



# AVANTI GARDENS SCHOOL

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## Curriculum Plan 2020 / 21



# New term dates for 2020/2021

As you are aware Avanti Schools Trust is consulting on new proposals for changes to the 2020/21 school holiday pattern, to take part in this consultation please click on the link below.

[CLICK HERE](#)

	START	FINISH	LENGTH
TERM 1	Tuesday 1 September 2020	Friday 23 October 2020	39 Days
Autumn Break 2020	Monday 26 October 2020	Friday 30 October 2020	5 Days
TERM 2	Monday 2 November 2020	Wednesday 16 December 2020	33 Days
Christmas Break 2020	Thursday 17 December 2020	Friday 1 January 2021	12 Days
TERM 3	Monday 4 January 2021	Friday 12 February 2021	30 Days
Spring Break 2021	Monday 15 February 2021	Friday 19 February 2021	5 Days
TERM 4	Monday 22 February 2021	Thursday 1 April 2021	29 Days
Easter Break 2021	Friday 2 April 2021	Friday 16 April 2021	11 Days
TERM 5	Monday 19 April 2021	Friday 28 May 2021	29 Days
Late spring break 2021	Monday 31 May 2021	Friday 4 June 2021	5 Days
TERM 6	Monday 7 June 2021	Friday 23 July 2021	35 Days
TOTAL			195 Days

# Changes to school day timings

We are proposing that the school will open as follows from September 2020:

08.45	Start of the day
09.00	Registration
12.00 – 13.00	Lunch (12.00 to 13.15 for Reception class)
15.15	End of the day (15.00 for Reception class)

Avanti Schools Trust is consulting on the above changes to the timings of the school day for the school year 2020/21 to take part in this consultation please click on the link below.

[CLICK HERE](#)







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# Curriculum for Avanti Gardens School

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## **Focus days/themed weeks and festivals**

Throughout the academic year we hold a number of 'focus days' where the pupils will study an alternative curriculum. We will plan to have at least 4 'focus days' per school year. These may be incorporated into a themed week or spread across the academic year. Our teachers will plan a whole day of exciting activities that will be educational, fun and also provide learners with opportunities to experience a broader understanding of the world we live in. We will align the 'focus days' with an agreed festival calendar and focus on a range of themes that may include: bringing the world to Avanti Gardens (countries, culture and religion); horticulture, herbs, the healing properties of plants (introducing innovative ways of attracting wildlife into the school gardens); working as a team and community service.

## **The Early Years Foundation Stage (Reception class)**

Early childhood is the foundation on which children build the rest of their lives. We value the importance that the EYFS plays in laying secure foundations for future learning and development. We also view the EYFS as preparation for life and not simply preparation for the next stage of education.





We aim to support all children to become independent and collaborative learners by:

- Providing a happy, safe, stimulating and challenging programme of learning and development
- Providing a broad, balanced and creative curriculum that will set in place firm foundations for further learning and development
- Fostering independence and self-confidence in all children
- Valuing what each child can do, assessing their individual needs and helping each child to progress
- Developing strong relationships with parents and carers to build a partnership in supporting their children. We know parents are children’s first and most enduring educators and we value the contribution they make
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years curriculum we will offer children is based on the following principles:

- It builds on what children already know and can do
- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment
- It acknowledges the importance of a full working partnership with parents and carers.

Our curriculum for EYFS will be based on the Statutory framework for the early years foundation stage (Setting the standards for learning, development and care for children from birth to five). We will use Development Matters in the Early Years Foundation Stage; non-statutory guidance material which support the implementation of the statutory requirements of the EYFS. At the end of the Reception year, each child will be assessed against the 17 Early Learning Goals (ELGs), each one linked to one of the seven areas of learning highlighted in the EYFS curriculum below.

In keeping with the recommendations in the curriculum review we will be focusing on the following domains of learning as highlighted below:

Avanti Gardens School: domains of learning	National curriculum areas of learning	
English and Languages	Communication and Language (C&L)	Literacy (Reading & Writing)
Mathematics	Mathematics (Number & Shape, Space and Measure)	
Place and Time	Physical Development (PD)	
Arts, Music and Crafts	Expressive Arts and Design (EAD)	
Physical development and movement	Personal, Social and Emotional Development (PSED)	
Philosophy, faith and belief (to include PSED)		
Nature and the environment, science and technology	Understanding the World (UW)	

These domains of learning and development will shape educational provision in our Early Years. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others; they require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Children’s development levels are assessed and as the academic year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

The children in the Reception class will also participate in daily phonics sessions, following a nationally recognised programme such as ‘letters and sounds’ or ‘Read, Write Inc.’



We will ensure the learning environment and delivery of the curriculum incorporates the three characteristics of effective learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Early Learning Goals provide the basis for planning throughout EYFS. The planning objectives are from the Development Matters Statements in the Early Years Foundation Stage document. The planning is based upon concepts with discrete phonics, mathematics and reading directed teaching. The EYFS staff will use observations as the basis for planning; observing children to identify their achievements, interests and next steps for learning. These observations will direct planning. Children will have access to both inside and outside areas across the day; this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. We are investigating 'Forest School Status' or 'City Farm status' and we would hope that some of the learning can take place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.

Examples of theme / topics

Autumn – Key Concept example Identity Learning Question: 'Who are my family?'	Spring	Summer
Example Nursery Rhymes: Baa, baa, black sheep // Hey diddle diddle // Hickory dickory dock // Georgie Porgie	Ourselves	Adventures and Journeys
Examples stories including: So Much // Two homes // One Family	Colour and Pattern	Animals
Learn about Vocabulary associated with ourselves and our family Explore family dynamics and why family members are important to them Identifying core family values	Favourite Books	Out and About
Example creative outcomes: Line - Portrait of my family Playdoh face masks	Me and my World	At the Farm
Explore where in the world different families come from		



Key Stage 1

Ages 5 - 7

At KS1, the curriculum is delivered through a concept based approach. Subjects are woven into these topics to make meaningful links. We know young children learn best through experiencing a curriculum which is relevant and meaningful to them. This is based on good early years practice and in encompassing the National Curriculum requirements. English and mathematics will be delivered discretely. The children may be involved in directed and independent cross curricular activities related to the week's learning objectives, throughout the day, either with an adult or independently.

Domain(s) of Learning: English and Languages

	Hours per week	Other information
English and a modern foreign language (Spanish)	9	English: 8.5 hours per week (includes phonics and whole class guided reading sessions) Spanish: 0.5 hours per week.

Domain(s) of Learning: Mathematics

	Hours per week	Other information
Mathematics	5	

Domain of Learning: Place and Time

	Hours per week	Other information
History and Geography	2	Delivered through a concept

Domain of Learning: Physical development and movement

	Hours per week	Other information
PE, sport and yoga	2	Specialist provision



Domain of Learning: Arts, Music and Crafts

	Hours per week	Other information
Performing and expressive arts including music and singing	1	Specialist provision
Craft	1	This will include specialist craft teaching (such as handcraft, woodcraft and or landcraft)

Domain of Learning: Philosophy, faith and belief

	Hours per week	Other information
Philosophy, faith and belief	2	Will include PHSE and SRE (compulsory from September 2020)

Domain of Learning: Nature and the environment, science and technology

	Hours per week	Other information
Science and environmental studies and computing	3	Science and environmental studies: 2 Computing (delivered discretely): 1 We are investigating 'Forest School Status' or 'City Farm status' and we would hope that some of the learning can take place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
Total hours in the KS 1	25	



# Key Stage 2

Ages 7 - 11

Pupils will enter key stage 2 equipped to access a broad and balanced curriculum, that includes all of the required subjects of the national curriculum as well as yoga, a modern foreign language and environmental studies. Continuity and progression towards transition to secondary education will be devised by teachers from key stages 2 and local key stage 3 providers working closely together. A carefully constructed curriculum in the core subjects and provision to develop the skills that bridge the two key stages will help to guard against regression in rates of progress.

Domain(s) of Learning: English and Languages

	Hours per week	Other information
English and a modern foreign language (Spanish)	8.5	English: 8.0 hours per week English (to include whole class guided reading sessions) Spanish: 0.5 hour per week

Domain(s) of Learning: Mathematics

	Hours per week	Other information
Mathematics	5	

Domain of Learning: Place and Time

	Hours per week	Other information
History and Geography	2	Delivered through a concept

Domain of Learning: Physical development and movement

	Hours per week	Other information
PE, sport and yoga	2	

Domain of Learning: Arts, Music and Crafts

	Hours per week	Other information
Performing and expressive arts including music and singing	1	
Craft	1	





Domain of Learning: Philosophy, faith and belief

	Hours per week	Other information
Philosophy, faith and belief	2	Will include PHSE and SRE (compulsory from September 2020)

Domain of Learning: Nature and the environment, science and technology

	Hours per week	Other information
Science, computing and Environmental Studies (including time taken out for visits)	3.5	Science: 2.5 Computing: 1 We are investigating 'Forest School Status' or 'City Farm status' and we would hope that some of the learning can take place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.

Total hours in the KS 2	25
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Expectations with effect from September 2020

In line with our other Avanti schools the following expectations will apply to schools in the south west:

- Full attendance – other than medical/authorised absence
- Staff addressed by title and surname
- Adherence to the school’s behaviour policy

**Uniform** – there will be no change to the current uniform requirements in September 2020 but we intend to launch a formal consultation on the possible introduction of a uniform from September 2021.





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**AVANTI GARDENS**  
**SCHOOL**

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