: The Mahabharata: background to Arjuna’s dilemma</u><br><br>Know the main plot and characters and can describe them in some detail.<br>Know and understand Krishna’s specific role in the story and in particular, with reference to his helping his devotees.<br>Understand and apply the concept of the gunas to the different characters.<br>Evaluate the personal qualities of the main characters and how these determined their decisions and thus the outcomes of the story.<br>Understand and explain the different styles of leadership, with reference to the characters of the Mahabharata and to the gunas.<br>Explain the background to the Gita, and especially the events leading up to the Battle of Kurukshetra and the dilemmas faced by each main character.<br>Analyse and explain in their own words Arjuna’s dilemma and relate this to | |

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| | faith. Explore the role of faith and authority in the process of 'knowing' things beyond our sense perception.<br>Articulate their own responses to these stories and to environmental issues which display creation, maintenance and destruction. | Krishna's material energy and His spiritual energy.<br>Analyse if the deity and Krishna's name is "material" or "spiritual".<br>List different types of symbols (beyond the pictorial).<br>Explain, from a number of faith perspectives, the role of iconography and various views and attitudes towards it | opinion on the pros and cons of such a system.<br>Know and understand the goal of the Varnashram system.<br>Critique how inclusive their school community is.<br>Develop and design an ideal society or community group.<br>Evaluate the positive and negatives of different social groups. | Identify and re-tell stories from Vaishnava scriptures that illustrate the importance of making wise choices.<br>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 | dilemmas that they and others have/may have in 21st century.<br><br>Identify and articulate strategies for resolving dilemmas and apply them to their own lives. | |
| **PSHE** | <u>Me and my Relationships</u><br><br>Feelings<br>Friendship skills, including compromise<br>Assertive skills<br>Cooperation<br>Recognising emotional needs | <u>Valuing Difference</u><br><br>Recognising and celebrating difference, including religions and cultural<br>Influence and pressure of social media | <u>Keeping Safe</u><br><br>Managing risk, including online safety<br>Norms around use of legal drugs (tobacco, alcohol)<br>Decision-making skills | <u>Rights and Respect</u><br><br>Rights, respect and duties<br>relating to my health<br>Making a difference<br>Decisions about lending, borrowing and spending | <u>Being my Best</u><br><br>Growing independence and taking ownership<br>Keeping myself healthy<br>Media awareness and safety<br>My community | <u>Growing and Changing</u><br><br>Managing difficult feelings<br>Managing change<br>How my feelings help keeping safe<br>Getting help |