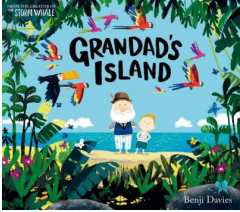
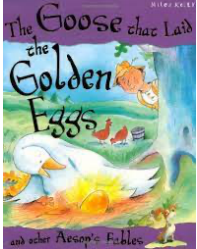
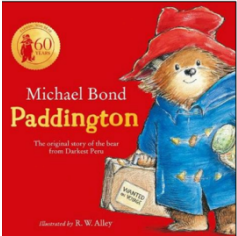


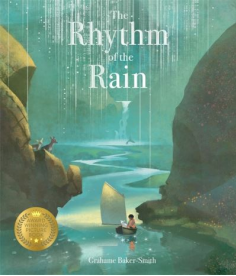
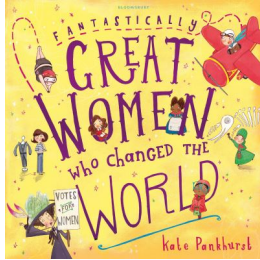



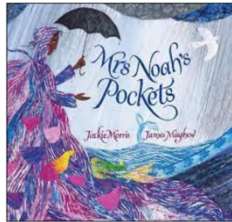


## Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>						
<b>Educational visits/ Performance</b>	Diwali   Local area visit – physical features	The Tower of London	Croydon Gurdwara	Locality trip	Tate Modern	Horniman Museum: rainforest
<b>Reading</b>	 <p>  Focus on the core text for prediction and retrieval   Focus on the narrative for retrieval   Focus on the directions for inference and the core text for a personal response</p>  <p>  Focus on the core text for retrieval and sequencing   Focus on the news article for summarising</p>	 <p>  Focus on the core text for summarising and retrieval   Focus on the nonchronological report for retrieval   Focus on the core text for inference   Focus on the poem for a personal response   Focus on the core text for prediction and retrieval   Focus on the leaflet for retrieval   Focus on the core text for inference   Focus on the narrative extract</p>	 <p>  Focus on the poem for summarising and retrieval   Focus on the formal letter for retrieval   Focus on the description for inference and the poem for a personal response</p> 	 <p>  Focus on the core text for summarising and retrieval   Focus on the explanation text for retrieval   Focus on the descriptive text for inference and a personal response   Focus on the core text for summarising and sequencing   Focus on the information text for retrieval   Focus on the poem for inference and the</p>	 <p>  Focus on core text and non-fiction paragraph for sequencing and retrieval using all parts of the text   Focus on the core text and narrative extract for personal response and inferring character traits   Focus on core text and narrative extract for summarising, sequencing and finding evidence   Focus on the poem for inferring the changing mood and</p>	 <p>  Focus on core text for sequencing and retrieval   Focus on the narrative extract for prediction   Focus on the core text to infer how dialogue is said   Focus on the fact sheet for summarising   Focus on the core text for retrieval   Focus on the core text to use evidence to explain a character's actions   Focus on the poem</p>

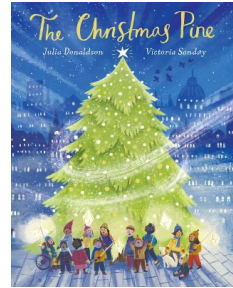


| Focus on the core text for inference  
| Focus on the core text, news article and narrative extract for understanding themes and personal response



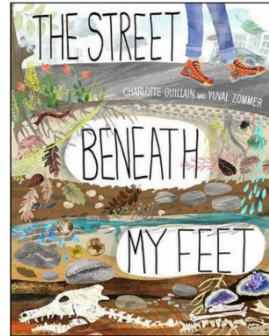
| Focus on the core text for summarising and retrieval  
| Focus on the narrative extracts for retrieval  
| Focus on the core text for inference and the article for a personal response

and the core text for a personal response



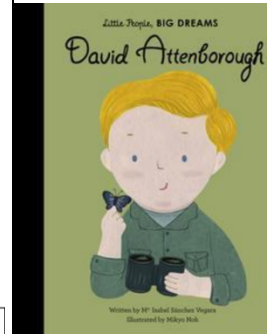
| Focus on the core text for summarising and retrieval  
| Focus on the narrative extract for sequencing  
| Focus on the riddles for inference | Focus on the narrative extract, riddles and core text for a personal response

| Focus on the core text for prediction and retrieval  
| Focus on the nonchronological report for retrieval  
| Focus on the poem for inference and the core text for a personal response



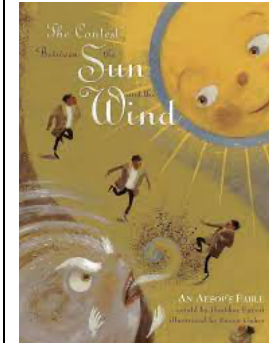
| Focus on the core text and an information text for summarising and retrieval  
| Focus on the narrative extract for inference and the core text for a personal response

core text for a personal response



| Focus on the core text for retrieval and summarising  
| Focus on the narrative for sequencing  
| Focus on the descriptive text for inference and the core text for a personal response

explore connecting themes



| Focus on core text and non-chronological report for different types of retrieval: recalling the main points, language and scanning to obtain specific facts | Focus on the core text and diary extract for identifying and developing empathy with a character's behaviour and feelings

to explore common themes

| Focus on the core text for prediction and retrieval  
| Focus on a recipe for recall and retrieval  
| Focus on descriptions to infer a location Focus on the core text for personal response



English	<p>  Strong start: sentence composition</p> <p>  Character description</p> <p>  Simple retelling of a narrative</p>	<p>  Poems developing vocabulary</p> <p>  Stories from other cultures</p> <p><i>*Geography: compare Nairobi VS London</i></p>	<p>  Formal invitations</p> <p>  Non-chronological reports</p> <p><i>*Science: everyday materials</i></p> <p>  Poetry on a theme (humorous)</p>	<p>  Recount from personal experience</p> <p><i>*Trip</i></p> <p>  <b>Stories from other cultures</b></p>	<p>  <b>Formal invitations</b></p> <p>  <b>Non-chronological reports</b></p> <p><i>*Science: plants</i></p>	<p>  Simple retelling of a narrative include character description</p> <p>  Recount from personal experience</p> <p><i>*Geography: local study</i></p> <p>  Poems developing vocabulary</p>
<p><i>  Apostrophes, tense, nouns, formation of adjectives, expanded noun phrases, statement, command, questions, exclamation</i></p> <p><i>  Commas to separate a list, past progressive and present progressive tense, Suffixes: -er and -est in adjectives, use of -ly to turn adjectives into verbs, synonyms and antonyms</i></p>						
Mathematics	<p><u>Place Value</u></p> <p>  Number to 20</p> <p>  Counting objects to 100 by making 10's</p> <p>  Recognising 10's and 1's</p> <p>  Partitioning numbers to 100</p> <p>  Writing numbers to 100 in words</p> <p>  Using expanded form</p> <p>  10's on the number line to 100</p> <p>  Estimating numbers on a number line</p> <p>  Compare objects and numbers</p> <p>  Order objects and numbers</p> <p>  Count in 2's, 3's, 5's and 10's</p>		<p><u>Multiplication and division</u></p> <p>  Recognise, make and add equal groups</p> <p>Intro the multiplication symbol</p> <p>  Multiplication sentences</p> <p>  Use arrays</p> <p>  Make equal groups – grouping and sharing</p> <p>  2 times tables</p> <p>  Diving by 2</p> <p>  Doubling and halving</p> <p>  Odd and even numbers</p> <p>  10 times-table</p> <p>  Divide by 10</p> <p>  5 times-table</p> <p>  Divide by 5</p>		<p><u>Fractions</u></p> <p>  Intro to parts and whole</p> <p>  Equal and unequal parts</p> <p>  Recognise and find a half</p> <p>  Recognise and find a quarter</p> <p>  Recognise and find a third</p> <p>  Find a whole</p> <p>  Unit and non-unit fractions</p> <p>  Recognise the equivalence of a half and two quarters</p> <p>  Recognise and find three quarters</p> <p>  Count in fractions upto a whole</p> <p><u>Time</u></p>	



	<u>Addition and Subtraction</u>   Bonds to 10   Fact families   Related facts   Bonds to 100 (tens)   Add and subtract 1's   Add by making 10   Add three 1-digit numbers   Add to the next 10   Add and subtract across a 10   Subtract from 1 10   Subtract a 1-digit number from a 2-digit number   10 more and less   Add and subtract 10's   Add two 2-digit numbers   Subtract two 2-digit numbers   Mixed addition and subtraction   Compare number sentences   Missing number problems  <u>Shape</u>   Recognise 2-D and 3-D shapes   Counting sides and vertices on 2-D shapes   Draw 2-D shapes   Lines of symmetry on shapes   Sort 2-D shapes   Count faces and edges and vertices on 3-D shapes   Sort 3-D shapes   Make patterns with 2-D and 3-D shapes		<u>Money</u>   Count money   Choose notes and coins   Make the same amount   Compare amounts of money   Calculate with money   Make a pound   Find change   Two-step problems  <u>Length and height</u>   Measure in cm and m   Compare lengths and heights   Order lengths and heights   Four operations with length and heights  <u>Mass, capacity and temperature</u>   Compare mass   Measure in g and kg   Four operations with mass   Compare volume and capacity   Measure in ml and l   Four operations with volume and capacity temperature		O'clock and half past Quarter past and quarter to   Tell the time past the hour   Tell the time to the hour   Tell the time to 5 minutes   Minutes in an hour Hours in a day  <u>Statistics</u>   Make tally charts   Tables   Block diagrams Draw pictograms (1–1)   Interpret pictograms (1–1)   Draw pictograms (2, 5 and 10)   Interpret pictograms (2, 5 and 10)  <u>Position and Direction</u>   Language of position   Describe movement   Describe turns   Describe movement and turns   Shape patterns with turns	
<b>Science</b>	<u>Living things</u>	<u>Animals, including humans</u>	<u>Everyday Materials</u> *Non chronological report	<u>Revisit 1: Living things and their</u>	<u>Plants</u> *Non chronological report	<u>Revisit 2: Plants and animals, including humans</u>



	<ul style="list-style-type: none"> <li>  Characteristics of living things</li> <li>  Vertebrates and invertebrates</li> <li>  Plants</li> <li>  Classification</li> <li>  Habitats</li> </ul>	<ul style="list-style-type: none"> <li>  Animals</li> <li>  Change through maturation</li> <li>  Needs for survival</li> <li>  Food and exercise</li> </ul>	<ul style="list-style-type: none"> <li>  Materials uses</li> <li>  Manipulating materials</li> <li>  Absorbency</li> <li>  Waterproofing</li> </ul>	<u>habitats/everyday materials</u> <ul style="list-style-type: none"> <li>  Alive or not</li> <li>  Connection with materials:</li> <li>  Pet's needs (physical and material)</li> <li> </li> <li>  Materials uses</li> <li>  Manipulating materials</li> <li>  Absorbency</li> <li>  Waterproofing</li> </ul>	<ul style="list-style-type: none"> <li>  Germination</li> <li>  Sprouting</li> <li>  Survival</li> <li>  Plants around school</li> <li>  Healthy or unhealthy</li> </ul>	<ul style="list-style-type: none"> <li>  Seeds and bulbs growth</li> <li>  Plant health</li> </ul>
<b>History</b>	<p><u>Events beyond living memory: The Great Fire of London (A2)</u></p> <p>Concepts: City, Monarchy, King, Merchant, Parliament, Society, Religion</p> <ul style="list-style-type: none"> <li>  When was the Great Fire of London?</li> <li>  How did the fire start?</li> <li>  Why did the fire spread so quickly?</li> <li>  Where did the fire spread to?</li> <li>  How do we know about the Great Fire of London?</li> <li>  What effect did the fire have on London?</li> <li>  As a consequence of the fire, what changes were made to London?</li> </ul>	<p><u>Significant historical events, people and places in their own locality (S2)</u></p> <p>Concepts: Society, Trade, Church, Settlement</p> <ul style="list-style-type: none"> <li>  What is Croydon like today?</li> <li>  When was Surrey St Market opened and what was it used for?</li> <li>  When did the railway arrive in Croydon and why was this important?</li> <li>  Where and when did Croydon have hospitals and prisons?</li> </ul>	<p><u>Revisit events beyond living memory: The Great Fire of London (S2)</u></p> <p>Concepts: City, Monarchy, King, Merchant, Parliament, Society, Religion</p> <ul style="list-style-type: none"> <li>  What do you remember about the Great Fire of London?</li> <li>  What happened during the Great Fire of London?</li> <li>  What was the effect of the Great Fire of London and how do we know?</li> <li>  Project based learning</li> </ul>			
<b>Geography</b>	<p><u>Local Area Study: Human and Physical Features (A1)</u></p> <p>What are human features?</p>	<p><u>Fieldwork, mapping, and position:</u></p> <p>  How do we describe places?</p>	<p><u>Study a small area of a contrasting non-European country: UK vs Amazon</u></p>			



	<p>What are physical features? What features does our local areas have?</p> <p><u>Compare a small part of the UK and a contrasting Non-European country: London and Nairobi (A1)</u> <i>*Stories from other cultures</i></p> <p>What are the countries and capital cities of the UK? Where is the continent of Africa? Where is Kenya? What are the physical and human features? Where is Nairobi? How are London and Nairobi similar? How are London and Nairobi different?</p>	<p> What human features does this place have?  How can we show what a place is like?  How does the scale of map tell us what the area around the school is like?</p>	<p><i>*Recount from personal experience – local study</i></p> <p> Yanomami people of the rainforest.  Where are the rainforests?  What are they like?  How do the Yanomami people live?  What is different?  What is different about my location and the Yanomami?</p>
<b>Art</b>	<p><u>Painting (A2)</u></p> <p>  Exploration of materials   Explicit teaching of techniques   Application of knowledge and techniques   Colour and line can be used to show mood, movement and feelings   Select colours and painting tools   Make painted marks to express feelings</p>	<p><u>Textiles &amp; collage (S1)</u></p> <p> Applying skills and techniques  Explicit teaching of techniques and exploring materials  Explicit teaching of techniques and artform</p>	<p><u>Creative response (S2)</u></p> <p> Reconstructed paintings are made using images (and materials) that were originally part of something else  Select appropriate pre-used images, colours and textures to create a new picture</p>
<b>DT</b>	<p><u>Food &amp; Nutrition (A1)</u></p> <p>What does healthy mean?  Why vegetables are so important to our health  What processed foods are  Prepare a range of salad vegetables  Shape and season a bread snack</p>	<p><u>Understanding materials (S2)</u></p> <p>How can you waterproof a hat?  Materials can be modified to become waterproof  Origami comes from the Japanese words: ori – folding and kami – paper  Make paper waterproof</p>	<p><u>Structures (S1)</u></p> <p>How strong is a piece of paper?  Paper becomes stronger when it is folded  A load is the amount of weight a structure must carry</p>





		Transform flat paper by folding and creasing to form a hat	Fold paper to increase strength and stability   Test and record how much weight paper can hold
<b>Music</b>	<p><u>Focus: Call and Response; Musical Me</u> Children will be able to:</p> <ul style="list-style-type: none"> <li>  Use voices expressively (correct pitch) when singing.</li> <li>  Use tempo, dynamics, and timbre in composition.</li> <li>  Play in time with their group.</li> <li>  Use instruments appropriately.</li> <li>  Sing/play a call and response.</li> <li>  Perform composition, either on instruments or body percussion.</li> </ul>	<p><u>Focus: Musical Me: rhythm and song; emotions using voices; dynamics and timbre in compositions and melodies.</u> Children will be able to:</p> <ul style="list-style-type: none"> <li>  Sing melody accurately while playing instrument in time.</li> <li>  Show a range of emotions using voice.</li> <li>  Describe dynamics and timbre of pieces.</li> <li>play an un/known melody from letter notation with correct rhythms.</li> <li>  Compose and perform using different dynamic levels and timbres.</li> </ul>	<p><u>Focus: Orchestral Instruments</u> Children will be able to:</p> <ul style="list-style-type: none"> <li>  Talk about instruments in the orchestra-identifying.</li> <li>  Analyse how music can convey different moods.</li> <li>  Plan and perform a story through music, using understanding of dynamics, timbre and tempo.</li> </ul>
<b>Computing</b>	<p><u>Computer Science: coding</u></p> <ul style="list-style-type: none"> <li>  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions.</li> <li>  Create and debug simple programs.</li> <li>  Use logical reasoning to predict the behaviour of simple programs.</li> </ul> <p><u>Computer Science: computational thinking</u></p> <ul style="list-style-type: none"> <li>  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions.</li> <li>  Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<p><u>Information Technology: creativity</u></p> <ul style="list-style-type: none"> <li>  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.   Recognise common uses of mation technology beyond school.</li> <li>  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.</li> </ul> <p><u>Digital Literacy : online safety</u></p> <ul style="list-style-type: none"> <li>  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>  Recognise common uses of information technology beyond school.</li> </ul>	<p><u>Information Technology: media</u></p> <ul style="list-style-type: none"> <li>  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>  Recognise common uses of information technology beyond school.</li> <li>  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.</li> </ul> <p><u>Information Technology: data</u></p> <ul style="list-style-type: none"> <li>  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>



	Recognise common uses of information technology beyond school.  Use technology safely and respectfully, keeping personal information private		Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.		Recognise common uses of information technology beyond school.  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.	
<b>Spanish</b>	Sports & hobbies  I can & I can't  Crafts & tools  The zoo & fairground		Fruits & vegetables  Breakfast & lunch		Stories	
<b>PE</b>	<u>Invasion Games</u>  Moving with the ball  Space  Catching  Passing  Attack  Teamwork Skills  Games  Tactical awareness  Strategy  Decision making	<u>Ball Skills</u>  Rolling  Sliding the ball  Control  Ball familiarisation  Bouncing skills  Underarm  Overarm  Accuracy  Receiving skills  Stopping skills  Catching  Striking a ball  Games	<u>Gymnastics</u>  Basic shapes  Travelling  Directions  Speeds  Linking  Mirroring  Pencil roll  Balances  Landing  Jumps from height  Teddy bear roll  Half turn  Full turn  Sequences	<u>Football</u>  Dribbling  Passing  Passing and moving  Shooting  Control  Matches	<u>Athletics</u>  Basic movements  Running  Balancing  Different speeds  Jumping  Jumping over obstacles  Throwing  Jumping with height & distance	<u>Striking and Fielding</u>  Hand-eye co-ordination  Fielding techniques  Striking a ball with a bat  Combine skills  Matches
Sanskrit	Throat family letters 'Places' topic	Soft-Palate family letters 'Places' topic	Hard-Palate family letters 'Household Items' topic	Teeth family letters 'Household Items' topic	Lips family letters 'Food' topic	Devanagari Consonant revision 'Food' topic
Yoga	<u>Mooladhara, Root</u>  Practise various asanas to build strong stability	<u>Swadhisthana, Creativity</u>	<u>Solar, Manipura</u>	<u>Heart, Anahata</u>	Narasimha immunity pranayama (L1)  Crown chakra asanas  Eye Yoga	





	<p>and balance the foundation chakra.   Practise Chandra Namaskar flow (L2) concentrates on the variation pose- Utkatasana to link with the qualities of Radharani- the mood of empathy.   Participate in the pastimes of Dhruv inline with asanas, mind management to calm the bodies and relax the nervous systems for self- discipline.   Practise Matsyasana to balance the function of thyroid glands   Experience moments of stillness and absorption in the Damodara's prayers, Verses 1 &amp; 2.   Practise Ganesh mudra to improve the coordination of the breathing process</p>	<p>  Practise various asanas in standing, sitting, prone and supine to balance the creativity chakra.   Practise 2 cycles of Surya Namaskar with 2 chanting of the 12 mantras, to improve blood circulations, mental and physical strength.   Practise eye yoga to improve and maintain eyesight.   Practise Laughter Yoga to link with the interest of Mathematics.   Practise rainbow visualisation meditation to relax and improve creativity, for example in writing Practise and remember the names of the mudras- Shunya and Shankh to improve hearing and cultivate team leadership qualities.</p>	<p>  Practise various asanas to build strong stability and balance the manipura (solar energies) chakra.   Participate in Surya Namaskar marathon by practising 2 cycles of Surya Namaskar flow, (L2) chant 3 of its 12 mantras, in addition to the variation poses- Trikonasana and Virabhadrasana   Participate in the Asanas Safari Yoga to relish and discover your strength through pastimes of Hanuman and Lord Rama.   Practise Dhanurasana to bring heat to the internal and cultivate self- confidence.   Experience empowerment in sound meditation of 'RAM'- 3rd chakra.   Practise Jnana, Shuni, Prithvi hand mudras to release unfavourable emotions and to</p>	<p>  Practise various asanas in standing, sitting, prone and supine to balance the heart chakra.   Record, submit 2 cycles of Surya Namaskar with 3 chanting of the 12 mantras to the ongoing campaign.   Practise Bhramari pranayama to help to spread kindness and encourage a deep sleep relaxing the parasympathetic nervous system.   Practise colour therapy meditation to link with heart chakra- healing &amp; forgiveness.   Practise variations of Purvottanasana and Padmasana related to BG 9.34 &amp; 18.65.   Remember the names of hand mudras and apply Jnana, Shuni,</p>	<p>  Sarvangasana   Anahata chakra asanas flow   Gratitude meditation</p>
--	---	---	--	---	---



**KRISHNA AVANTI**  
PRIMARY SCHOOL, CROYDON

			improve concentration.		
--	--	--	---------------------------	--	--



<p>PRE</p>	<p><u>Empathy: I care...for others</u></p> <p>  Recognize and distinguish different feelings (pleasant).   Explain and give examples of different feelings related to sensual stimuli.   Understand the feelings of characters in stories.</p>	<p><u>Self-discipline :Food glorious food!</u></p> <p>  Explore and research how different cultures 'use' food in their cultural traditions   Develop vocabulary in relationship to various 'tastes'   Discuss the reasons for and against vegetarianism and to understand why Vaishnavas choose to be vegetarians   Discuss and understand the different types of choices we have e.g. what do we eat   Understand and explore the benefits of a vegetarian diet and compassion for animals.   Explain the role and importance of the cow and bull in the Chaitanya tradition and how these</p>	<p><u>Respect: We are all part of a higher force</u></p> <p>  Know and understand the concept of the spiritual self/soul, how all living beings are 'part' of God.   Know that the world around us is part of Krishna's energy and belongs to him and explore the implications this should have on our behaviour towards nature and resources.   Know and be able to summarise the plot and main characters of the Ramayana.   Know and be able to retell in their own words, the stories of Rama and the spider (RE3) and Rama and Bharata.   Explore the messages of the Elephant (RE6) and the Mountain (RE5).</p>	<p><u>Integrity :Our best friend</u></p> <p>  Know and understand the concept of the spiritual self/soul, how all living beings are 'part' of God.   Know that the world around us is part of Krishna's energy and belongs to him and explore the implications this should have on our behaviour towards nature and resources.   Know and be able to summarise the plot and main characters of the Ramayana.   Know and be able to retell in their own words, the stories of Rama and the spider (RE3) and Rama and Bharata.   Explore the messages of the Elephant (RE6) and the Mountain (RE5).</p>	<p><u>Courage: Pilgrimage and building faith</u></p> <p>  Define journeys, pilgrimage courage and faith using related terms   Explore, meaning of Journey, pilgrimage, courage.   Explain the importance of courage as described in the Gita, Krishna stories and journeys.   Discuss fear, courage and other feelings in relation to their own lives, experiences and journeys and explore how it's okay, and indeed necessary, to make mistakes as we learn.   Understand special significance of Vrindavan, Mathura... as holy places or pilgrimage   Apply their understanding of courage, gratitude, places of pilgrimages to attempt new tasks</p>	<p><u>Gratitude :Our journey!</u></p> <p>  Explain the meaning of being grateful.   Evaluate and explain how gratitude can help in making a spiritual journey using the example of Akrura's visit to Vrindavan.   Explain where and why people visit different holy places around the world.   Understand the special significance of Mayapur, Mathura and Dwarka as holy places of pilgrimage.   Explore the meaning of a journey and be able to explain, in their own words, the meaning of a 'spiritual journey'.   Prepare a plan for a journey to their chosen holy place.</p>
------------	--	--	---	---	--	---



		principles impact on diet choices.	<ul style="list-style-type: none"><li>  Organise and apply knowledge about the skills to work together collaboratively for a shared goal.</li><li>  Understand the nature of bullying and explore ways to combat bullying</li></ul>	<ul style="list-style-type: none"><li>  Organise and apply knowledge about the skills to work together collaboratively for a shared goal.</li></ul>	<ul style="list-style-type: none"><li>with a bold, positive attitude, confident that Krishna loves and protects us.</li><li>  Compare journeys and spiritual journeys</li></ul>	
--	--	------------------------------------	---	---	---	--



PSHE	<u>Me and my Relationships</u>   Bullying and teasing   Our school rules about bullying   Being a good friend   Feelings/self-regulation	<u>Valuing Difference</u>   Being kind and helping others   Celebrating difference   People who help us   Listening Skills	<u>Keeping Safe</u>   Safe and unsafe secrets   Appropriate touch   Medicine safety	<u>Rights and Respect</u>   Self-regulation   Online safety   Looking after money – saving and spending	<u>Being my Best</u>   Growth Mindset   Looking after my body   Hygiene and health   Exercise and sleep	<u>Growing and Changing</u>   Life cycles   Dealing with loss   Being supportive   Growing and changing   Privacy
------	--	--	--	--	---	--