



## Our Two Mile Ash

# Whole School Curriculum Offer 2021-2022



*At Two Mile Ash School, high standards of achievement, behaviour and respect for each other, underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to realise their ambitions. Our pupils are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit for achieving excellence every day.*

# Our Curriculum

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

## Values

Our curriculum is underpinned by our common ethos and shared values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need to progress and achieve higher standards and prepare them for the next stage of education in order to lead fulfilling lives.

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value the spiritual and moral development of each person as well as their intellectual and physical growth.

## Aims and objectives

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. This is underpinned by our common ethos and shared values. It is vibrant, rich and offers a wide range of learning experiences. Our broad and balanced curriculum provides opportunities to learn about the local, wider and global community and supports and enables pupils to lead fulfilling lives.

What we want to achieve

**Confident Individuals**

**Responsible Citizens**

**Successful Learners**

How we will get there

**Learning Skills**

**SMSC Development**  
(Spiritual, moral, social cultural)

**Personal development and wellbeing**

**Essential objectives and vocabulary**

Across

English Maths Science Religious Education Geography History Art Music Relationships, Sex, Health education  
Performing Arts Physical Education Computing Design Technology French

Promoting

**Memorable Learning Experiences**  
Enquiry Problem Solving Real-life experiences Practical Active Relevant Investigation Media rich Digital technologies

Through

**Opportunities**  
Outdoor Learning Events Trips Residential Enrichment Visitors to school

How we know we have got there

**Evaluating Impact to secure**

**Confident Individuals**

**Responsible Citizens**

**Successful Learners**

# Essential skills for learning and life

## Confident Individuals

*Who are prepared for the next stage of learning and are equipped with the skills to contribute to an ever-changing world*

- Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- Relate well to others and maintain good relationships
- Are decisive and becoming increasingly independent and are able to take their own initiative
- Make healthy lifestyle choices
- Take managed risks and stay safe
- Are willing to try new things and make the most of opportunities
- Have a sense of optimism about their lives and the future
- Develop personal values and attributes such as honesty, empathy and respect for others.

## Responsible Citizens

*Who make a positive contribution to the life of school and to society*

- Are prepared for their role as a member of their own family and as a class member of our TMA family
- Are prepared for their role in the wider community i.e. through charitable fundraising
- Have secure values and beliefs and have principles to distinguish right from wrong, readily applying this understanding to their own lives and in doing so, respect the civil and criminal laws of Britain
- Understand their own and others' cultures and traditions with British Heritage, and have a strong sense of their own place in the world
- Recognise the central role of the democratic parliamentary system within Britain and the beliefs and values that underpin this
- Cooperate with others when taking the role as a leader as well as when working collaboratively within a team
- Respect others and act with integrity
- Appreciate and celebrate diversity, by understanding, accepting and respecting different religious, cultural and community groups
- Sustain and improve the environment; locally and globally.

## Successful Learners

*who enjoy learning, make rapid progression and achieve highly*

- Have essential skills of English, maths, communication and technology
- Enjoy and are motivated and determined to achieve high standards of progress and achieve – to be successful beyond any boundaries they may face, now and in the future
- Challenged through work and enjoy challenging activities
- Be open to new thinking and ideas
- Able to learn independently and collaboratively, as part of a team
- Communicate effectively in a variety of ways
- Enquiring minds and think for themselves to process information, reason, question and evaluate
- Creative, innovative and resourceful, able to identify and solve problems in ways that draw upon a range of learning areas
- Know about big ideas and events that shape our world.

# Passport to Success

We recognise the importance of ensuring all our pupils are equipped with the essential skills of literacy, mathematics and communication. We promote the development of pupils' thinking skills and personal capabilities to encourage a thirst for further learning. We aim to instil in our pupils a set of values that carry instinctive respect for others, appreciation of their views and the ability to make sense of the world they live in.

**Confident Individuals**

**Responsible Citizens**

**Successful Learners**

These essential skills are embedded into every aspect of school life.

## Skills of Successful Learners

*We will seek every opportunity to develop our ability and willingness to:*

- *Be independent*
- *Be curious*
- *Collaborate*
- *Persevere*
- *Focus*
- *Be imaginative*
- *Be reflective*
- *Motivate*

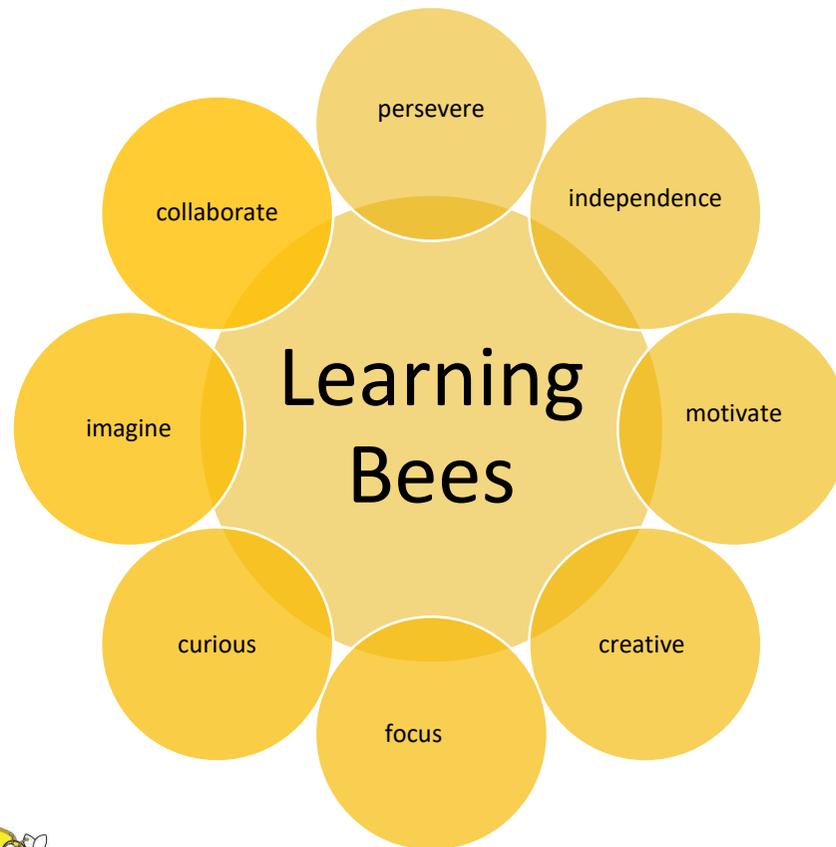
## Personal Development and Wellbeing

- Create building blocks and characteristics of positive relationships.
- Physical health and mental wellbeing to enable pupils to know how to seek support as early as possible.
- Good physical health contributes to good mental wellbeing, and vice versa.
- Enable pupils to take risks, ask questions, make mistakes, learn to trust and share their feelings in order to feel safe.

## Essential Objectives and Vocabulary

- Progression of skills and knowledge
- Explicit connections and links between different subjects and experiences
- Use of technology and multi-media
- High quality opportunities for speaking and listening throughout the curriculum

## Skills of Successful Learners



Learning skills are necessary for success in all aspects of life, including school, relationships and work. At TMA, pupils can learn these eight skills of successful learners and develop them through their journey with us. By the time they leave us in Year Six, pupils are equipped with the essential learning skills they need to be prepared for their next stage of learning and contribute to society. These eight learning skills help us to identify our pupils as successful learners.

Within the passport to success, there is a clear progression model of how these learning skills are developed through each year group.



## SMSC

Two Mile Ash school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepares all pupils for the opportunities, responsibilities and experiences of life.

Our school curriculum promotes pupils' **spiritual, moral, social and cultural development** and, in particular, develops principles for distinguishing between right and wrong. It develops their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. Our school curriculum reflects British values, develops pupils' integrity and autonomy and helps them to be responsible and caring British citizens capable of contributing to the development of a just society. It promotes equal opportunities and enables pupils to challenge discrimination and stereotyping. It develops their awareness and understanding of, and respect for, the environments in which they live, and secures their commitment to sustainable development at a personal, local, national and global level. It also equips pupils to make informed judgments and independent decisions and to understand their responsibilities and rights.

Our school curriculum promotes pupils' self-esteem and emotional well-being and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. It develops their ability to relate to others and to work for the common good. It enables pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity. It prepares pupils for the next steps in their education, training and employment and equips them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

We promote appreciation of and respect for people of all faiths (or those of no faith), cultures and lifestyles, through the effective spiritual, moral, social and cultural development of pupils, including extra-curricular activity and volunteering within the school community, to prepare pupils for life in modern Britain. The curriculum prepares pupils for the opportunities, responsibilities and experiences of later life through a variety of subjects.

Our programme of assemblies helps promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and wrong. Each aspect of spiritual, moral, social and cultural development is defined by indicators that include reference to fundamental British values.



## Personal Development and Wellbeing

We believe that in order for pupils to become confident individuals, successful learners and responsible citizens, they need the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-empowerment.

Our curriculum enables pupils to become confident individuals, by developing the capacity to make decisions when facing risks and challenges. We pride ourselves on nurturing pupils to develop better resilience, to know how and when to ask for help, and to know where to access support. Our School Creed and mission statement, 'Nurturing the Best in Each Other' supports in creating our culture and ethos where everyone is valued. This is shared with pupils in assemblies and explored during 'TMA Time'. The 'Well Being Ambassadors' group lead by pupils and the schools well-being coach, encourages pupils to share their concerns and supports their personal development.

As well as promoting a healthy mind, we also excel in promoting a healthy lifestyle. As a minimum, all of our pupils receive two hours of physical education and thirty minutes physical exercise through daily class activity charts. We start the academic year with a Fitness and Wellbeing unit in physical education lessons, where the children are taught both the theory and physical lessons of what makes a healthy lifestyle. This is then promoted throughout the year through our fitness, house festivals and sports days. We also start the academic year with a Health and Wellbeing for the first unit in our RSHE lessons, this not only encompasses strategies for wellbeing but to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.

Being a responsible citizen encompasses many aspects, one of which is making good choices, learning to behave appropriately, and having respect for others and the environment in which we work and live together. As a school, we believe it is important to prepare pupils for the next stage of their life. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy and respect for all others, and place a high value upon individual achievement and personal development. We have many pupil voice groups to ensure that the children feel valued.

We foster a positive environment where pupils exhibit a sense of commitment and pride in the school. Our key aim is to promote positive behaviours and help pupils to understand the impact that inappropriate behaviours can have on one and other and how to make better informed choices in the future. Woven throughout our school community, is 'the right to be safe', 'the right to be respected' and 'the right to learn'. Each pupil has a personal responsibility to respect the rights of all individuals in the school and its community by adhering to and aspiring towards the TMA Responsible Citizenship Diploma. This message is consistently promoted by staff and pupils. The Protective Behaviours approach at TMA enables pupils to take risks, ask questions, make mistakes, learn to trust

and share their feelings in order to feel safe. The pupils know that they have the right to feel safe at all times and know they can talk with someone about anything even if it feels awful or small.

## Essential Objectives and Vocabulary

Essential objectives are carefully sequenced statements that define the expected goal of the National Curriculum, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a pupil as a result of structured teaching.

Essential Learning Objectives are the assessment foci in the TMA Curriculum. The Purpose and Aims of Study have been used to create the learning objectives. In the Whole School Curriculum, learning objectives are not 'achieved', they are advanced: systematically and gradually from Year 1 through to Year 6.

Milestones provide assessment criteria for each learning objective. They describe progression as follows:

- Milestone 1 – the expected attainment by the end of Year 2
- Milestone 2 – the expected attainment by the end of Year 4
- Milestone 3 – the expected attainment by the end of Year 6

With vocabulary, the more words children can read, know, understand and remember is directly linked to how successful our pupils will be in life: we therefore ensure we explicitly expose and teach them vocabulary and immerse them in a language rich environment to enable this to occur.

As with all other areas of education, we ensure we have a comprehensive, progressive and sequential approach to teaching pupils the vocabulary they need and if there are 'vocabulary gaps' in pupils' learning, we ensure we close these gaps in the same way we need to in all other areas of the curriculum and wider life opportunities.

Through creating these we are producing and promoting ...

### Memorable Learning Experiences

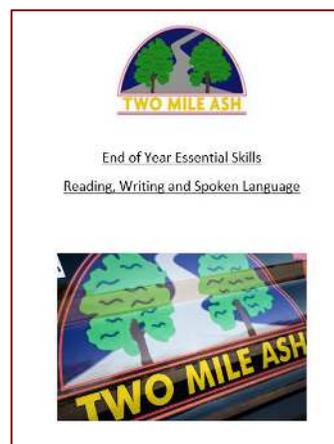
Enquiry    Problem Solving    Real-life experiences    Practical    Active    Relevant    Investigation    Media rich    Digital technologies

## English Curriculum Aims

English is at the heart of our curriculum and is designed to be challenging, inspiring and most of all, engaging, for all our pupils. We fully follow the National Curriculum and ensure our personalised curriculum extends our pupils further than this. Within each year, pupils will have the opportunity to access a wide range of different texts, both fiction and non-fiction as well as a variety of poetry forms, which builds upon previous knowledge of texts and genres. Through careful text selection the pupils learn historical and geographical facts, gain a breadth of past and current world issues as well as stories and ideas from different cultures and communities. These texts challenge the pupils' thinking as well as expanding their vocabulary, beyond what they would use in every day speech, and developing their questioning skills. A key driver to our English curriculum is to instil a lifelong love of reading for all of our pupils.

The English curriculum gives plentiful opportunities for all children to advance their speaking, listening and performing skills. Grammar and spelling teaching is threaded throughout the English Curriculum and uses modelled examples of sentence structures and grammar use from the different texts. Throughout the whole curriculum there are many different opportunities for writing, allowing the pupils to experience writing for a wide range of audiences. Each writing opportunity has a clear purpose and voice that prepares the pupils for their future. During English lessons, a variety of teaching and learning strategies are used in order to model and support the reading and writing process to ensure the pupils have the tools for a future in which they will strive. All lessons are structured and tailored to meet the needs of all pupils so they can all reach their full potential.

Objectives and texts are sequentially planned throughout the school so pupils can continuously build on prior knowledge. These documents give a more detailed overview of the structure, progression and approach to English teaching at Two Mile Ash.

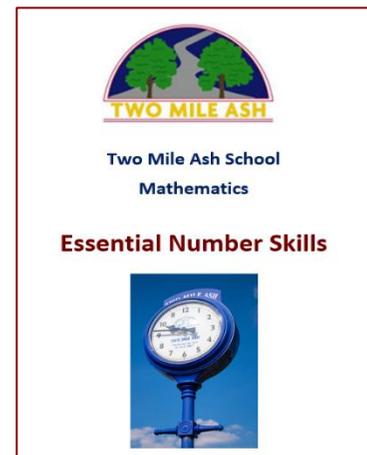
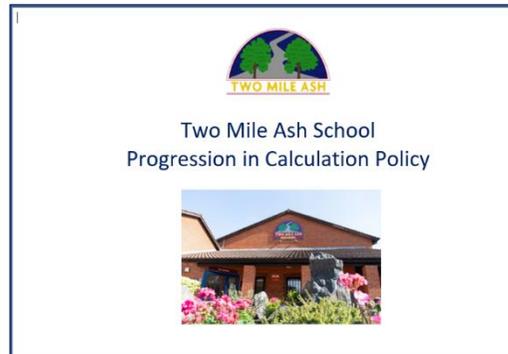
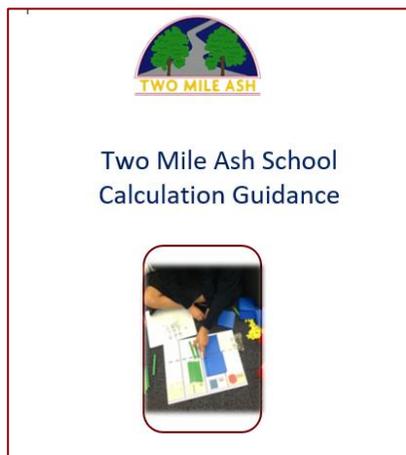


## Maths Curriculum Aims

At Two Mile Ash, we want our pupils to gain the skills and understanding to become confident mathematicians. We believe that the best way to achieve this is to start with a fully embedded and deep understanding of the fundamentals of mathematics, such as number bonds, times tables and other key facts. Once these basic building blocks are in place and committed to long-term memory, pupils can access all aspects of the maths curriculum with greater speed and agility, ensuring full coverage of the National Curriculum and more. The inclusion of weekly fluency lessons within the maths teaching ensures the children can make connections from previous learning to new learning. Throughout the curriculum, but particularly apparent within maths teaching and learning, the pupils are encouraged to make mistakes and apply metacognition skills to deepen their understanding of how they learn and how they can become more independent.

The maths teaching practice is based on a mastery where carefully structured schemes of work are followed that builds on previous knowledge and skills and includes the use of concrete materials and pictorial representations of problems to help all pupils to 'see' and 'feel' the maths. Through this theory of experiential learning, the pupils have further opportunities to commit to memory the procedures and principles taught within a lesson and also engenders within the pupils a love of maths and confidence with numbers. The mastery principles are threaded through the planning of all lessons from year 3 to year 6 meaning that all pupils, whatever their ability, are exposed to appropriate mathematical terminology and given the tools to tackle a challenging curriculum. We believe a high quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity of the subject and wider.

All aspects of the maths curriculum, from skills and objectives to methods of calculations, are carefully sequenced and planned for all pupils to progress through. These documents give a more detailed understanding of the progression and structures across the maths curriculum.



## Science Curriculum Aims

Within our science curriculum, it is our intent to develop our pupils to have a natural curiosity in the world around us, revelling in its wonders and as such, inspiring our pupils to become the next generation of scientists. We follow a systematic, investigative approach to learning across the biological, chemical and physical aspects, following and embracing the National Curriculum and beyond. Pupils are introduced to, and will develop, skills that allow them to pose questions, experiment and draw conclusions based on their findings. We believe that developing enquiring minds is key to developing a love of science. As a result, each year group are taught the skills to investigate through a progression of working scientifically statements that build on previous years. These are embedded through continual practise in a wide variety of experiments that often create a sense of awe and wonder. Science knowledge and understanding is another key aspect of our curriculum and it is important that pupils gain an in depth understanding of each topic, using the correct high level scientific vocabulary as well as being able to apply their understanding to real world experiences and events. During science teaching and discussions, the pupils are introduced to history's greatest scientists and philosophers and are encouraged to grapple and question their thoughts and ideas.

We believe that taking science outside of the classroom environment promotes a greater desire to engage and promotes independent learning. At Two Mile Ash, we encourage this by providing a breadth of opportunities such as discussions with scientists, science competitions and STEM fair opportunities, science excursions, after school science clubs and becoming science leaders for the school. Through these wide varieties of experiences and curriculum lessons we aim to inspire pupils to have healthier lifestyles and promote a culture of building a more sustainable environment that helps to look after our planet for future generations to come.

These documents give a more detailed understanding of the progression and structures across the science curriculum.

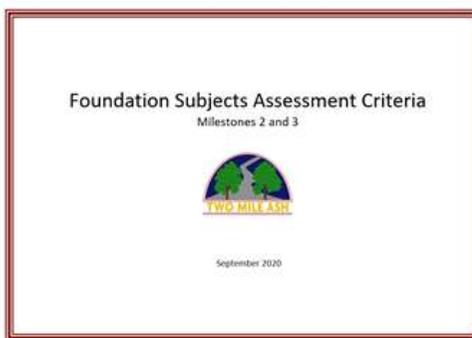
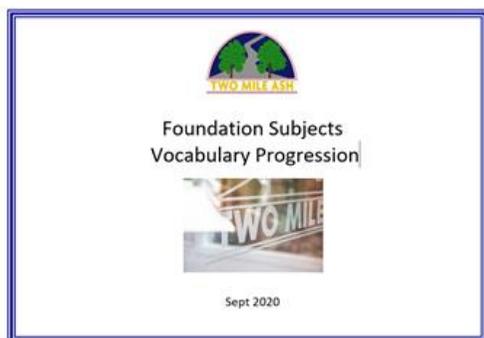


## Our Foundation Curriculum

We are extremely proud of our creative and vibrant curriculum which contains termly 'Learning Journeys.' Encompassing our foundation subjects, our Learning Journeys are carefully planned thematic approaches to teaching and learning designed to support pupil's natural curiosity and stimulate their creativity. Learning Journeys offer pupils the opportunity to work in depth, giving them the time, they need to reflect, consolidate and transfer their learning across the wider curriculum. Through rich cross-curricular, exciting learning experiences, our creative curriculum aims to deliver a twenty-first century education that will equip our pupils with the skills required to be independent and responsible citizens.

All our foundation subjects have been carefully planned and devised to ensure that each key objective is carefully sequenced, following our milestones, so that each pupil, year on year, will develop key knowledge and understanding to progress. Each skill is built upon year by year which allows the embedment of knowledge giving pupils a wider understanding of the world around them and the knowledge, skills and understanding that they need to progress and achieve higher standards and prepare them for the next stage of education in order to lead fulfilling lives.

These documents give a more detailed understanding of the progression and structures across the foundation curriculum.



# Curriculum Opportunities

## Enrichment

As well as providing the essential tools for learning, our curriculum provides the joy of discovery, problem solving and creative experiences for all pupils. Through a range of enrichment provision, our pupils develop self-confidence as learners, develop maturity both socially and emotionally. Our pupils are engaged by learning experiences that develop and stretch them, igniting their imagination through a rich, varied and stimulating enrichment opportunities.

Through careful planning within our curriculum, links have been made across subject areas to incorporate the following enrichment opportunities for our children:

- Inspiration days
- Year group and whole school performances
- The Arts opportunities (dance, music, drama, singing)
- Visitors into school
- Outdoor learning

## Residential and Day Trips

We provide a full range of off-site learning opportunities and place a high importance on out-of-the classroom learning, particularly residential visits. We aim to offer at least one offsite learning visit or visitor for every year group, this will be linked to a curriculum area to enrich the learning experience for the pupils. We offer a residential visit in each of the four years; Year Three Youlbury, Year Four and Five activity centre visit to Whitemoor Lakes, and Year Six Belgium. All our visits are reviewed and updated at the end of every academic year so we can ensure the best possible learning outcomes for our pupils.

All visits conform to very precise safety procedures, as detailed in the school's comprehensive [\*\*Educational Visits and Off-site Learning Policy.\*\*](#)

## Evaluating Impact

Confident Individuals

Responsible Citizens

Successful Learners

- Behaviour and attendance
- Personal reflection of responsible citizen diplomas
- Use a wide range of measures both qualitative and quantitative
- Use data to inform progress and identify areas for continuous improvement
- Merits and certificate of achievements
- Informal and informal feedback
- Healthy and positive lifestyle choices
- Wellbeing
- Moderations both internally and externally
- Education audits
- CPD to further develop teaching
- Assessment integral to teaching and learning
- Leaders at all levels
- Pastoral targets
- Formal testing
- Ongoing monitoring and evaluation

- Improvement planning
- Key stage 2 outcomes above National

**Links to Other Policies**

This policy should be read in conjunction with:

- Reading BAD Assessment Criteria
- Writing BAD Assessment Criteria
- End of Year Essential Skills in Reading, Writing and Spoken Language
- Calculation Guidance
- Progression in Calculation Policy
- Mathematics Essential Number Skills
- Science Skills Progression
- Science BAD Assessment Criteria
- Foundation Subjects Vocabulary Progression
- Foundation BAD Assessment Criteria
- Coverage in Essential Objectives in Foundation Subjects
- Foundation Planning for Progression
- Educational Visits and Off-site Learning Policy

<p><b>Version:</b>  V1 – Tuesday 17<sup>th</sup> September 2019  V2 Monday 1<sup>st</sup> September 2020  V3 13<sup>th</sup> October 2020  V4- Friday 9<sup>th</sup> July 2021</p>	
<p><b>Approval:</b>  This policy was ratified by Two Mile Ash Governing Body.</p>	<p><b>Next Review on or before:</b>  <b>October 2022</b>  This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring).</p>

