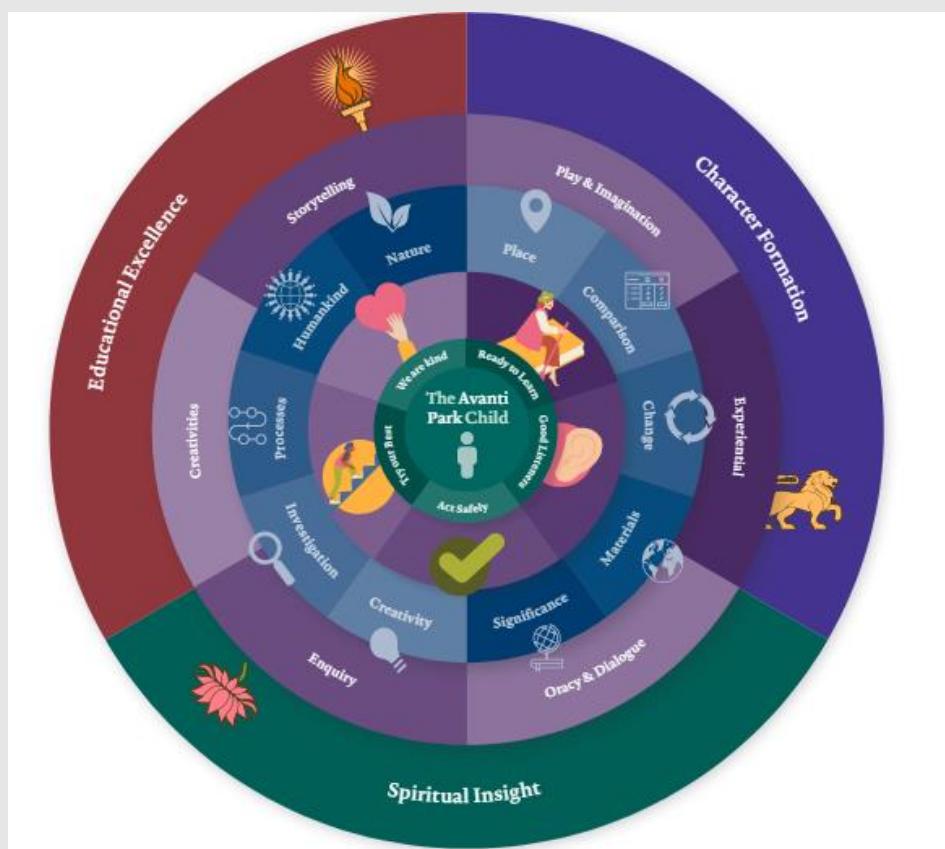


## OUR CURRICULUM INTENT

### EDUCATIONAL EXCELLENCE

### CHARACTER FORMATION

### SPIRITUAL GROWTH



### THE CURRICULUM MODEL

The curriculum at Avanti Park School is underpinned by the belief that it is our moral obligation to ensure that children leaving our school are well-rounded individuals, prepared for the world they inhabit and equipped to seize and make the most out of every opportunity. We have identified core values which support this development. These are: gratitude empathy, respect, courage, integrity and self-discipline. Our domains of learning, reflect our belief that our curriculum offer is expansive, knowledge rich and principles driven. We believe that how we deliver the curriculum requires an equally diverse approach. Through storytelling, play & imagination, enquiry, experiences, creativity and oracy and dialogue, our children can not only develop the knowledge, skill and understanding they need but also possess the toolkit to assimilate, discern and make sense of new experiences and ultimately be prepared for the wider world.

### CURRICULUM OFFER – IMPLEMENTATION: Spiralling 'big concepts'

Our curriculum is underpinned by concepts that are revisited throughout the children's learning journey from Reception to Year 6. We know that for learning to be meaningful and 'sticky', children must be given the opportunity to revisit and develop a deeper conceptual understanding. Our 'big ideas' are spiralled to support this and allow for children to achieve 'deep' learning of content.

#### Humankind

Understanding what it means to be human and how human behaviour has shaped the world text



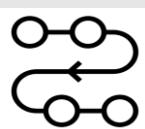
#### Significance

Understanding why significant people, places, events and inventions matter and how they have shaped the world.



#### Processes

Understanding the many dynamic and physical processes that shape the world. text



#### Change

Understanding why and how things have changed over time.



#### Creativity

Understanding the creative process and how every day and exceptional creativity can shape the world



#### Comparison

Understanding how and why things are the same or different.



#### Investigation

Understanding the importance of investigation and how this has led to significant change in the world.



#### Place

Understanding the visual, cultural, social, and environmental aspects of places around the world.



#### Materials

Understanding the properties of all matter, living and non-living.



#### Nature

Understanding the complexities of the plant and animal species that inhabit the world.



# OUR CURRICULUM VISION

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## EDUCATIONAL EXCELLENCE

## CHARACTER FORMATION

## SPIRITUAL GROWTH

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We offer a broad range of subjects from Early Years through to KS2. We believe in championing the equality of all learning domains with an emphasis on engaging and purposeful learning. Our curriculum has been carefully sequenced to ensure that new learning builds upon old learning – enabling children to make connections and deepen their level of understanding. We understand that learning is inherently a shared experience and so throughout the learning process, children are provided with opportunities to discuss, share and evaluate content.

Our high expectation of children begins in the **Early Years Foundation Stage**. Children begin in Nursery and are regularly assessed against the Early Learning Goals. Our approach centres around the key principles: observation, planning and assessment. Pupils begin phonics lessons in nursery, and these continue through Reception into Key Stage 1. There is a focus in Reception to ensure children are provided with the space to explore, create and develop a greater understanding of the world for which they live in. Our curriculum balances direct instruction in Phonics, Literacy and Numeracy inputs with self-directed play-based learning in the continuous and enhanced provision areas.

**In Key Stage 1**, children continue their daily phonics lesson and add separate lessons in Reading, Writing and maths. This is supplemented by a strong focus on our other 'Domains of Learning' wherein children are equipped with the explicit knowledge, skills and understanding as outlined in the National Curriculum. There is once again a strong focus on core skills of reading, writing and maths throughout the morning and children then study concept-based lessons for the wider curriculum in the afternoons. These concept-based lessons are in the form of 'Learning Projects'. Each Year group will have a number of learning projects within a given year – each project weaves different subjects where relevant to enable children to 'see' how their learning relates to other learning domains.

**In Key Stage 2**, children continue the daily diet of rigorous teaching in maths, reading and writing and all children are expected to have fully finished the phonics programme (in some circumstances pupils may continue phonic input where required). The curriculum offer at this key stage continues to provide our children with a broad and balanced diet of core and concept-based lessons as outlined in KS1. They follow the same 'Learning Projects' all centring around the previously mentioned 'Big Ideas'. These concepts or 'Big Ideas' repeat over time and form the basis for the cyclical curriculum. By covering the same 'Big Ideas' across numerous year groups, children are able to develop a deeper and richer understanding of content. This facilitates a breadth and depth of learning and ensures that the knowledge, skills and understanding as outlined in the National Curriculum is covered.

**In Key Stage 3**, Children are introduced to a wider cohort of teaching staff although we are lucky to have many teachers skilled enough to teach multiple subjects which makes for a smooth transition from KS2 to 3, especially as many of the teachers will already be familiar to the children. Maths, English and science form the backbone of the curriculum whilst a broad base of foundation subjects is on offer as well. The children will continue to develop their craft skills as well as Spanish, PE and yoga and Computing is introduced as a discrete subject alongside the humanities. Broad themes will underpin the KS3 curriculum which will allow the subjects to weave in and out of each other to produce an integrated curriculum offer which will be food for the body, mind and soul.

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# OUR CURRICULUM VISION

## DOMAINS OF LEARNING

### EDUCATIONAL EXCELLENCE

### CHARACTER FORMATION

### SPIRITUAL GROWTH

**Nature and the Environment, Science and Technology:** An innovative aspect of our curriculum this attends to sustainable life skills, awareness and respect of the natural world, building ethical responses to climate change and developing children's agency. Within this domain, our children learn about scientific concepts in a broader context of the world that they inhabit allowing them to make meaningful and purposeful connections with their learning and the 'hinterland'. Children explore and develop understanding of science and the workings of the physical world. This will also attend to the consequences of humans' interactions with and actions within the physical world. Computing will be integrated into the curriculum throughout primary and becomes a discreet subject at secondary where the emphasis is on the creative aspect of coding.

*"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has."*

—Margaret Mead

**Arts, Music and Crafts:** Within our school, we on a vigorous campaign to develop the arts. We achieve this through teaching that enables creativity and imaginative activity but is not limited to this subject domain alone. Craft is a unique aspect of the curriculum offer. Music as outlined in the National curriculum, forms part of our curriculum model through our promotion of developed oracy and through assemblies and lesson time.

*"Imagination is the beginning of creation. You imagine what you desire, you will what you imagine, and at last, you create what you will." – George Bernard Shaw*

**English and Languages:** this domain includes spoken language, reading and writing, literature and wider aspects of language and communication. We support the use of storytelling as a useful and 'psychologically privileged' pedagogic tool (Willingham,2009). A clear progression of stories is developed from Reception to Year 6 and into KS3. Our curriculum prioritises high-quality texts to ensure that children develop cultural literacy being exposed to as Hyman suggests 'The best of the best'. Our text selection has been carefully chosen to ensure that the children read a wide variety of texts and are exposed to rich vocabulary from a young age. A core offer of key rich and diverse texts that children will read from Reception to Year 6 Spanish is delivered by a specialist teacher from Year 1 – Year 6. The teaching of Reading is highly prioritised within our curriculum as being fundamental to children accessing the wider curriculum. We use ReadWriteInc in discreet sessions to ensure that Phonics teaching is targeted, and the support offer matches the children's needs and level of development. Children are taught explicit reading strategies in discreet reading sessions in order so that they can comprehend meaning and fully understand texts at an increasingly complex level. Through our high-quality texts we ensure children are immersed in a language-rich environment with a high tariff placed on the exposure to high-level vocabulary (Tier, 2 & 3 words).

*'Tell me and I forget. Teach me and I remember. Involve me and I learn.'* –Benjamin Franklin

## OUR CURRICULUM VISION

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**EDUCATIONAL EXCELLENCE**

**CHARACTER FORMATION**

**SPIRITUAL GROWTH**

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### Domains of Learning

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**Mathematics:** Our curriculum enables children to learn problem solving, reasoning and fluency skills through a well-planned course that develops mathematical thinking. We ensure our curriculum offer balances fluency and deliberate practice with the application of mathematical understanding in a reasoning context. This application of knowledge and skills is explicitly planned for and embedded in the curriculum offer. At our school we use a Maths Mastery approach.

The focus is always on a progression from concrete resources to pictorial representation and into the numerical abstract, which supports the development of deep conceptual understanding. In each lesson, our pupils work on practising core skills, applying them to real-life contexts and developing the essential skills of reasoning. Teaching for mastery does not mean we do not differentiate, but we do aim high for all. Our lesson structure allows for ‘deliberate practice’ of the small steps of learning so that pupils may advance to more complex learning by the end of the lesson. Learning is ‘chunked’ with a review of prior learning, direct instruction, opportunity to dialogue and practice, independent practice and a plenary.

*Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding.*  
— William Paul Thurston, American mathematician

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**Physical Development and Movement:** We encourage children to develop positive relationships with food and attitudes to their physical body through skills of agility, coordination and teamwork. Our aim is to develop healthy sustainable lifestyles. Yoga is a key feature of this aspect of the curriculum offer along with additional PE provision in line with the National Curriculum programme of study.

*“Health is a state of complete mental, social and physical well-being, not merely the absence of disease or infirmity.”* – World Health Organization, 1948

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**Place and Time (including history and geography):** this domain develops children’s understanding of how cultures are shaped by events, consciousness and identity. It also includes the geographical study of location, other people, other places and human interdependence. As a teaching staff, we have created meaningful links between all history and geography units across the school. Teachers signpost these links in the first lesson of each unit in order to highlight what the children have learnt previously; what they are going to be learning; and what they will learn in the next linked unit. Links within and across year groups have been created in order to ensure that knowledge taught in prior year groups is built and developed upon in a meaningful way.

*History is philosophy teaching by example, and also warning; its two eyes are geography and chronology.*  
James A. Garfield

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## OUR CURRICULUM VISION

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EDUCATIONAL EXCELLENCE

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### Domains of Learning

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**Philosophy, faith and belief (including PHSE):** Our curriculum offer enables children to develop the knowledge, skills and values that will equip them to be healthy, safe and lifelong learners. PSHE learning is integral to character formation through deepening children's understanding about health and wellbeing, relationships, and living in the wider world. Through discussion of universal issues and by providing age-appropriate content we can help to develop children's cultural and religious understanding of the world. We champion the view that through experiences and exploring diverse beliefs, children develop respect and embrace intercultural diversities.

In order to teach pupils these qualities, we need to provide a high-quality PSHCE curriculum. We have chosen to use "Jigsaw" as the basis of our PSHCE curriculum because, after careful evaluation, we felt that it would address the needs of our learners to meet the outcomes that we want for them. The jigsaw approach is one that combines a high focus on safeguarding and healthy relationships with a strong focus on mental well-being and mindfulness. The programme covers 6 major themes across the school year:

**Being me in my world:** This teaches children self-identity and self-worth, safeguarding, recognising feelings, being part of a team, learning about being a good citizen, democracy and our rights and responsibilities.

**Celebrating Difference:** This teaches children about equality, diversity, bullying, stereotyping, managing conflict, racism and cultural differences.

**Dreams and goals:** This teaches children about motivation, persistence, working as a group, setting goals and ambitions, overcoming obstacles, money management and positive attitudes.

**Healthy Me:** This teaches children about healthy relationships, healthy lifestyles, safety, peer pressure and body image.

**Relationships:** This teaches children about family life, healthy friendships, getting on and falling out, online safety, managing feelings and self-esteem.

**Changing Me:** This teaches children about growth and change, life cycles, puberty and conception, respect and consent.

*"The only person you are destined to become is the person you decide to be." —Ralph Waldo Emerson*

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