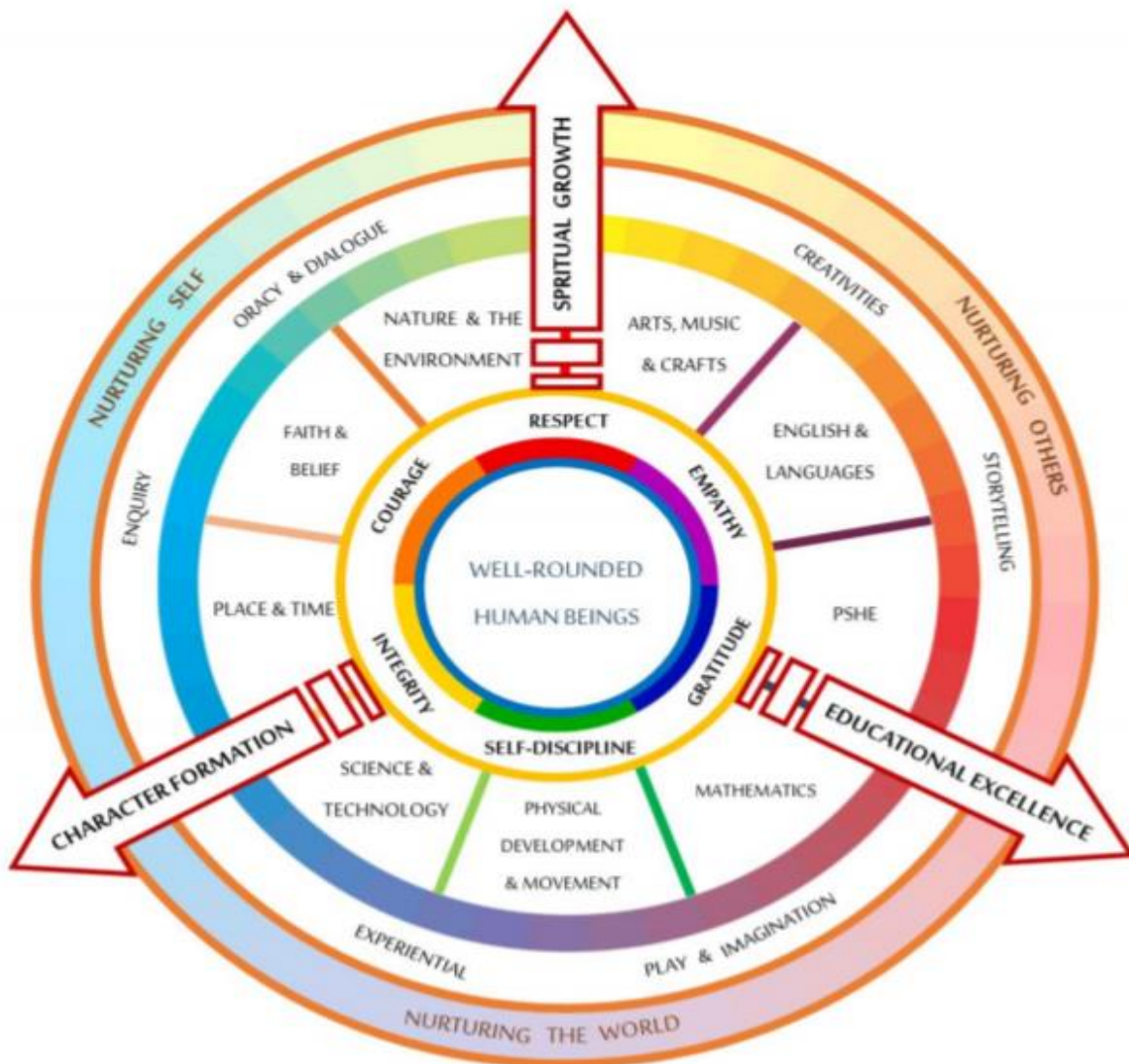




The Avanti Curriculum Model: Nurturing Well-Rounded Human Beings



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 should contribute towards helping our young people to:

- nurture self
- nurture others

- nurture the world

Our curriculum offer is supported by our three foundations 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 Avanti Court Primary School

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 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 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.

Our EYFS 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 & 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.

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.

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.

Key Stage 1

At KS1, the curriculum will be 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

	Indicative hours per week	Other information
English	8-9 hours	English and languages: 8-9 hours per week including guided reading, a library session, handwriting and SPAG sessions.

Domain(s) of Learning: Mathematics

	Hours per week
Mathematics	4 hours and 55 minutes

Domain of Learning: Place and Time

	Hours per week	Other information
History and Geography	1hour 30 minutes	

Domain of Learning: Arts and Music

	Hours per week	Other information
Performing and expressive arts including music and singing	1.5 -2 hours	30 minutes music discrete lesson with the addition of 20 minutes singing daily in assembly

Domain of Learning: Physical development and movement

	Hours per week	Other information
PE and Yoga	2 hours	2 hours per week- this includes 5 a day daily which equates to an additional 25 minutes and Yoga.
PSHE/RSE	45 minutes	

Domain of Learning: Philosophy, faith and belief

	Hours per week	Other information
Philosophy, Faith and Belief	3 hours	Discrete PRE lesson for 1 hour with the addition of meditation and faith assemblies.

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

	Hours per week	Other information
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Science and environmental studies and computing	2 hours 10 minutes	
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Total hours in the KS 1	25 hours and 20 minutes
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Key Stage 2

Students will enter key stage 2 equipped to access our ambitious, 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, Sanskrit and a modern foreign language (Spanish)	10 hours	English: 9 hours per week (to include whole class guided reading sessions) Spanish: 30 minutes per week Sanskrit: 30 minutes per week

Domain of Learning: Mathematics

	Hours per week
Mathematics	4 hours

Domain of Learning: Place and Time

	Hours per week
History and Geography	1 hour and 25 minutes per week

Domain of Learning: Arts and Music

	Hours per week
Performing and expressive arts including music and singing	1 hour and 55 mins per week Plus, daily singing 20 minutes-1 hour and 40 minutes

Domain of Learning: Physical development and movement

	Hours per week
PE (including swimming) sport and yoga	2 hours per week- this includes 5 a day daily which equates to 25 minutes Yoga 30 minutes PE 1 hour In addition, pupils in Yr 5 and Yr 6 take part in a 45-minute swimming lesson for a term.
PSHE/RSE	55 minutes

Domain of Learning: Philosophy, faith and belief

	Hours per week	Other information
Philosophy, faith and belief (including meditation and worship)	3 hours and 25 minutes	In addition, pupils take part in daily meditation 10 minutes daily and daily assemblies lasting 20 minutes.

Domain(s) 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)	2 hours and 5 minutes	Science: 1 hour and 25 minutes Computing: 45 minutes

Total hours in the KS 2	25 hours and 45 minutes
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Our wider curriculum offer

We value the importance of learning beyond the classroom. As such we offer a range of rich and broad activities which enable our students to learn and practise skills which will prepare them for later life. We plan a range of opportunities for speakers to come and talk or present to the students and for educational visits. Please see our educational visits and visitors that have been planned for the rest of the 2021/22 academic year:

EYFS: Visit to the Local Church, Lord Chaitanya Workshop, Sri Prabhupada workshop linked to well-being and the ethos

Year 1: Manor Temple visit, Nutritionist Workshop, local visit linked to History and Geography, Lord Chaitanya Workshop, Sri Prabhupada workshop linked to well-being and the ethos, Author visit to promote poetry

Year 2: Gurdwara visit, Nutritionist Workshop, local visit linked to History and Geography, Lord Chaitanya Workshop, Sri Prabhupada workshop linked to well-being and the ethos, Author visit to promote poetry

Year 3: Chocolate Making-workshop, Fairlop Waters, Women and Science Workshop, Synagogue visit, Fossil Workshop, Lord Chaitanya Workshop, Sri Prabhupada workshop linked to well-being and the ethos

Year 4: Mosque Visit, Dentist visit, Pizza Express, Saxon Workshop, Women and Science Workshop, Lord Chaitanya Workshop, Sri Prabhupada workshop linked to well-being and the ethos, Author visit to promote poetry

Year 5: Temple Soho, Women and Science Workshop, Lord Chaitanya Workshop, Sri Prabhupada workshop linked to well-being and the ethos, Author visit to promote poetry

Year 6: Manor Temple visit and the Avanti School's Trust Residential, Claybury Park or Fairlop Waters, Women and Science Workshop, Lord Chaitanya Workshop, Sri Prabhupada workshop linked to well-being and the ethos, Author visit to promote poetry

In the summer term, we also offer a residential visit to all our year 6 students to provide them with an opportunity to learn social skills, experience living in a different location, develop confidence and self-esteem, build independence and resilience. This experience forms part of the transition work which takes place, preparing students for their secondary education.

The majority (all) of our educational visits are subsidised by the school, we therefore only need to ask for a much smaller contribution towards the costs of these activities.

We also visit different places of worship throughout the school; providing pupils with opportunities to see how different religions and faiths worship and developing pupils mutual respect and tolerance of those with and without religious faith.

The following visits have been planned for the remainder of the 2022-2023 year:

EYFS- Local Church

Year 1- Hindu Temple

Year 2- Sikh Gurdwara

Year 3- Jewish Synagogue

Year 4- Islamic Mosque

Year 5- Soho Hindu Temple

Year 6- Buddhist Temple

Extra-Curricular Clubs and Activities

Throughout the year we offer a range of extra-curricular and after school activities. Please do visit the school's website for further information.