



Avanti Court Primary School Annual Curriculum Overview 2016-17 Year: 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Main Theme	Brainwaves Time Travellers	History-people of the past	We are what we eat	Our World	The Stories people tell	A Day in the Life
Maths	Number and Place Value (2 weeks) Addition and subtraction (3 weeks) Measurement (1 week) Length/mass Geometry - properties of space (1 Week) Consolidation and assessment (1 week)	Geometry - position and direction (1/2 week). Statistics (1/2 Week) Measurement (1 week) Time Measurement (1 week) Money Multiplication and Division (3 weeks) Consolidation and assessment (1 week)	Number, addition and subtraction (1 week) Multiplication and Division (1 week) Fractions (2 week) Geometry - properties of space (1 Week) SATS practice (1 week)	Measurement (2 weeks) temperature (°C); capacity (litres/ml) Measurement Time (1 week) Measurement Money (1 week) Statistics (1 Week)	Number, addition and subtraction (1 week) Multiplication and Division (1 week) Fractions (2 week) SATS	Post SATS Weekly maths projects and investigations

English	<p>Texts: Toby and the GFOL Lili The GFOL Liz Gogerly</p> <p>Genres: Retell (Toby and The Great Fire of London) Eye witness accounts (Samuel Pepys Diary entries) (Toby and The Great Fire of London) Instruction writing – making a fire (no single book link) Descriptive writing (Lili) Senses poem (Lili) Fact Files (The GFOL Liz Gogerly)</p> <p>Vocabulary, Grammar and Punctuation: Learn about sentences in different forms questions, exclamation, command. To extend phrases e.g. The amazing bird- and to use tenses.</p>	<p>Texts: Princess and the White Bear Lifting of Govardhan</p> <p>Genres: Newspaper articles Explore biography and autobiography genre linked to IPC plan</p> <ul style="list-style-type: none"> Florence Nightingale Srila Prabhupada <p>Descriptive writing Inferencing Role on Wall and Tell me Grid Retell/Story Map Reading and talk for writing – fairy tale writing</p> <p>Vocabulary, Grammar and Punctuation: Learn subordination using: when, if, that, or , because. Use verbs in the present and past forms to mark actions e.g. she is drumming, he was shouting. Use capital letters, full stops, question marks, exclamation marks to demarcate sentences-on-going all year</p>	<p>Texts: Olivier’s Vegetables Olivier’s fruits?</p> <p>Genres: Create a book/brochure about healthy eating or food Food Poetry Create own recipe /instructions Write a food diary</p> <p>Vocabulary, Grammar and Punctuation: Learn how to use familiar and unfamiliar words correctly e.g. capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions e.g. don’t and possessive e.g. The girl’s bag.</p>	<p>Texts: None identified</p> <p>Genres: To understand the features of a Greek myth. To plan and write a myth to include characters and setting. Build stamina for writing Add illustrations to a story</p> <p>Vocabulary, Grammar and Punctuation: Learn how to use familiar and unfamiliar words correctly e.g. capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions e.g. don’t and possessive e.g. The girl’s bag. Revise previous terms learning.</p>	<p>Texts: Fiction: Pandora’s box & other stories. Krishna book Greek stories and myths.</p> <p>Genres: Read Myths and stories and describe the characters and settings. Write own stories based on the ones read.</p> <p>Vocabulary, Grammar and Punctuation: Learn how to use familiar and unfamiliar words correctly e.g. capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions e.g. don’t and possessive e.g. The girl’s bag.</p>	<p>Texts: Meerkat mail Journey</p> <p>Genres: Non Fiction- create a fact file on an animal of their choice Newspaper reports Postcard writing using contractions Descriptive writing Adventure stories including a postcard story</p> <p>Vocabulary, Grammar and Punctuation: Learn how to use familiar and unfamiliar words correctly e.g. capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions e.g. don’t and possessive e.g. The girl’s bag. Revise previous terms learning.</p>
PRE	<p>Theme: Empathy I care...for others</p> <p>Unit descriptor: Children will learn to identify different feelings, using more complex and varied language to talk about feelings. Through the use of engaging drama and arts activities and with the use of stories from secular and religious texts, they should be guided into</p>	<p>Theme: Self-discipline Food glorious food!</p> <p>Unit descriptor: Children will investigate food in different cultures. They will develop their understanding of choice and healthy living through the topic of food and eating habits. There will be some emphasis of their developing good eating practices within the school</p>	<p>Theme: Respect We are all part of Krishna</p> <p>Unit descriptor: Children will take part in activities which help build a sense of community and togetherness, centred around Krishna. They will hear about how Krishna is present everywhere and how all living beings are part of Krishna and so</p>	<p>Theme: Integrity Our best friend</p> <p>Unit descriptor: Building on year 1 unit on friends, children will develop their understanding of friendship through exploring stories and using drama. They will learn to value and understand how to create</p>	<p>Theme: Courage Learning to make mistakes</p> <p>Unit descriptor: Children will extend their confidence in self-expression, especially through identifying situations in which courage is needed in order to speak out. Children will differentiate between courage and</p>	<p>Theme: Gratitude Our journey!</p> <p>Unit descriptor: Children explore the concept of pilgrimage within religious life. Children explore how such journeys are related to gratitude (for example, a grateful attitude makes journeys most effective)</p>

	<p>recognizing situations, which give rise to different feelings and that humans have different feelings in the same situation. Children should have the opportunity to talk about their own real life situations before exploring situations in stories.</p> <p>This unit follows on from year 1 autumn 1. Stories should be different and more complex so that richer dialogue can be achieved. The idea is to develop language associated with feelings and needs.</p> <p>Outcomes: Recognize and distinguish different feelings (pleasant).</p> <p>Explain and give examples of different feelings related to sensual stimuli.</p> <p>Understand the feelings of characters in stories.</p>	<p>they will also have opportunity to discuss why the school serves only vegetarian meals.</p> <p>Outcomes: Explore and research how different cultures 'use' food in their cultural traditions (to include vaishnava and two others related to the cultural makeup of the class) Develop vocabulary in relationship to various 'tastes' e.g. Sweet, bitter, sour, hot, spicy etc. Discuss the reasons for and against vegetarianism and to understand why vaishnavas choose to be vegetarians, including reasons of compassion, health and environment, but with core reason of eating only food that is first offered to Krishna; the spiritual potency and benefits of prasad. Discuss and understand the different types of choices we have e.g. What do we eat, how much we eat, how often, how we eat, and how we sit. How eating only food offered first to Krishna is an expression of self-discipline for the tongue. Understand and explore the benefits of a vegetarian diet and compassion for</p>	<p>deserving of respect. They will take part in a practical activity which 'practices' the ability to work together for a shared goal (this should be designed in collaboration with the pupils and not purely by the class teacher).</p> <p>Outcomes: Know and understand the concept of the spiritual self/soul, how all living beings are 'part' of god. Explore the implications this should have on our behaviour towards others.</p> <p>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.</p> <p>Know and be able to summarise the plot and main characters of the Ramayana.</p> <p>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>good friendships and understand how Krishna is our best friend.</p> <p>Outcomes: Explain, based upon nectar of instruction, what constitutes the principles of good and reliable friendship. Know and be able to summarise the plot and main characters of the Mahabharata.</p> <p>Know and be able to explain in their own words, friendship as exhibited between Krishna and sudama, Krishna and arjuna.</p> <p>Extend their understanding of friendship to apply to their own relationships, including their relationship with Krishna, and how to improve to become a better friend to others.</p> <p>Identify different ways in which Krishna is our best friend.</p> <p>Identify different types of mistakes and ways of not</p>	<p>recklessness, and understand how to respond to fearful situations through (1) positive action, and (2) development of inner strength, through prayer, kirtan, and stories about divine protection, including the story of Dhruva and revisiting the story of Prahalad.</p> <p>Outcomes: Define courage using related terms and discerning it from recklessness. Explain, with reference to the story of dhruva and prahlad, how to deal with fear through both resolute action and strengthening their inner spiritual life (e.g. Through kirtan and prayer). Explain the importance of courage as described in the gita. Discuss fear, courage and other feelings in relation to their own lives and experiences and explore how it's okay, and indeed necessary, to make mistakes as we learn. Apply their understanding of courage to attempt</p>	<p>and how these journeys are both internal (the spiritual journey within) and external (pilgrimage to a holy place). This theme connects with the trust's motto of 'a journey of self-discovery' and children will also explore how their life in school reflects a spiritual journey.</p> <p>Outcomes: 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 Vrindavan and Mayapur as holy places of pilgrimage. Explore the meaning of a journey and be able to</p>
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		animals. Explain the role and importance of the cow and bull in the Chaitanya tradition and how these principles impact on diet choices.	Organise and apply knowledge about the skills to work together collaboratively for a shared goal. Understand the nature of bullying and explore ways to combat bullying	repeating mistakes. Explain, with examples, what is meant by dilemma and explore ways of dealing with them.	new tasks with a bold, positive attitude, confident that Krishna loves and protects us.	explain, in their own words, the meaning of a 'spiritual journey'. Prepare a plan for a journey to their chosen holy place.
Arts and Creativity	- use a range of materials to design and make products	-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	-about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work	-about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work
Physical & Emotional Health (including Yoga)	GYM-Children will explore different ways to balance and how to make different shapes with their bodies. How to put on a 'lively' performance	Children will learn about the different ways we can move to create a sequence.	Indoor games Children will practise catching, throwing, running and jumping skills. They will apply these skills in a range of activities.	Children will learn about fables and the lessons that they teach us and how we can use dance and movement to tell a story	Team games & practise sports day games	Children will learn to exercise and warm up before a game. Learn about the rules and positions in a game of football. Practising and improving football skills.

Science	Uses of everyday materials	Uses of everyday materials	Animals, including humans	Living things and their habitats	Living things and their habitats	Plants
	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	Explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	Observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Computing	I safe- Unit to introduce children to concept of being safe online using imaginary characters to understand risks associated with sharing personal information online. How to make informed choices.	I-Safe to introduce children to concept of being safe online using imaginary characters to understand risks associated with sharing personal information online. How to make informed choices	Computing: /Algorithms: Children will explore the use of algorithms in everyday life, including command and response functions. Also, children will learn to create and debug simple programs following the I-Compute Scheme of work.	Computing: /Algorithms: Children will explore the use of algorithms in everyday life, including command and response functions. Also, children will learn to create and debug simple programs following the I-Compute Scheme of work.	I Search:- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Understand internet contains large amounts of information.	To use links to navigate a website. Locate specific information and collect information. Navigate a website and use hyperlinks.

Technology	<p>Technical knowledge</p> <ul style="list-style-type: none"> -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 	<p>Make</p> <ul style="list-style-type: none"> -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>Evaluate</p> <ul style="list-style-type: none"> -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria 	<p>Design</p> <ul style="list-style-type: none"> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 		<ul style="list-style-type: none"> -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
History	<ul style="list-style-type: none"> - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London] - significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> -the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Florence Nightingale, Christopher Columbus, Alexander Bell and Srila Prabhupada] 				<ul style="list-style-type: none"> - changes within living memory – where appropriate, these should be used to reveal aspects of change in national life - significant historical events, people and places in their own locality
Geography	<p>About different houses, homes and other buildings around the world</p> <p>How to use maps and atlases to locate the different countries these buildings are in.</p>		<ul style="list-style-type: none"> -patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 		<ul style="list-style-type: none"> -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	

	Educational Visits	The Museum of London, Fire Fire Exhibition	<p>Freshwater Theatre in the form of Florence Nightingale will be visiting the school as part of our IPC topic – People from the Past.</p> <p>A devotee from the Hare Krishna Temple, Watford will visit to speak about Srila Prabhupada as part of our IPC topic, People from the Past.</p> <p>Holy Trinity Church (Christmas Church visit)</p>	Tesco Farm to Fork linked to our topic We are What we Eat and Science – Taking Care of our Bodies	Colchester Zoo visit linked to our Science learning Living Things and Their Habitats	No Trip planned due to SATS	<p>Visitor from the Met Police and local firestation linked to our IPC topic – A Day in the Life...</p> <p>Bedford Park – Den Building (Team building activities after SATS)</p>
	Home Learning Projects & Workshops	<p>Project based over the summer</p> <p>GFOL- chn to build houses – over the summer before starting year 2.</p> <p>Reading Comprehension and Maths alternate weeks.</p>	TBC	Create your own pizza with toppings, packaging and an advert. The advert can be in the form of a poster or video.	No Project	No Project	TBC