



Curriculum Policy

DECEMBER 2020

OASIS ACADEMY PUTNEY CURRICULUM POLICY

Vision Statement

Together we learn, grow and achieve.

Curriculum Intent

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with our 9 Habits at its heart.

It is bespoke to the needs of the pupils at Oasis Academy Putney, not only by focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by modelling the 9 Habits by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom.

We are a growing, inclusive school with a constantly evolving curriculum which responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. Thus, we will develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complex cultures. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.

Ultimately our curriculum is intended to:

- Develop our head and body: What we learn
- Develop our hearts and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study, which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Curriculum Structure & Implementation

We believe that the most effective learning takes place when there is considerable emphasis on active involvement; the emphasis is on understanding and explaining rather than rote learning, and the curriculum is designed in a way that new learning progresses and builds in small steps upon prior learning.

English – Writing

Intent

English has a leading place in education and society. 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. All the skills of language are essential to participating fully as a member of society. We believe that all pupils can – and indeed must, be successful in the study of English. At

Oasis Academy Putney, we do not accept that prior attainment should limit what a child is capable of learning. English is for everyone at Oasis Academy Putney. We will ensure our pupils are active, resilient learners who become life-long linguists.

Implementation

EYFS and KS1

The pupils write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. They practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly. Pupil's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.

KS2

At Oasis Academy Putney, pupils study English daily – developing their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process.

This is completed within a daily lesson with a genre focus lasting approximately two to three weeks of study. The starting point for each unit is an immersive activity to engage pupils with the text. A model text is used, in which children can identify the key structures/features that may be used within a particular piece of writing. Key writing techniques are then explored to ensure pupils develop a strong understanding of these in isolation before creating an extended piece of writing that aims to include these. Grammar is taught throughout the unit in meaningful contexts. Wherever possible, the key texts focus links directly with the general creative topic or key reader that term. This provides a context for writing and wider opportunities to write across the curriculum. In addition, spellings are taught discreetly.

English – Reading

Intent

By the end of Year 6, our pupils will have developed a love of reading and use this to gain perspective on their lives and that of others. They will hold the skills required to tackle challenging texts, many with difficult narrative structures such as an unreliable narrator. Our pupils will be able to read fluently and with confidence. They will be skilled at using decoding to pronounce unfamiliar words and demonstrate a speedy recognition of familiar printed words. This is in order to prepare them not only for secondary English lessons but also the wider world. Our pupils will have developed secure comprehension skills and knowledge from a wide range of stories, poems and non-fiction texts. From these, they will be able to draw ideas, compare and contrast.

Implementation

A love of Reading

- Reading corners/areas in each classroom to engage children.
- Vocabulary walls in each classroom to promote the use of high-end vocabulary.
- Library weekly visits per class to encourage children to choose a book (supervised to ensure children are choosing appropriate books).
- Book Week provides opportunities for children to explore a range of books with children from other year groups.
- Monthly reading enrichment days/sessions across the school academic year.
- Provision for reading in the outside area.

Teaching and Learning of Reading

EYFS:

- Letters and Sounds is used for the planning and teaching of reading
- Taught in small groups, depending on the stage that the children are at.

- Daily phonics sessions using Letters and Sounds.
- Application of reading skills in provision areas.

Key Stage 1:

- Letters and Sounds is used for the planning and teaching of reading.
- Taught in small groups, depending on the stage that the children are at.
- Daily phonics sessions using Letters and Sounds.
- Application of reading skills in provision areas (Y1).
- Daily explicit teaching of reading skills (Y2).
- Daily opportunities for recording (Y2).

Key Stage 2:

- Daily explicit teaching of reading skills using the Literacy Leaves.

Maths

Intent

At Oasis Academy Putney, we believe that all pupils should have the opportunity to 'master' maths.

We aim for all pupils to:

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication.
- Reason mathematically by following a line of enquiry and developing a justification, argument or proof using mathematical language.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.

Implementation

In school, we use Mathematics Mastery planning sequences to provide the children with a cumulative maths curriculum. Children make rich connections across mathematical ideas and develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

Our Mathematics Mastery lessons follow a six-part lesson structure that ensures the children can:

Develop conceptual understanding

- Connecting and representing maths in different ways

Use mathematical language

- Explaining, justifying and proving maths using mathematical language

Think mathematically

- Exploring mathematical concepts by sorting, comparing and pattern seeking

The six-part lesson:

Do now

A 5minute task that supports pupil's mathematical fluency. This part of the lesson can be used to revisit previous learning or to prepare children for the upcoming lesson(s).

New learning

The learning objective and the star words are read aloud. A new concept is explored using concrete, pictorial and abstract representations to support conceptual understanding.

Talk task

Pupils practise the new concept with a partner and focus on using mathematical language accurately.

Develop learning

The concept is developed by using multiple representations and the pupils are encouraged to think mathematically by sorting, comparing and pattern seeking.

Independent task

Pupils apply their learning by completing an independent task. They complete 5 examples and then move onto a challenge. Teachers provide children with appropriate challenge by using the Mathematics Mastery 'Ideas for depth'. Alternatively, problem solving resources from White Rose Maths, NRICH and NCETM are used.

Plenary

Celebrating success, addressing misconceptions or problem solving.

Science

Intent

At Oasis Academy Putney we want to encourage our pupils to be curious about the world around them through the teaching of scientific enquiry. The pupils are inspired to investigate how and why we are here and are encouraged to ask questions about the world around them. They will look at how science has changed our lives and is vital to the world's future prosperity; all pupils are taught essential aspects of the knowledge, methods, processes and uses of science.

We support our pupils in understanding how science can change people's perceptions and how it can be used to influence the world and future generations. We want our pupils to understand how the world can help us expand our horizons and how science can help us test our limits and the limits of the world. Pupils begin to develop a sense of excitement and curiosity about natural phenomena; to question the world around them and become independent learners in exploring possible answers for their scientific based questions.

Implementation

The National Curriculum will provide a structure and skill development for the science curriculum being taught throughout the school, which is now linked, where possible to the theme topics to provide a creative scheme of work, which reflects a balanced programme of study.

In Early Years, science is taught through the children learning about the world around them in their learning through play. Enhancements are provided to encourage curiosity. For example: egg hatching, butterflies and visiting farms.

Pupils have weekly lessons in Science throughout Key Stage 1 and 2, using Hamilton Trust and various other programmes of study and resources. Science will be taught in planned topic blocks by the class teacher. Through our planning, we involve opportunities that allow pupils to find things out for themselves. Pupils are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers.

Planning involves teachers creating engaging lessons to aid understanding of conceptual knowledge. We build upon the learning and skill development of the previous years. As the pupil's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.

Teachers demonstrate how to use scientific equipment, and the various Working Scientifically skills in order to embed scientific understanding.

Teachers find opportunities to develop pupil's understanding of their surroundings by accessing outdoor learning and workshops with experts. Scientific skills are embedded into lessons to ensure these skills are being developed and new vocabulary and challenging

concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.

Additional opportunities are provided in science, such as whole school science days and educational visits linked to the science curriculum, such as visits to The National Science Museum and the Thames Barrier.

The science curriculum approach at Oasis Academy Putney results in a science education, that provides children with the foundations for understanding the world. Our engagement with the local environment ensures that children learn through varied and first-hand experiences of the world around them. So much of science lends itself to outdoor learning and so we provide pupils with opportunities to experience this in our locality. Through various workshops, trips and interactions with experts, children have the understanding that science has changed our lives and that it is vital to the world's future prosperity.

Computing

Intent

Computing lessons at Oasis Academy Putney aim to equip pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which our pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, we equip pupils to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Implementation

To provide adequate time for developing computing knowledge, skills and understanding, each teacher will provide regular computing lessons. These may vary in length based on the objectives being explored. Teachers will base their planning on the programmes of study for their relevant year groups and the “I Can” statements provided in this document and will identify the most appropriate teaching strategy to suit the purpose of each particular learning situation. Some units may be best taught as a discrete piece of learning whilst other units may work best as an integrated part of the topic for the term. There are a variety of ways in which the teaching and learning may be effective. It should always be made clear that computing is being taught even when it is integrated in to a topic.

Computing lessons have no imposed formal structure but should typically contain some of the following elements: discussion; whole class, group or individual learning; practical work; recording; communicating.

Geography

Intent

Here at Oasis Academy Putney we aim to deliver the Nation Curriculum through high quality engaging lessons which provoke and provide answers about human and physical aspects of geography and where the children demonstrate understanding of how this shaped our landscapes and environment.

We seek to inspire children with a curiosity and fascination for the world and its people which in turn they will appreciate the diversity of all. Nearer to home, we will provide opportunities to investigate and make enquiries about the local area of London so that they develop a real sense of who they are, their heritage and what makes our home city unique and special. We

are also committed to providing our pupils with a curriculum of the future where not only are they excited about becoming adult explorers but adults who care and take a responsibility for the human effects on our planet.

We want our pupils to be excited by Geography both inside and outside the classroom, including Geography fieldtrips where they can put into practice their fieldwork and geographical skills.

Implementation

Geography is sometimes used as a topic focus for the half term as a key topic (as is History) but we also aim to ensure that it is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross curricular work.

Our Geography curriculum aims to excite pupils and allow them to develop their skills as geographers. The Geography curriculum is planned so that there are opportunities for cross curricular links to be made to ensure the children have occasions where by they can apply their knowledge and understanding. Local heritage and cultural links have also been planned explicitly.

English, Maths and ICT skills are taught during discrete lessons but are revisited in geography so children can apply and embed the skills they have learnt in a purposeful context. The programmes of study are carefully planned and delivered showing progression, enabling our pupils to develop their own geographical skills and knowledge which can then be transferred to other curriculum areas. Lessons will allow the practical development of skills such as collecting and analysing data, reading maps, atlases, globes, aerial pictures and digital maps.

We plan visits and visitors to provide first-hand experiences for pupils to support and develop their learning- often linked to geography. We recognise that to have impact the visits must be clearly linked to geographical knowledge to be acquired and provide the opportunity for pupils to better understand the knowledge or apply skills.

History

Intent

History is taught at Oasis Academy Putney so pupils can understand the society they live in: both heritage-rich London, and the wider national and international stage. They will learn how the 21st century world came to be, learning from humanity's mistakes and celebrating past generations' achievements.

With this learning, we trust they will realise the strong connections between themselves and the past and use their knowledge and understanding of that past to forge themselves a bright, happy future as global citizens.

Implementation

Our History curriculum aims to excite the pupils and allow them to develop their skills as historians. The History curriculum is planned so that there are opportunities for cross curricular links to be made to ensure the pupils have occasions where by they can apply their knowledge and understanding. Local heritage and cultural links have also been planned explicitly. English, Maths and Computing skills are taught during discrete lessons but are revisited in History so pupils can apply and embed the skills they have learnt in a purposeful context.

We plan visits and visitors to provide first-hand experiences for the pupils to support and develop their learning- often linked to history. We recognise that to have impact the visits must be clearly linked to historical knowledge to be acquired and provide the opportunity for pupils to better understand the knowledge or apply skills.

RE

Intent

At Oasis Academy Putney, we believe that it is vital for all children to learn from and about religion, so that they can understand the world around them. Through R.E, children develop their knowledge of the world Faiths, values, beliefs and cultures. Most importantly, we also emphasise that everyone needs to respect each other for who they are no matter what their religion.

Religious Education also has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

It is our intent for the Religious Education curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want them to know how an understanding of and knowledge of religion enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.

Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

The key aims for religious education are reflected in the two attainment targets.

Attainment Target 1- Learning about religion and belief

Attainment target 2- Learning from religion and belief

The development of knowledge, skills and understanding focuses on these two key aspects of learning in Religious Education.

Implementation

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Implementation

Experiences and enrichment opportunities

- handling artefacts
- exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible
- taking part in whole school events- (Harvest Festival, school performances)
- participating in moments of quiet reflection
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion
- debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these

Learning about religion and belief

Pupils should be taught to:

- Talk about religious stories, including Bible stories and the stories behind Christmas and Easter
- Recognise some religious beliefs or teachings
- Identify simple features of religious life and practice
- Recognise some religious words
- Name and recognise some religious symbols
- Recognise some Christian religious artefacts, including those in cultural and religious use (e.g. Christmas cards, Easter eggs and hot cross buns)

Learning from religion and belief

Pupils should be taught to:

- Recognise their own experiences and feelings in religious stories and celebrations
- Recognise there are similarities and differences between theirs and other's lives
- Identify what they find interesting about religious events
- Question what they find puzzling in religious stories
- Say what matters to them and to talk about how to care for others

There are 3 interlinked elements:

Element 1: Making sense of beliefs

Identifying and making sense of religious and non-religious concepts and beliefs understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

Element 2: Understanding the impact

Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

Element 3: Making connections

Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.

'Big Questions' are used in RE and a 'big book' is used in each Reception Class to collect evidence and give a snapshot of children's learning

Attitudes fundamental to RE:

- curiosity and wonder
- commitment
- fairness
- respect
- self - understanding
- open-mindedness
- critical mindedness
- enquiry

PSHE

Intent

Here, at Oasis Academy Putney, we value PSHE as one way to support pupil's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. By providing a PSHE curriculum which promotes acquiring skills and knowledge, we will enable our children to access the broader curriculum and to prepare to become global citizens in an ever-changing world.

At Oasis Academy Putney, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

This will be fulfilled through assemblies and class-based teaching, running The Jigsaw Programme alongside the Oasis 9 Habits and our four common based learning powers.

Implementation

Jigsaw

Jigsaw PSHE is a comprehensive and completely original Scheme of Work (lesson plans) for the whole primary school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships. There are six Puzzles (units), sequenced across the year. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

At Oasis Academy Putney we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways such as assemblies, visitors and trips, our praise and reward system, the Learning Charter, through relationships and class teacher led lessons across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Art

Intent

At Oasis Academy Putney, we value Art as an important part of the children's entitlement to a broad and balanced curriculum.

Our art curriculum intent is to equip children with the knowledge and skills to experiment, invent and create their own works of art. They should also know how art reflects our history. It has been proven that early exposure to visual art, music, or drama promotes activity in the brain

Art nurtures inventiveness as it engages pupils in a process that aids in the development of self-esteem, self-discipline, cooperation, and self-motivation

Participating in art activities helps pupils to gain the tools necessary for understanding human experience, adapting to and respecting others' ways of working and thinking, developing creative problem-solving skills, and communicating thoughts and ideas in a variety of ways

Implementation

The teaching and implementation of the Art Curriculum at Oasis Academy Putney is based on the National Curriculum and influenced by local artists and contexts relevant to our children. Art is also linked across the curriculum so children have opportunity to apply art skills in a variety of contexts and for a purpose.

The children's learning is further enhanced with whole school collaborative art projects. Visits are frequently used as inspiration for artistic creations. Knowledge organisers are used where artists and subject specific vocabulary are key parts of the topic.

Design and Technology

Intent

At Oasis Academy Putney we intend for our DT curriculum to support the children to be prepared to deal with tomorrow's rapidly changing world. It encourages pupils to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, pupils combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts. Design and Technology help pupils to become discriminating and informed consumers and potential innovators.

Implementation

Our DT curriculum aims to excite our pupils and allow them to develop their skills as designers. The programmes of study are carefully planned and delivered showing progression, enabling our pupils to develop their own design skills and knowledge which can then be transferred to other

curriculum areas. English, Maths and ICT skills are taught during discrete lessons but are revisited in DT so pupils can apply and embed the skills they have learnt in a purposeful context.

In Design Technology pupils may well be asked to solve problems and develop their learning independently. This allows the pupils to have ownership over their curriculum and lead their own learning in Design Technology.

A number of our promoted #50 things activities are linked to DT skills such as 'sew something' 'bake a cake' or 'build a den.'

We plan visits, visitors to provide first-hand experiences for the children to support and develop their learning. These can be linked to Design Technology.

Design and Technology also embeds our Oasis Academy Putney Learning Powers and Behaviours. It is a practical subject, requiring creativity, resourcefulness, and imagination. Pupils design and make products that solve real and relevant problems within a variety of contexts. Pupils learn to take risks, be reflective, innovative, enterprising and resilient. Through the evaluation of past and present technology they can reflect upon the impact of Design Technology on everyday life and the wider world.

Music

Intent

At Oasis Academy Putney, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music as well as technical vocabulary. We teach the pupils how to collaborate to compose music with responsible risk-taking in preparation for a creative future economy.

Our music curriculum encourages pupils to listen and to appreciate different forms of music. It builds up imagination and intellectual curiosity as well as helping develop language and reasoning. Pupils will also learn about how music can represent feelings and emotions and how it can support their wellbeing.

Implementation

Children have a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. The school also has whole class ensemble teaching in Years 3 and 4 where children are taught a specific musical instrument for a school year.

In Year 3 the children learn the recorder. In Year 4 children learn the clarinet. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. Opportunities are taken to perform in class, in whole assemblies and also to parents and the wider community.

PE

Intent

At Oasis Academy Putney we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active style of living. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

Implementation

Pupils at Oasis Academy Putney participate in twice weekly high-quality PE and sporting activities. We use a clear progressive lesson sequence based on the National Curriculum. Our PE programme incorporates a variety of sports/activities both indoor and outdoor to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. Clear and comprehensive PE scheme of work which makes reference to healthy lifestyles.

We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

Spanish

Intent

We aim to spark a love of languages in children through engaging, interactive lessons. We believe that to accomplish this, we should help pupils to do all of the following:

- Familiarise themselves with the sounds and written form of Spanish;
- Begin to understand a new language, and communicate in it;
- Make comparisons and links between their study of vocabulary, grammatical structures and cultures;
- Learn about the Hispanic and Latin American world;
- Develop a positive attitude towards the learning of foreign languages;
- Encourage children to share their knowledge of their home language and culture with the school community;
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves through a balance of speaking and writing;
- Develop strategies for learning a language that can be transferred to other languages;
- Acquire, through all of the above, a sound linguistic foundation for further study at Key Stage 3 and beyond.

Implementation

Pupils are introduced to Spanish in the EYFS. Throughout KS1, children receive 30-minute lesson every two weeks. This is supplemented through the use of spoken Spanish in the classroom beyond the timetabled lesson, which includes the use of Spanish to give basic instructions and refer to familiar objects in the classroom. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English and their home language. In KS2, each class has a timetabled Spanish lesson of 45 minutes.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Pupils are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Pupils develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content, as well as by native Spanish speakers within the wider school community.
- Spanish Day enables the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context. Pupils develop an understanding of different aspects of Spanish and Latin American culture, including famous artists, Spanish festivals and food.

Pupils are regularly required to use and reflect on their language learning skills, for example, recording key vocabulary and phonemes in their book; or reflecting on how they understood an unknown word.

Knowledge and skills in Spanish are progressive from one year to the next and are mapped across the school. Cross curricular links have been identified and the school's own context is considered as part of curriculum planning, including, for example, how the grounds of the school and local resources can be used to enhance and enrich Spanish learning