

# The John of Gaunt Way

## Our Curriculum



Our John of Gaunt mission statement is that we 'promote a happy, secure and caring environment where learning is enjoyable and rewarding for both children and adults. We provide a broad and balanced curriculum which enables children to develop positive values and attitudes, skills and knowledge, within a co-operative and supportive framework'. We believe that all children are entitled to a creative curriculum which is knowledge based but allows them to explore all aspects of their learning and in many different ways.

At John of Gaunt we have a strong ethos which stems from teamwork across all staff in the school. Everything we do is for the benefit of the children and to ensure that they receive the best start to their education possible. We ensure that teaching and learning is of a high quality and that the children's Personal, Social and Emotional needs are met. We know that ensuring the Early Years Foundation Stage (EYFS) core principles of Personal, Social and Emotional Development, Physical Development and Communication and Language are addressed across the whole school enables the children to learn at their best. We want good teachers to be supported by good support staff, engaged parents and governors, to enable the whole community to change lives. Children and adults learn best when the environment that they are in allows them to do so.

We work hard to develop the children's growth mindset because we know that this has a positive impact on their learning. We know that if children believe in themselves they will achieve. To do this all of our work in school is based around the 6R's. We want our children to be:

Resilient – We don't give up when the going gets tough

Resourceful – We find different ways to get things done

Responsible – We work well with others and take our role in a group seriously

Reasoning – We think carefully before jumping in and plan things out

Reflective – We learn from experience and from our mistakes

Respectful – Of each other, yourself and the environment

### Early Years Foundation Stage

The curriculum in the early years is based around what the children want to learn about as well as incorporating the fundamentals of Development Matters. Learning is taken from where the children are and then what they want to find out about. In this way, children have ownership of their own learning, are highly motivated and engaged. The curriculum in the early years addresses all of the 17 areas and ensures that children have a broad and balanced curriculum to cater for all children at all different stages and a variety of learning styles.

Nursery - In John Bear's Nursery our aim is to nurture a love of learning, to support independent explorers, to ensure children achieve excellent progress in all areas of their development and to encourage happy, confident children who feel secure that their ideas and emotional needs will

be valued. To ensure that this happens we use 'In the moment' planning. Planning in the moment involves engaging in the play of the children, observing and assessing their interests, motivations, understanding and skill levels and using this knowledge to support and extend these further through purposeful and thoughtful teaching opportunities. By doing so we show the children that we support them in exploring what really motivates them, that we shall be there to offer help if needed and that we can support them in accessing resources or suggest possible ideas that stimulate and develop their thinking and exploration during play. In the moment planning is essentially simple, assess what the children are doing, plan how to support and extend their learning, use a teachable moment and observe the impact upon the child's engagement, learning and development. In the moment planning enables our youngest children to learn from where they are at and their interests. As they develop these interests change and in the moment planning meets all those changing needs.

**Reception** – In Reception we aim to continue to develop the children's love of learning and the reception teachers follow a continuous provision model where there are some adult led activities everyday but the children's structured and planned play is not interrupted by continuous stopping. Teachers and support staff go into the children's play and extend their learning from their interests, which builds on our curriculum from Nursery.

Our creative curriculum always starts from what the children already know about a topic so that they are able to share their knowledge with us. It moves forwards with what the children want to know and they set their own learning for each topic. Each classroom has a learning line for each topic and the children are constantly moving their learning line along as they gain more knowledge and skills related to their chosen topic and learning. In this way the curriculum becomes very child focussed and can change depending on the interest of the children. Reception teachers are however very clear on the key skills that need to be gained and these are woven in to the children's learning and planned play.

At the heart of our EYFS curriculum is always the focus of Personal Social and Emotional, Physical and Communication and Language development.

## Key Stage 1

In Key stage 1 (KS1) we aim to continue the children's love of learning that they have developed across the EYFS and to ensure that learning is still fun. We continue to work on the core EYFS principles of Personal, social and Emotional, Physical and Communication and Language because we know that these feed into all other learning.

We have developed a fully creative curriculum that is based on enquiry based learning. Children have opportunities throughout every day to practise their learning through chosen activities and play opportunities that build upon skills already learnt. By practising these skills we know that they will become embedded.

The curriculum in KS1 runs on a two year rolling programme so that the whole key stage can work together on a topic. Topics start with a 'wow' day to immerse the children in their learning right from the start and to launch a new topic. During 'wow' days children work together across the key stage, supporting each other and learning from each other too.

At the start of each topic an enquiry question is set which sets the scene for their learning for the duration of the topic. The children understand that by the end of the topic they will be able to answer the enquiry question using all the knowledge that they have gained.

Topics are planned on knowledge organisers which highlight the key learning that will take place, the way it fits in to the timeline and key vocabulary and skills that will be taught during the topic.

Each class in Key Stage 1 has a timeline which is continually added to so that the children can visualise and understand where their learning fits in to the history of the world and their place in that history. Something from each topic is plotted on that timeline.

As well as learning new things, time is taken to recap topics that have come before to ensure that learning is not lost just because a topic has finished.

The curriculum and learning in KS1 is cross-curricular in order that children can make links between their learning rather than learning everything as a stand alone. Some subjects are taught discretely and do not fit with the overall topic.

All children in KS1 take part in the daily run challenging themselves to improve and ensuring that they begin to build stamina and fitness. The daily run has a positive impact on our children's ability to learn.

#### Why do we do what we do?

- To enable children to develop confidence and speaking and listening skills
- To increase children's own self-confidence
- To encourage celebration of and ownership of their own learning
- To keep children fit physically and mentally
- To encourage 30 minutes of activity every day
- To be able to share learning with our community
- To build relationships between home and school to further the children's and the parents learning
- To enable children to experience learning outside of the classroom
- To enable all types of learners to achieve
- To join in and be part of a whole school
- To appreciate and celebrate others achievements
- To ensure that children learn how to co-operate
- To ensure that children can use their imagination without equipment
- For awe and wonder
- To celebrate tradition
- To create positive memories
- To celebrate British Values

## Homework

Homework tasks are designed to spark the interest of the child and enable them to take their learning from the classroom home. Homework addresses a variety of learning styles and encapsulates a wide range of subjects.

All our children need to practise their reading at home in order to develop their love of books and to give time to this key skill.

In both EYFS and KS1 the children's homework tasks are related to their learning in class and are intended to further their learning and understanding and also give them the opportunity to share their learning at home and for families to become more involved with school.

Children in KS1 also have spellings each week to practice ready for their spelling challenge in school.

We are proud of how well our curriculum prepares our children for each next stage of their education journey.

