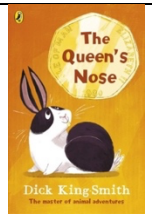
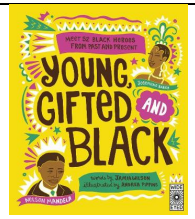
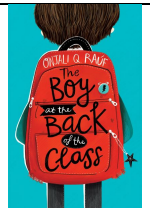
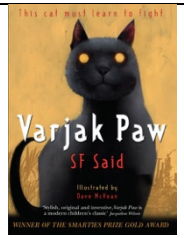
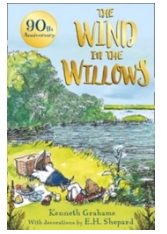
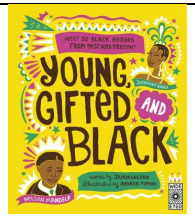
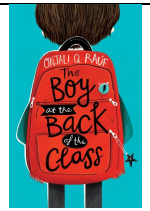
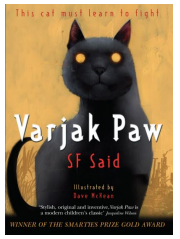
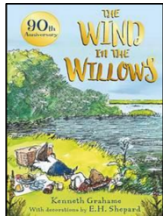
KRISHNA AVANTI
PRIMARY SCHOOL, CROYDON

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 4					
Performances/ educational visits	|Experience: Anglo-Saxons	|Synagogue |Experience: Water Aid & local river trip	|Science museum: digestion workshop	|Perform: Easter play | Maritime museum: Vikings	|Tate Britain	British Museum: Egyptians
Reading	 |Identify and discuss key themes across texts |Distinguish between fact and opinion | Give reasons for their predictions |Make inferences about the past experiences of characters and the actions of others	 |Select evidence from a text to justify an inference |Make valid predictions based on stated or implied details |Distinguish significant information in a text from supplementary details |Can identify and describe contrasts in language and tone |Explain the image that an author is trying to	 |Skim and scan to retrieve details from a text |Make a reasoned prediction that is rooted in evidence |Explain the importance of concision and precision in a summary |Use knowledge of vocabulary and retrieval to construct an inference	 |Select relevant details to produce a summary of a text |Use evidence from a range of sources to support responses	 |Retrieve words and phrases that indicate the writer's point of view |Consider the effect of the choice of words or phrases used by the author to infer the intended meaning |Use a process of elimination to answer multiple-choice questions	 |Can use inference to prove or disprove a given statement |Can identify and locate evidence of specific themes in texts |Retrieve specific details from multiple sources and from across a text

	 | Select phrases from a text to prove or disprove a statement |Select evidence from a range of texts to validate an inference	 create based on the language that they select |Support an inference by drawing evidence from more than one text	 |Select specific details from a text to illustrate a theme |Infer meaning from dialogue and description	|Use inference skills to explain characters' motives and opinions |Identify and explain the impact  of literary devices on the reader |Use vocabulary to decide whether something is fact or opinion |Infer the meaning of unknown words from the context	|Retrieve key facts to create a visual representation  |Skim and scan texts to locate specific words or phrases |Find evidence in a text to support a given statement or inference	|Select evidence to  prove or disprove a given statement |Explain the effects of language choices made by the writer |Infer meaning from dialogue and descriptive detail
English	|Strong start: sentence composition *(1 week only)* |Poems – explore form |Persuasive writing (adverts) *Online safety	|Third person adventure stories |News reports *Geography: rivers	Critical analysis of narrative poetry Stories from other cultures *Geography: grid reference **Poems – explore form**	|Explanatory texts *Science: Animals including humans **|Third person adventure stories**	**|Persuasive writing (adverts)** **|Stories from other cultures** *Geography: identify world countries	|First person diary entry (imaginative) *History: Egyptians |News reports *History: Egyptians

	|First person diary entry *History: Anglo-Saxons					|Explanatory texts
	|Direct speech including inverted commas, expanded noun phrases, determiners *|Fronted adverbials including commas before fronted adverbials, possessive pronouns* *|Plural and possessive, standard verb inflections*					
Mathematics	<u>Place value</u> |Represent numbers to 1,000 |Partition numbers to 1,000 |Number line to 1,000 |Represent numbers to 10,000 |Partition numbers to 10,000 |Flexible partitioning of numbers to 10,000 |Find 1, 10, 100, 1,000 more or less |Number line to 10,000 |Estimate on a number line to 10,000 |Compare numbers to 10,000 |Order numbers to 10,000 |Roman numerals |Round to the nearest 10 |Round to the nearest 100 |Round to the nearest 1,000 |Round to the nearest 10, 100 or 1,000 <u>Addition and subtraction</u> |Add and subtract 1s, 10s, 100s and 1,000s		<u>Multiplication and division continued</u> |Factor pairs |Use factor pairs |Multiply by 10 |Multiply by 100 |Divide by 10 |Divide by 100 |Related facts – multiplication and division |Informal written methods for multiplication |Multiply a 2-digit number by a 1-digit number |Multiply a 3-digit number by a 1-digit number |Divide a 2-digit number by a 1-digit number |Divide a 3-digit number by a 1-digit number |Correspondence problems |Efficient multiplication <u>Length and perimeter</u> |Measure in kilometres and metres |Equivalent lengths (kilometres and metres) |Perimeter on a grid	<u>Decimals</u> |Tenths as fractions |Tenths as decimals |Tenths on a place value chart |Tenths on a number line |Divide a 1-digit number by 10 |Divide a 2-digit number by 10 |Hundredths as fractions |Hundredths as decimals |Hundredths on a place value chart |Divide a 1- or 2-digit number by 100 |Make a whole with tenths |Make a whole with hundredths |Partition decimals |Flexibly partition decimals |Compare decimals |Order decimals	

	|Add up to two 4-digit numbers – no exchange |Add two 4-digit numbers – one exchange |Add two 4-digit numbers – more than one exchange |Subtract two 4-digit numbers – no exchange |Subtract two 4-digit numbers – no exchange |Subtract two 4-digit numbers – one exchange |Subtract two 4-digit numbers – more than one exchange |Efficient subtraction |Estimate answers |Checking strategies <u>Area</u> |What is area? |Count squares |Make shapes |Compare areas <u>Multiplication and division</u> |Multiples of 3 |Multiply and divide by 6 |6 times-table and division facts |Multiply and divide by 9 |9 times-table and division facts |The 3, 6 and 9 times-tables |Multiply and divide by 7 |7 times-table and division facts |11 times-table and division facts |12 times-table and division facts |Multiply by 1 and 0 |Divide a number by 1 and itself |Multiply three numbers	|Perimeter of a rectangle |Perimeter of rectilinear shapes |Find missing lengths in rectilinear shapes |Calculate perimeter of rectilinear shapes |Perimeter of regular polygons |Perimeter of polygons <u>Fractions</u> |Understand the whole |Count beyond 1 |Partition a mixed number |Number lines with mixed numbers |Compare and order mixed numbers |Understand improper fractions |Convert mixed numbers to improper fractions |Convert improper fractions to mixed numbers |Equivalent fractions on a number line |Equivalent fraction families |Add two or more fractions |Add fractions and mixed numbers |Subtract two fractions |Subtract from whole amounts |Subtract from mixed numbers	|Round to the nearest whole number |Halves and quarters as decimals <u>Money</u> |Write money using decimals |Convert between pounds and pence |Compare amounts of money |Estimate with money |Calculate with money |Solve problems with money <u>Time</u> |Years, months, weeks and days |Hours, minutes and seconds |Convert between analogue and digital times |Convert to the 24-hour clock |Convert from the 24-hour clock <u>Shape</u> |Understand angles as turns |Identify angles |Compare and order angles |Triangles |Quadrilaterals |Polygons |Lines of symmetry |Complete a symmetric figure <u>Statistics</u> |Interpret charts |Comparison, sum and difference

					|Interpret line graphs |Draw line graphs <u>Position and direction</u> |Describe position using coordinates |Plot coordinates |Draw 2-D shapes on a grid |Translate on a grid |Describe translation on a grid	
Science	<u>Living Things and Habitats</u> |Characteristics of living things |Vertebrates and invertebrates |Plants |Classification keys |Environmental changes	<u>States of Matter</u> |Solids, liquids and gases |Changing states	<u>Animals Including Humans</u> *Explanation text |Teeth and eating |The digestive system |Food chains |Connections between all three	<u>Electricity</u> |Sources of electricity |Components |Simple series circuit |Effects of changing circuit components and batteries	<u>Sound</u> |Sound |Movement |Pitch and Loudness	<u>Revisit living Things and Habitats</u> |Characteristics of living things |Vertebrates and invertebrates |Plants |Classification keys |Environmental changes
Geography	<u>Rivers (A2)</u> |What are the features of a river? |What is our local river? |What feature can we see? |Where did it come from and where does it flow? <u>Water cycle (A2)</u> |What is the water cycle? |How does the water cycle work?		<u>Latitude and longitude (S1)</u> *Stories from other cultures |What are the lines of latitude? |What are the lines of longitude? |How do lines of latitude and longitude tell us what the location is like? |How can you find exact locations around the world? |What are the time zones and how do they affect us? |How does day and night occur?		<u>Map skills</u> (S1) *Stories from other cultures |Can I locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical	

	|The things that influence it: What affects the water cycle?		and human characteristics, countries, and major cities? |Can I use use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? |Can I use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world?
History	<u>Britain's settlement by Anglo-Saxons and Scots (A1)</u> *1st person diary entry Concepts: Invasion, Power, Community |Why did the Anglo-Saxons come to Britain? |Where did the Anglo-Saxons come from? |What was life like for Anglo-Saxons in Britain? |What kingdoms were formed by the Anglo-Saxons? |How do we know about the Anglo- Saxons? |How did religion influence the Anglo- Saxons? |How do we know this?	<u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor(S2)</u> Concepts: Invasion, Power, Community |What was life like for Vikings? |When did the Vikings attack Britain? |Where did the Vikings invade and settle? |Why were the Vikings so feared and successful? |When were the Vikings most powerful? |What peace was agreed between the Anglo-Saxons and Vikings? |What happened to the Vikings in England? |Why did the Normans and Vikings both think they had the right to the throne of England?	<u>The achievements of the earliest civilizations - Ancient Egypt</u> (S2) *1st person diary entry * News report Concepts: Invasion, Power, Civilisation, Knowledge |Who were a few of the earliest civilisations and what did they achieve? |Who were the ancient Egyptians and where did they live? |Ancient Egyptian kingdoms |The Old Kingdom: who was significant and what did they achieve?

			|The Middle Kingdom: who was significant and what did they achieve? |The New Kingdom: who was significant and what did they achieve? |How and what did the ancient Egyptians write? |How did the ancient Egyptians use the river Nile? |What did the ancient Egyptians believe in? |What do we know about Tutankhamun?
Art	<u>Drawing (A1)</u> |What is meant by still life |How to use a viewfinder to create a focal point or an area of interest |How to identify details |Assemble objects to create an interesting composition |Use a viewfinder Use fine control to add detail	<u>Printmaking and Textiles (S1)</u> |Kente cloth is a woven fabric from West Africa |Tie dye is a method used to create designs and colour |Textile artists use a range of materials to create textured designs and images |Create printing to represent kente designs |Use tie dye to create colour designs |Combine media to create texture	<u>3D and Collage (S1)</u> |An illusion can suggest movement |Proportion will make a figure seem realistic |Assemble pieces of paper to create the illusion of movement |Create figures that are in proportion and out of proportion
DT	<u>Structures (A2)</u> Which shapes will give a structure stability? |Triangles provide stability in a structure |Structural engineers work with architects to ensure structures withstand forces |Make triangles to form and join trusses |Identify the forces that affect structures	<u>Food & Nutrition (S2)</u> What's really in your food? |Processed foods have many added ingredients |Make, roll and shape bread dough |Make a soup	<u>Mechanisms (S2)</u> How many ways are there to open a door? |Types of hinges and the related terminology | Common uses for hinges |Make a variety of model hinges

			|Make and evaluate hinged products using modelling materials
Spanish	|Different way people travel |Countries |The weather |Toy shop |Likes and dislikes |Number 20-39,	|Little Red Riding Hood Story |Sports |Days of the weeks |Healthy eating	|Animals |Colours | Descriptions |Habitats |The Weather and clothes.
Music	Children will be able to: |Identify the structure of a piece of music |Know when there is one layer in a piece of music and when there are two or three |Play a sequence in correct order and in time |Play two contrasting rhythms/melodies together |Sing with accuracy, control, expression and fluency |Improvise and compose music using the Musical Elements |Compare and contrast pieces of music from different eras.	Children will be able to: | Learn a progressive series of lessons on the Ukelele –strum chords (C Major, A Minor and F Major) |Pick open strings and accompany songs.	Children will be able to: |Learn strum chords (A Minor, C Major, F Major, G Major, G7, D Minor) |Pick open strings and accompany a variety of songs
Computing	<u>Computer Science: coding</u> |Design, write and debug programs that accomplish specific goals |Use sequence, selection, and repetition in programs; work with variables and various forms of input and output |Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <u>Computer Science: coding</u>	<u>Information Technology: media</u> |Use sequence and repetition; work with various forms of input and output. |Be discerning in evaluating digital content. |Select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplishes given goals. |Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.	<u>Computer Science: coding</u> |Use sequence, selection and repetition in programs; work with variables and various forms of output. |Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of content that accomplish given goals.

	|Design, write and debug programs that accomplish specific goals |Use sequence, selection, and repetition in programs; work with variables and various forms of input and output |Use logical reasoning to explain how some simple algorithms work		<u>Digital Literacy: online safety</u> |Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. |Use a variety of software (including Internet services) on a range of digital devices to design and create a range of content that accomplish given goals. |Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.		<u>Information Technology: data</u> |Work with variables and various forms of input and output. |Use logical reasoning to explain how some simple algorithms work. |Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. |Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.	
PE	<u>Football</u> |Dribbling |Passing |Receiving |Shooting |Tackling |Matches	<u>Basketball</u> |Throwing |Catching |Dribble |Control |Shooting |Attack vs Defence |Knowledge of Sport |Matches	<u>Dance</u> |Freeze frames in our dance |Perform a slide and roll |Variety of formations |'Mission Dance' phrases using canon |Sequence our dance actions <u>Gymnastics</u> |Basic shapes |Travelling	<u>HRE</u> |Mini circuits |Basic fitness |Engaging different movements of the body |Importance of exercise, |Long distance running,	<u>Athletics</u> |Basic movements |Running |Balancing |Different speeds |Jumping |Jumping over obstacles |Throwing |Jumping with height & distance |Long distance |Triple jump |Relay	<u>Cricket</u> |Underarm bowling |Batting |Accuracy |Close catching |Deep fielding |Overarm bowling |Front foot drive technique |Long barrier/short barrier |Matches

			|Directions |Speeds |Linking |Mirroring |Pencil roll |Balances |Landing |Jumps from height |Teddy bear roll |Half turn |Full turn |Egg roll |Forward roll |Sequences.			
Sanskrit	Halantas 'Nature' topic	Vertical line drop 'Nature' topic	Double-Decker 'Bird' topic	Leg Combination 'Bird Topic	Hook Combination 'Food' topic	Special Combination 'Food' topic
Yoga	<u>Mooladhara, Root</u> |Practise various asanas to build grounded stability and balance the foundation chakr |Practise 17+ types of Chandra Namaskar asanas flow (L4) concentrate on the variation poses: Utthita Parsvakonasana and Utthan Pristhasana to link with the 8 qualities of Radharani- calm, compassion, empathy, humble, respectful, expert in singing, carrying out her	<u>Swadhisthana, Creativity</u> |Practise various asanas in standing, sitting, prone and supine to increase the creativity chakra. |Practise 4 cycles of Surya Namaskar with 4 chanting of the 12 mantras, to improve blood	|Practise various asanas to maintain efficient digestion, improve attentiveness and flexibility. |Take ownership of learning with parents/ carers, record daily practise of 4 cycles of Surya Namaskar with 5 mantras chanting and contribute to the ongoing teamwork campaign. |Practise of Supta Virasana assists in	|Practise various asanas in standing, sitting, prone and supine to balance the heart chakra. |Continue to support well-beings by practising 5 cycles of Surya Namaskar with parents and submit your practise to the uplifting campaign. |Participate in asanas on	|Narasimha immunity pranayama |Asanas focus on Ajna chakra |Meditation on Mother Sita's qualities |Rama & Hanuman asanas |Rathyatra yoga flow | Asanas focus on Sahasrara chakra | Colour Therapy	

	duties, engaging everyone in services. |Master the practises of Parivrtta Malasana (squat with arms movement flow) to improve digestion and to avoid constipation. |Practise Sheetali (L3) pranayama daily when the weather is hot to regulate unfavourable emotions |Practise Prana mudra to maintain healthy eyes. |Practise and understand the importance of face acupressure Yoga to promote the removal	circulations, mental self-discipline and structured physical movements. |Participate in asanas on Prabhupada's journey linking to BG 7.7. |Practise the steps leading to Padmasana and practise the sitting awakening asana daily with Nadi Shodhana (L3) to improve the coordination of mindful breathing and usage of fire and earth mudras. |Practise Kinhin (Walking Zen) to raise awareness of body, breath and surroundings related to the personalities	strengthening the heart and avoiding indigestion. |Practise Sama Vritti (L2) pranayama daily to promote balance and relaxation. |Practise Jnana, Shuni, Earth and Vishnu hand mudras to improve stability and concentration. |Practise foot acupressure while meditating on the pastimes of Sudama	Uddhava's journey linking to BG 7.8. |Practise the steps leading to Padmasana and practise the sitting awakening asana with Sama Vritti (L2-L3) to improve mindfulness and relaxation. |Practise Neiguan meditation to visualise one's organs in fulfilling inner energies. |Practise, remember the names of the hand mudras learnt and their benefits- to maintain humility, the source of energy.	

		from the Uddhava Gita. |Practise, remember the names of the mudras and their benefitsPrana, Chin, Shunya, Dhyan, Jala and Shankh to improve digestion, meditation, hearing skills, eyes sight and cultivate team leadership qualities.			
PRE	<u>Self & world: Self</u> |Know and understand the difference between the material and spiritual view of Self. |Know and understand the relationship between the spiritual self and God. |Explore relevant examples in order to	<u>What happens when you die?</u> |Know and Understand the nature of suffering as described in the Chaitanya and Buddhist traditions and have a good understanding of the life story of the Buddha. |Know and understand key concepts related to suffering, compassion and liberation from the	<u>God & World: Nature of Divine</u> |Know and understand the concept of God as a personality. |Know and understand the concept of God in three places, including personal and impersonal views. |Know and understand that different religions view God in different ways.	<u>Self & God: Chaitanya Mahaprabhu</u> |Know and understand the significance of Chaitanya's life and message from both an historical and religious perspective and be able to explain evidence indicating his divinity and	<u>Critical & philosophical thinking: Ramayana</u> |Know and understand the significance of the Ramayana as a key Hindu text. |Know and evaluate the characters of each of the main characters in the story and how they relate to each other. |Understand and explain in their own words the power and supremacy of loving devotion as displayed by the different characters

	deepen their understanding of the self, including the difference between a living and dead body. |Are able to explain in their own words the notion of spirit self and the unifying relationship between all spirit selves and God and how this impacts on the way we treat one another and accept material differences (e.g. colour of skin, gender etc.). |Analyse the Chaitanya vision of the self	Chaitanya and Buddhist traditions and how these relate to their own lives in the 21st century. |Understand, analyse and evaluate the nature of the soul, what happens at death and raise questions for discussion and debate.	|Know and understand Krishna's main qualities, with examples of stories of how these are manifest. |Know and understand the 5 main types of eternal relationships that we can have with Krishna and be able to give detailed examples of individuals who personify those relationships and why. |Analyse and evaluate why an intimate knowledge of God's name, form, qualities and activities are critically important	those of the Pancha-Tattva. |Know and explain in a variety of creative ways, the stories related to Chaitanya |Evaluate how significant and relevant His teachings are for the 21st century and for their own lives.	(especially Sita, Lakshman, Bharat and Hanuman) of the story. |Know and understand, citing examples from the Ramayana, the role of: duty, risk taking, learning from our failures, empowerment by God, tolerance and learning to deal with people we may not get along with at first. |Understand and be able to apply the example of the heroes of the Ramayana to their own lives and within the school setting. |Perform and express aspects of the story in a creative and imaginative way, showing a real understanding of the message and meaning within the text	
PSHE	<u>Me and my Relationships</u> |Healthy relationships |Listening to feelings |Bullying |Assertive skills	<u>Valuing Difference</u> |Recognising and celebrating difference (including religions and cultural difference) |Understanding and challenging stereotypes	<u>Keeping Safe</u> |Managing risk |Understanding the norms of drug use (cigarette and alcohol use) |Influences |Online safety	<u>Rights and Respect</u> |Making a difference (different ways of helping others or the environment) |Media influence |Decisions about spending money	<u>Being my Best</u> |Having choices and making decisions about my health |Taking care of my environment |My skills and interests	<u>Growing and Changing</u> |Body changes during puberty |Managing difficult feelings |Relationships including marriage
