

# The John of Gaunt Way

## Our Curriculum



Our John of Gaunt vision 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 areas of Development Matters 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 opportunity to learn through play forms the large part of their day. 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 is planned through half termly topics that are child centred. Reception teachers are very clear on the key skills that need to be gained from birth to 5 years old and these are woven in to the children's learning and provision.

At the heart of our EYFS curriculum is always the focus of PSED, PD and CL.

The children also start on the Read Write Inc. (RWI) and Mathematics Mastery journeys where we strive for excellence and mastery.

## **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 PSED, PD and CL 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 hands on experiences that build upon skills already learnt. By practising these skills we know that they will become embedded.

The curriculum in KS1 is organised into half termly topics. Topics often start with an enrichment activity to immerse the children in their learning right from the start and to launch a new topic or they may end with an enrichment activity to pull all the learning together before moving on.

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 curriculum maps alongside 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 into the history of Britain and the wider world. Something from each topic is plotted on that timeline and extends their learning from reception.

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 children continue their Read Write Inc. and Mathematics Mastery Journeys in Key Stage 1 and we aim for every child to be a reader and for children to have a secure understanding of the dimensions of depth for Mathematics Mastery. These are Conceptual Understanding, Language and Communication and Mathematical Thinking, all underpinned by problem solving.

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

Home Learning

Home learning tasks are designed to spark the interest of the child and enable them to take their learning from the classroom home. Home learning 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 home learning 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.

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



Using the  
'Make ten'  
strategy to  
solve  
addition  
equations