

The Oasis Curriculum – Our Statement of Intent

OASIS ACADEMY TEMPLE

- In line with Oasis' Education Charter, the curriculum is the heart of our academy's educational provision. Through this - and our commitment to an exceptional climate for learning and great pedagogy - we make focused learning the foundation of every lesson. We have designed our curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence. Through our curriculum we will achieve outcomes that drive social mobility and give everyone freedom of choice throughout their lives.
- The Oasis ethos and 9 Habits are a foundation stone to the design and delivery of our curriculum. We know that the development of character doesn't happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We therefore work hard at preparing our students to be the best version of themselves not just for today but for their futures too.
- Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually.
- Whilst our knowledge-rich curriculum is designed to ensure the very best academic outcomes for our young people using the latest research in how the brain and memory works, it is about so much more than simply securing great results. It is about our academy's determination to achieve excellence with equity and integrity: where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of our most able.
- In the primary phase: In our academy this will mean that all children, whatever their background, starting point and life experience, develop a strong grasp of the key learning skills, attitudes and knowledge they need to make an excellent start to secondary education. This will be delivered through the crafted experiences of a stimulating, broad and balanced context-based curriculum that is not restricted to just skills and knowledge for Reading, Writing and Maths.

The Curriculum at Temple

- The Oasis Academy Temple curriculum has been designed and tailored to meet the needs of the community we serve. We serve a community with high social deprivation but has a rich mix of religions and cultures. Children and parents who have a passion to learn and want the best for their children. Our children come from 23 different countries and between us we speak 27 different languages. Our motto and vision, 'All Different, All Equal' therefore feeds into making sure that our family here at Oasis Academy Temple can live happily together and benefit from inclusive and supportive learning. Through teaching the following themes, we will ensure children receive a well-balanced rounded education to prepare them for becoming citizens of Great Britain:
 - Autumn A – Cultures and celebrations
 - Autumn B – Heritage, community and citizenship
 - Spring A – Travelling through time
 - Spring B – Our world and beyond
 - Summer A - Mind, body and soul – Healthy living
 - Summer B – Personal and Global goals

The six personal learning and thinking skills 'Skills for Life' will be developed through the curriculum. These skills are essential to success in learning, life and work. These skills, together with the Oasis 9 Habits, will enable young people to enter work and adult life as confident and capable individuals.

Early Years at Temple

- We will provide a curriculum based on planned, active and exploratory play and the development of physical dexterity, creativity, critical thinking, language skills and social awareness. The curriculum will provide opportunities for these children to learn to read and write, develop skills in maths, find out about the world around them and develop an understanding of art and design
- At Oasis Temple, our intent is to equip our Early Years children with the skills and knowledge they need to access the curriculum successfully throughout their school life. We aim to provide a learning environment which enables them to explore, observe, follow their own lines of questioning and find their own solutions to problems, and to interact, negotiate and compromise with others. We aim to provide learning experiences which enable them to develop the language skills required to express, describe, and explain their own experiences of the world and the culture within which they live. We aim to provide them with the physical skills they need to express themselves creatively through art, music, role play, and written expressions of their ideas. We aim to develop in them a love of books, and of literacy, with the confidence, competence and desire to read and to write for themselves. The majority of these experiences will occur in play based situations, and our planning takes account of the childrens' interests to maximise their engagement and learning. We believe that Planning in the Moment is the best approach when interacting with our children in Continuous Provision .
- " When a child is motivated to do something, that is the moment when support and teaching will be most powerful " Anna Ephgrave.
- We wish to instill in our children a sense of awe and wonder about themselves, their fellow human beings, and the world around them. Our intent is that they leave the EYFS as independent and confident learners, with the emotional, linguistic, and numerical literacy with which to succeed in Key Stage 1 and beyond.

Key stage 1 at Temple

Our curriculum intent at Key Stage 1 is to build on the awe and wonder that our skilled Early Years staff have developed and instilled in our children. The Key Stage 1 curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values. We recognise children's prior learning, provide first hand experiences and engage the children in learning that is meaningful to their lives now and in the future. Our intention is to send every child into Key Stage 2 as a confident reader, writer and mathematician. We aim to foster life-long learning behaviours and provide opportunities for children to develop as independent, confident, successful learners with high aspirations for their future.

Lower Key Stage 2 at Temple

At Oasis Academy Temple, in Lower Key Stage 2, our intention is to ensure that every child builds on their prior knowledge and understanding from KS1 in preparation for upper KS2. Throughout their

journey, they will develop as characters by practising the 9 habits and embedding the values and ethos of Oasis Academy. We will provide the children with the knowledge, skills and understanding needed in English, Mathematics and the foundation subjects. We aim to foster life-long learning behaviours and provide opportunities for children to develop as independent, confident, successful learners with high aspirations for their future.

Upper Key Stage 2 at Temple

In KS2, the curriculum is driven by purposeful learning where it has real relevance to the children themselves and the wider world. It enables our pupils to explore real life issues, build resilience and become creative, critical thinkers with a vision to prepare them for life beyond primary school. To support this, we provide enrichment opportunities to engage learning and extend knowledge and understanding through experiences. Promoting positive attitudes which reflect the values and skills needed to promote responsibility for learning is key to future success. We want our pupils to make a difference, have an impact and leave a legacy. This approach means that children take ownership of their progress and the impact of this is that 'learning sticks', is durable and lasting.

English

English has a pre-eminent place in the curriculum at Oasis Academy Temple. It underpins the whole curriculum and is taught through daily English lessons and applied throughout all the other areas of the curriculum. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading skills are taught through guided sessions to enable pupils both to acquire knowledge and to build on what they already know. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. Reading underpins our whole curriculum and quality texts are used throughout. We encourage our children to practise their reading at home by choosing books which are within their zone of proximal development to make rapid progress and encourage parents/carers to listen to their child and provide feedback through signing and writing a comment in a reading record. Their understanding of what they have read is then tested using Accelerated Reader quizzes.

Mathematics

A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. At Temple we aim to achieve this through an engaging, progressive curriculum. At its core is a commitment to a CPA approach (concrete, practical, abstract). We want our pupils to be competent, confident mathematicians – who can utilise their skills and knowledge during their school years and beyond.

Humanities

Humanities at Oasis Academy Temple (including History, Geography, RE and MFL) aim to provide our pupils with a broad and wide-ranging knowledge of the world so they can confidently live and work as well-rounded citizens in modern society. We have tailored the learning so it is progressive year after year, as the children move up through the school, they have an ever growing picture of how they fit into their community, progressing to a global scale. Key facts, technical vocabulary and words which can also be transferrable to other subjects are built on throughout their primary school life so by the time the children leave year 6, they are 'experts' in each of the humanities areas. Promoting questioning, open discussions where children are able to challenge one another in a courteous way and inspiring them to enquire – not just accepting surface level knowledge but demanding a deeper understanding is a central strategy to the teaching of humanities. The impact we strive for is that it develops pupil's cultural awareness, tolerance of others and to be active citizens in shaping their own future.

STEM

STEM stands for science, technology, engineering, and mathematics. STEM is important because it impacts every part of our lives, It is vitally important that we provide our children with the knowledge, skills and experience to thrive in the world they will grow up in. Science is everywhere in the world around us, technology is continuously expanding into every aspect of our lives and Mathematics is in every occupation and every activity we do. STEM activities provide hands-on and minds-on lessons for our children. Making maths, science and computing both fun and interesting helps the children to do much more than just learn, it gives them opportunities to develop a passion for it and hopefully pursue a job in a STEM field. This also helps to break down gender barriers, where children in our school can believe that both men and women can be mathematicians, engineers and scientists.

Creative Arts

There are some adults who have left education feeling like they are not very good at anything. They were judged on subjects that did not resonate with their natural strengths. Albert Einstein once said, 'Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid'. At OA Temple, we are proud of our children who accelerate in the creative arts. We recognise the importance that the creative arts has in life and how the arts can help children to create worlds for us to escape. When a child paints a picture, composes a song or choreographs a dance sequence, they are creating worlds with their imagination and showering us in their creativity. We believe that we need to foster this creative process and ensure that the children can flourish with our guidance. We encourage the children to not just tell us their dreams, but to show them to us.

Pupil Character Development.

At Oasis Temple, we aim to enable our children to explore the spiritual, moral, social and cultural aspects of themselves and the world in which we live. They will develop an understanding of themselves and their place within their family, their culture, their society and the wider world. They will learn about other religions and cultures and the spiritual and moral dimensions of these. British values will be promoted and embedded in our curriculum, and they will understand how communities and countries are linked in global partnership. They will leave us with the knowledge that they are global citizens, and with the skills and knowledge required to make a valuable contribution to their world in their future work.

Cultural Capital

At Oasis Academy Temple, we understand that educational opportunities offer an important opportunity to enrich young peoples' learning, raise their self-esteem, increase their motivation and desire for learning and raise levels of achievement in many aspects of their life and education. Exploring new environments broadens young peoples' horizons and can deepen awareness of their own and others' abilities and needs. Educational visits often provide the most enjoyable experiences and enduring memories from school days. Residential experiences, in particular, offer unique opportunities to encounter the practical realities of living together away from home, family and familiar surroundings. They provide a powerful vehicle for developing self-awareness and social skills. Throughout the year, we offer a combination of educational visits and also invite external providers to carry out fun and engaging workshops. This enhances the curriculum and to expose all of the children to a range of cultural experiences and background knowledge.

Our knowledge-rich curriculum and our commitment to the Oasis ethos and Nine Habits is supported by our Trust's policies on Learning and Behaviour for Learning and the work of our National Lead Practitioners and Leads for Learning Innovation.

Our commitment to providing students with a wide range of extra-curricular clubs and activities will add depth and breadth to our provision and allow our students to follow their hobbies and interests outside of the formal curriculum.