



The Avanti Curriculum Model



Nurturing well rounded human beings

Krishna Avanti Primary School
Leicester

The fundamental aim of the curriculum in all of Avanti’s schools is to help students become well-rounded human beings who will make a contribution towards making the world a better place.

We believe that the values of empathy, gratitude, respect, self-discipline, integrity and courage help define a sense of a well-rounded human being. Our curriculum is designed to help our students develop a sense of self and of the diversity of other people. The Avanti curriculum will contribute towards helping our young people to:

- nurture self
- nurture others
- nurture the world

Our curriculum offer is supported by our three pillars of Educational Excellence, Spiritual Insight and Character Formation.



The Avanti Curriculum: ambitious, broad and balanced

Our curriculum is ambitious as well as being broad and balanced. The curriculum offers opportunities for students to experience emotional, physical, intellectual and spiritual learning.

Domains of Learning

Informed by the 2010 Cambridge Primary Review (CPR) our curriculum is divided into the following domains of learning:

- Nature and the Environment
- Arts and music
- English and Languages
- Mathematics
- Physical Development and Movement
- Science and Technology
- Place and Time
- Philosophy, Faith and Belief

Curriculum for Krishna Avanti Primary School

Foundation Two

Early childhood is the foundation on which children build the rest of their lives. We value the importance that the Early Years plays in laying secure foundations for future learning and development. We also view the Early Years 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, that we will provide, 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, learning 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 collaborative, working partnership with parents and carers.

Our curriculum for Foundation Two is 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 use *Development Matters in the Early Years Foundation Stage*; non-statutory guidance material which support the implementation of the statutory requirements of the Early Years Foundation Stage. At the end of Foundation Two each child will be assessed against seven Early Learning Goals (ELGs), each one linked to one of the seven areas of learning highlighted in the Early Years curriculum below.

Our Early Years curriculum will focus on the following domains of learning:

Domains of learning	National curriculum areas of learning	
English and Languages	Communication and Language (C&L)	Literacy (Reading & Writing)
Mathematics	Mathematics (Number & Numerical Patterns)	
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, so that most children reach the levels required at the end of EYFS. Children's development levels are assessed and as the academic year progresses; as children grow in confidence and ability within the three prime areas, the balance will shift towards a more equal focus on all areas of learning.

The children in the foundation class will also participate in daily phonics sessions, following a nationally recognised programme.

Our learning environment and the 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.

School 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.

Key Stage One

At Key Stage One, the curriculum will be delivered through a Topic 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 whilst encompassing the National Curriculum requirements. English and mathematics will usually be delivered discretely. The children may be involved in directed and independent cross curricular activities related to the learning objectives, throughout the day, either with an adult or independently.

Domain of Learning: English and Languages

	Indicative Hours per week	Other information
English	7.75	Lessons are typically discreet but where possible, they will link to the topic. Lessons are usually about one hour per day with an additional 2.75 hours per week for guided reading, phonics and class stories.
Sanskrit	0.66	Taught discretely by a Trust employed Sanskrit teacher.
Spanish	0.5	Taught discretely by a Trust employed Spanish teacher.

Domain of Learning: Mathematics

	Indicative Hours per week	Other information
Mathematics	5.5	Elements of mathematics may be covered in topic work such as science.

Domain of Learning: Place and Time

	Indicative Hours per week	Other information
History and Geography	2	History and geography will for much of the topic work and may be blocked in large chunks of time where beneficial to do so.

Domain of Learning: Arts and Music

	Indicative Hours per week	Other information
Performing and expressive arts including music and singing	2	Some elements of music, such as singing, will take place during assembly and worship time.

Domain of Learning: Physical development and movement

	Indicative Hours per week	Other information
Physical education and yoga	2.5	Yoga is taught by a specialist yoga teacher. All children have a series of swimming lessons during the academic year, usually 5 x 30 minutes)
PSHE and RSE	1	

Domain of Learning: Philosophy, Religion and Ethics

	Indicative Hours per week	Other information
Philosophy, Religion and Ethics (including worship and meditation)	2.6	PRE is taught by a trust employed PRE teacher. Elements of PRE are incorporated into weekly work and discussions from the day. Links are made between worship and PRE lessons.

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

	Indicative Hours per week	Other information
Science and computing	3	The proportion of science to computing is approximately 2:1. Opportunities are taken to combine lessons where, for example, tables and/or measurements can be used to complement one another.

Total Hours in Key Stage One	27.5
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Key Stage Two

Children will enter Key Stage Two equipped to access our ambitious, broad and balanced curriculum, that includes all subjects of the national curriculum as well as yoga, a modern foreign language and Philosophy, Religion and Ethics. Continuity and progression towards secondary education will be devised by teachers from Key Stage Two and local Key Stage Three providers working closely together. A carefully constructed curriculum in the core subjects and provision to develop the skills that bridge Key Stage Two and Key Stage Three will help to guard against regression in rates of progress.

Domain(s) of Learning: English and Languages

	Indicative Hours per week	Other information
English	7	Lessons are typically discreet but where possible, they will link to the topic. Lessons are usually about one hour per day with an additional 90 minutes per week for guided reading, phonics and class stories.
Sanskrit	0.66	Taught discreetly by a Trust employed Sanskrit teacher.
Spanish	0.5	Taught discreetly by a Trust employed Spanish teacher.

Domain of Learning: Mathematics

	Indicative Hours per week	Other information
Mathematics	6	Elements of mathematics may be covered in topic work such as science.

Domain of Learning: Place and Time

	Indicative Hours per week	Other information
History and Geography	2	History and geography will for much of the topic work and may be blocked in large chunks of time where beneficial to do so.

Domain of Learning: Arts and Music

	Indicative Hours per week	Other information
Performing and expressive arts including music and singing	2	Some elements of music, such as singing, will take place during assembly and worship time.

Domain of Learning: Physical development and movement

	Indicative Hours per week	Other information
Physical education and yoga (including swimming)	2.5	Yoga is taught by a specialist yoga teacher. All children have a series of swimming lessons during the academic year, usually 5 x 45 minutes)
PSHE and RSE	0.75	

Domain of Learning: Philosophy, Religion and Ethics

	Indicative Hours per week	Other information
Philosophy, Religion and Ethics (including worship and meditation)	2.6	PRE is taught by a trust employed PRE teacher. Elements of PRE are incorporated into weekly work and discussions from the day. Links are made between worship and PRE lessons.

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

	Indicative Hours per weeks per week	Other information
Science and computing	3.5	The proportion of science to computing is approximately 2:1. Opportunities are taken to combine lessons where, for example, tables and/or measurements can be used to complement one another.

Total Hours in Key Stage Two	27.5
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Our Enrichment Offer

We value the importance of learning beyond the classroom. As such we offer a range of rich and broad activities which enable our children to learn and practise skills which will prepare them for later life, learn about themselves and others. We plan a range of opportunities and educational visits both out of school and visitors to school.

We also offer a residential visit for all of our Year 5 children. The residential have many benefits including:

- Developing personal and social.
- Gaining new experiences
- Building friendships
- Developing resilience and positive attitudes
- Building independence.
- Enhancing areas of the national curriculum.
- Developing confidence and self-esteem.

We appreciate contributions for visits from parents which enable the places to visit to be further afield and varied. All visits are hugely subsidised by the school.

Visits across the child's journey at school includes various places of worship, business and enterprise awareness and where possible, link to the topic being studied.

Our Extra-Curricular Offer

Clubs are a very important part of school and provide wonderful opportunities for the children to learn to play well together as well as important life skills including teamwork, communications, rules and sportsmanship. We offer a wide range of after-school activities; [The latest timetable can be found on the website by clicking here.](#)

The majority of the clubs at Krishna Avanti Primary School are free to attend.