

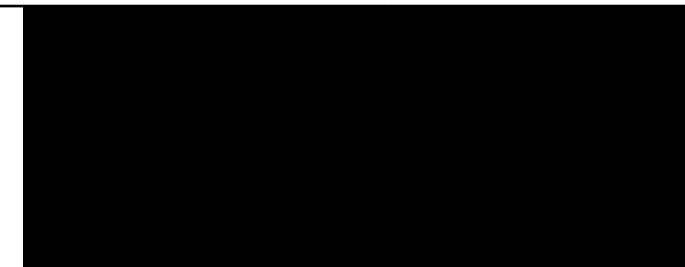


Curriculum for Avanti Hall School

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. Our teachers will

2009/10 2010/11 2011/12 2012/13 2013/14 2014/15 2015/16 2016/17 2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 2023/24 2024/25



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:

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

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.

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

Domain(s) of Learning: Mathematics

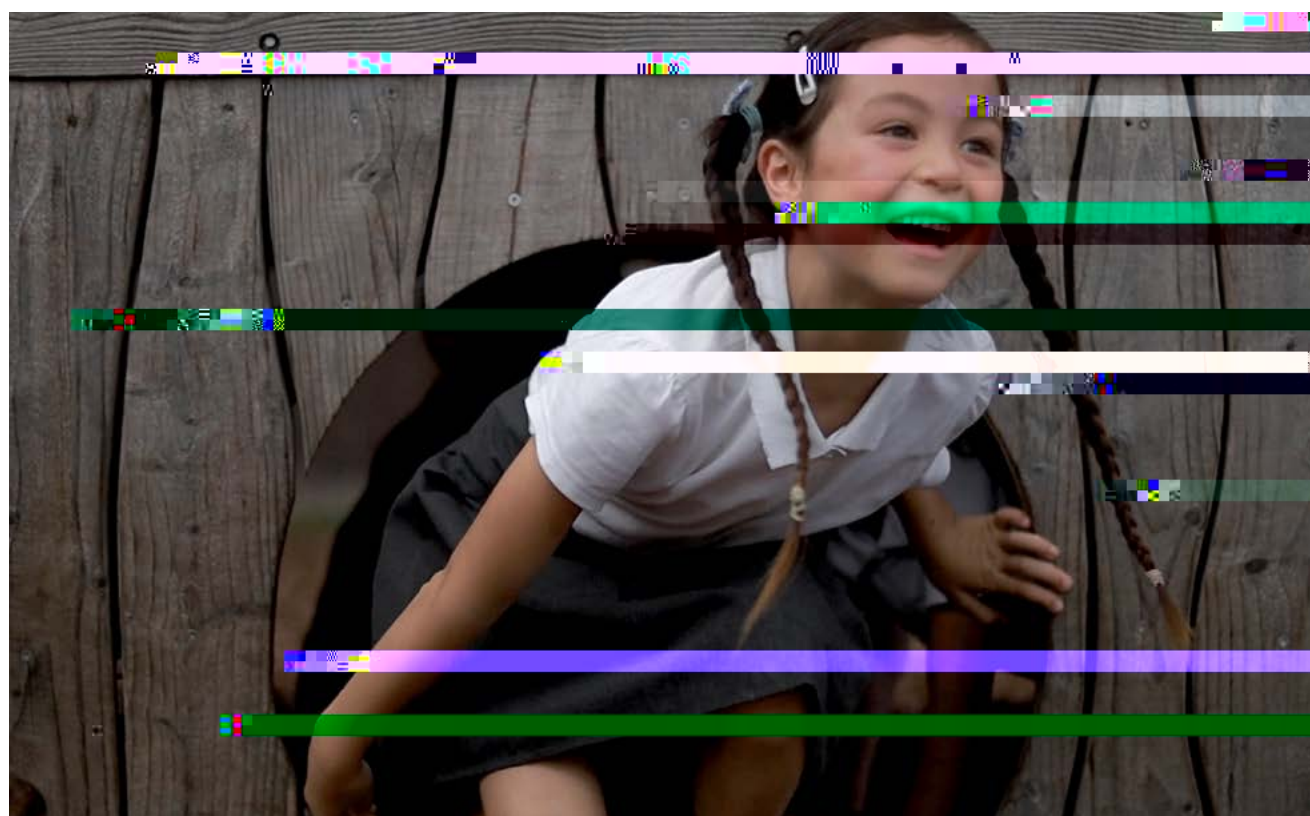
	Hours per week
Mathematics	5-6

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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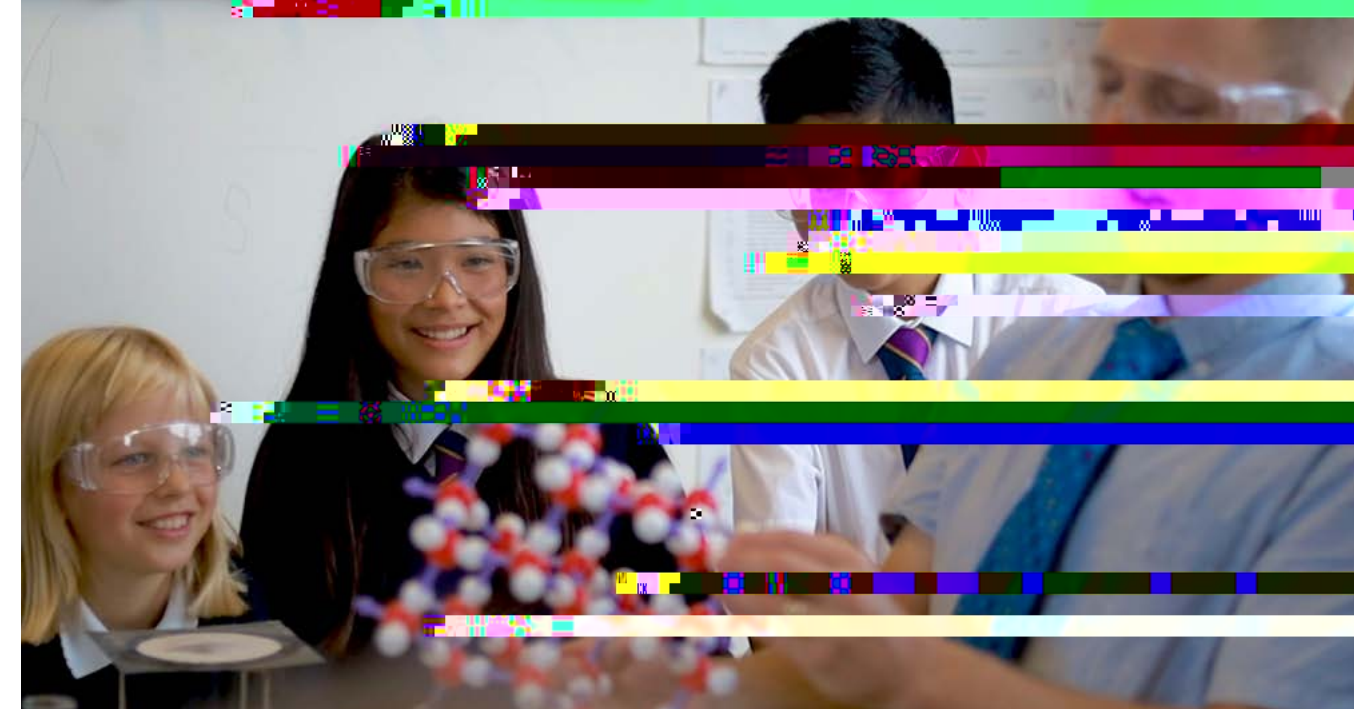
Domain of Learning: Philosophy, faith and belief

	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



	Hours per week
History	2
Geography	2

	Hours per week
PE, sport and yoga	2

	Hours per week
Music	1
Art	1
Craft	1

	Hours per week
Philosophy, fT44..7 (t)J8 (h)-ic	

Total hours in the KS 3	25
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