



# AVANTI PARK SCHOOL

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## Curriculum Plan 2021 / 22



# New term dates for 2021/2022

	START	FINISH
Autumn – Staff Inset Days	02/09/21	03/09/21
Autumn – Term 1 For pupils	06/09/21	22/10/21
Autumn Break 2021	25/10/21	29/10/21
Autumn 2 INSET Day Friday 12th November	01/11/21	16/12/21
Christmas Break 2021	20/12/21	03/01/22
Spring Term 1	04/01/22	18/02/22
Spring Half Term Break 2022	21/02/22	25/02/22
Spring Term 2	28/2/22	08/04/22
Easter Break 2022	11/04/22	22/04/22
Summer Term 1	25/04/22	27/05/22
Summer Half Term Break 2022	30/05/22	03/06/22
Summer Term 2 (INSET Days 9th and 10th of June)	06/06/22	22/07/22

# School day timings

Time	Reception (EYFS)	Years 1 to 6 (Key Stage 1 and 2)	Years 7 and 8 (Key Stage 3)
8.45 am	School starts and registration	School starts and registration	School starts and registration with tutor
9am	Morning Session 1 (Including assembly Monday/Friday)	Morning Session 1 (Including assembly Monday/Friday)	Lesson 1
10am			Lesson 2 (including assembly on Mondays)
11am	Break	Break	Break
11.15am	Morning Session 2	Morning session 2	Lesson 3
12.15pm	Lunch until 1.30pm	Lunch	Lunch
1.15pm	Afternoon Session (Including assembly – alternate Wednesdays)	Afternoon Session (Including assembly – alternate Wednesdays)	Lesson 4
2.15pm			Lesson 5 (Including assembly – alternate Wednesdays)
3.15pm	School ends	School ends	School ends







# Curriculum for Avanti Park School

## Focus days/themed weeks and festivals

Throughout the academic year, our pupils will focus on a range of sustainable development goals (SDG). Each half-term, the children will have a specific Global Citizenship ‘focus day’. On these days, teachers will plan learning experiences and activities that delve into the SDG of focus – educating the children about the development goal and planning exciting activities that will be educational, fun and also provide learners with opportunities to experience a broader understanding of the world we live in and develop as global citizens.

Global citizenship is all about encouraging young people to develop the knowledge, skills and values they need to engage with the world. And it’s about the belief that we can all make a difference.

At four points in the school year, we will also be holding four festival days ( see below) wherein all of the day’s learning will center around a global or local festival ( such as Chinese New Year). These festival days will provide unforgettable experiences for our pupils, encouraging them to develop their awareness of other cultures, beliefs

The overview below indicates the Festival and Focus Day series for 2021-22:



## A Curriculum for Life

We believe that all learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter and teaches them how they can contribute to a future that they want to live in. It is designed to enable children to make deep connections between learning and understanding the world that they live in, leading to children connecting knowledge, skills and understanding with agency and purpose. Our curriculum connects to real life, promotes thinking as a global citizen and develops character skills for young people to make meaningful contributions to society. For this reason, our curriculum links to Oxfam’s global citizenship and the United Nations sustainable development goals.



7 global learning themes underpin our curriculum:

- Justice and equity
- Identity and diversity
- Sustainability
- Peace and conflict
- Human rights
- Power
- Change

These concepts that are revisited throughout the children’s learning journey from Reception to Year 6. Learning each half-term centres around one of these global themes and an essential question. Subjects are taught discretely and are linked to these global themes where relevant to do so. Our curriculum has been designed so that our children can see, experience and learn about the world around them so that they develop as ‘change makers’ and global citizens.

The Early Years Foundation Stage (Reception class and nursery)

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 the EYFS is predicated upon the statutory framework for the Early Years Foundation Stage, which sets 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 supports 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.

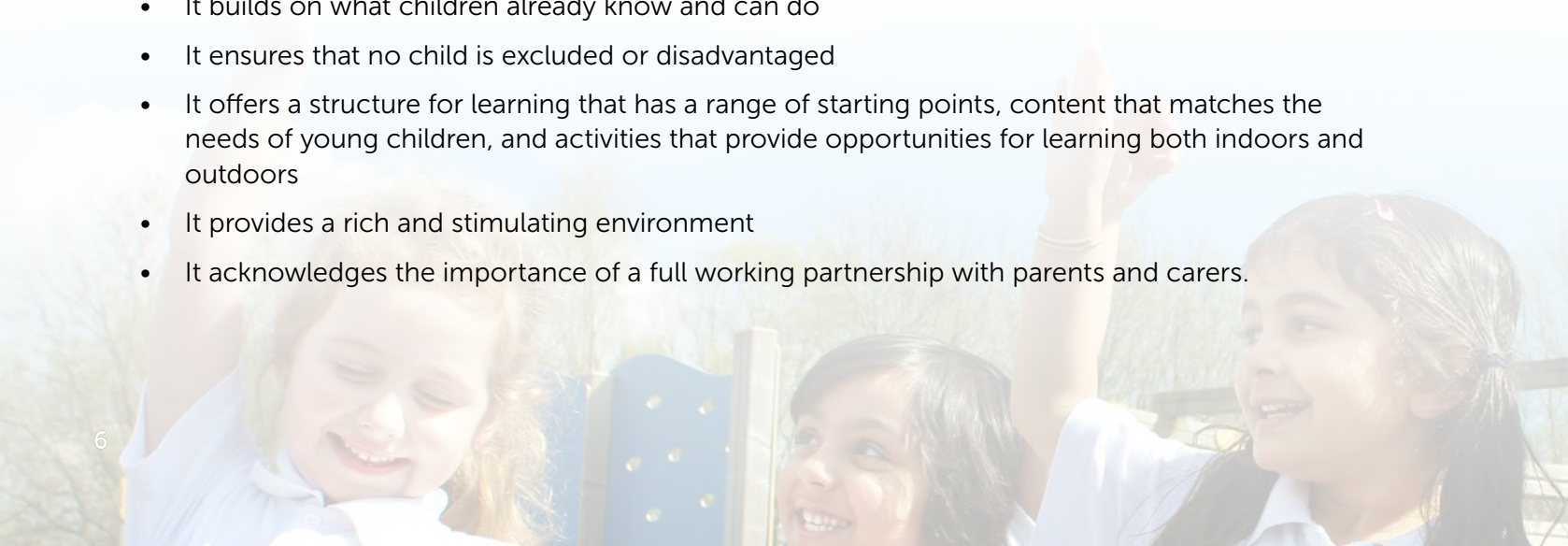
Avanti Park School: domains of learning	National curriculum areas of learning	
English and Languages	Communication and Language (C&L)	Literacy (Reading & Writing)
Mathematics	Mathematics (Number & Shape, Space and Measure)	
Place and Time	Physical Development (PD)	
Arts, Music and Crafts	Expressive Arts 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 and each class has a Forest School session with a trained Forest School leader once a fortnight, as well as daily access to a well-provisioned outside area to support classroom learning.

Examples of theme / topics

Autumn – Global Theme: Identity and Diversity Learning Question: Who am I?	Spring - Global Theme: Sustainability Learning Question: How can we care for the earth?	Summer - Global Theme: Power Learning Question: Which superpower do we have to help the world?
Example songs/nursery rhymes: Baa Baa Black Sheep; Hey Diddle Diddle; Hickory Dickory Dock; Georgie Porgie	Example songs/nursery rhymes: Old MacDonald had a Farm; The Sun has got his Hat on; The Animals Went in Two by Two	Example songs/nursery rhymes: I love my planet; Save our world; Mother Earth
Example stories including: Once there were Giants; Owl Babies; Stick Man	Example stories including: The Very Hungry Caterpillar; The Tiger who Came to Tea; The Emperor’s Egg	Example stories including: Lighthouse Keeper’s Lunch; P is for Passport; Tiddler
Learn about Vocabulary associated with ourselves and our family. Explore family dynamics and why family members are important to them. Identifying core family values	Learn about: Life cycles; animals around the world; Climates	Learn about: Marine life; Fossils; Seasides then and now
Example creative outcomes: Autumn trail; Video: Who do I want to be when I grow up?	Example creative outcomes: animal heads (papier mache); habitats and animal collage	Example creative outcomes: Sand art; Marine environment; songs from the seaside
Explore where different families and family traditions originate	Explore: where different animals live and how we can look after their homes	Explore: Cultures and customs in different countries



Key Stage 1

Ages 5 - 7

At KS1, as part of our concept curriculum, learning each half-term centers around a global theme and an essential question. 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. Subjects are taught discretely and are linked to these global themes where relevant to do so.

Domain(s) of Learning: English and Languages

	Hours per week
English – Writing	4-5
English - Phonics	4-5



**Domain(s) of Learning: Mathematics**

	Hours per week
Mathematics	5-6

**Domain of Learning: Place and Time**

	Hours per week
Humanities (History and Geography)	1-2

**Domain of Learning: Physical development and movement**

	Hours per week
Yoga	1
PE	1



**Domain of Learning: Arts, Music and Crafts**

	Hours per week
Music	1.5
Craft & Art	1

**Domain of Learning: Philosophy, faith and belief**

	Hours per week
PSHE/RSHE	1
Avanti Way: Collective Worship & Assemblies	2

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

	Hours per week
Computing	0.5

Total hours in the KS 1	25
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# Key Stage 2

Ages 7 - 11

Pupils will enter Key Stage 2 equipped to access a broad and balanced concept curriculum, that includes all of the required subjects of the national curriculum as well as yoga, a modern foreign language and a dedicated Art and Craft lesson.

Towards the end of Key Stage 2 pupils will be prepared by their class teachers for the transition to Year 7. Pupils will get an opportunity to meet their new teachers and get used to the new classrooms in preparation for the change of phase.

Domain(s) of Learning: English and Languages

	Hours per week
English – Writing	4-5
English – Phonics	4-5

	Hours per week
MFL - Spanish	0.5

Domain(s) of Learning: Mathematics

	Hours per week
Mathematics	5-6

Domain of Learning: Place and Time

	Hours per week
Humanities (History and Geography)	1-2

Domain of Learning: Physical development and movement

	Hours per week
Yoga	1
PE	1

Domain of Learning: Arts, Music and Crafts

	Hours per week
Music	1
Craft & Art	1





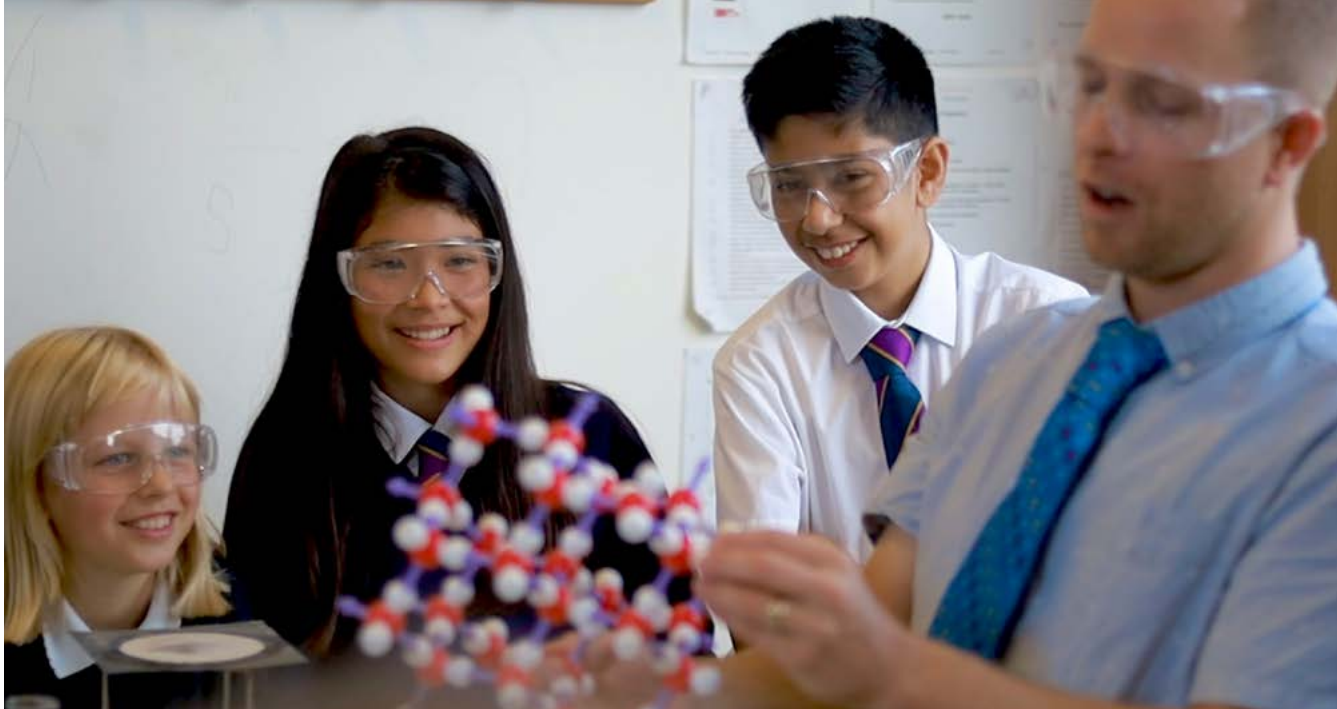
Domain of Learning: Philosophy, faith and belief

	Hours per week
PSHE/RSHE	1
Avanti Way: Collective Worship & Assemblies	2

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

	Hours per week
Science	1-2
Computing	0.5

Total hours in the KS 2	25
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Key Stage 3

Ages 11 - 14

Our Key Stage 3 pupils will be our oldest learners and will therefore be expected to model the behaviours and outcomes for the rest of the school. By this point in their education pupils will need to be challenged to learn with even greater independence within a more specialised curriculum which will have an increasing focus on specialist subject areas. Greater detail within a wider range of subjects will help to prepare pupils for the move into Year 9 and then into Key Stage 4.

Domain(s) of Learning: English and Languages

	Hours per week
English	4
Modern foreign language (Spanish)	2

Domain(s) of Learning: Mathematics

	Hours per week
Mathematics	4





Domain of Learning: Place and Time

	Hours per week
History	2
Geography	2

Domain of Learning: Physical development and movement

	Hours per week
PE, sport and yoga	2

Domain of Learning: Arts, Music and Crafts

	Hours per week
Music	1
Art	1
Craft	1

Domain of Learning: Philosophy, faith and belief

	Hours per week
Philosophy, faith and belief	2

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

	Hours per week
Science	3
Computing	1

Total hours in the KS 3	25
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**AVANTI PARK**  
**SCHOOL**

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