



We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.



PRESENTING DATA & SCATTER GRAPHS AVERAGES & RANGE

EXAM PREP

ALGEBRA AND GRAPHS

INEQUALITIES AND GRAPHS

CIRCLE THEOREMS AND PROOF

YEAR 11

DATA HANDLING

PYTHAGORAS

SIMILARITY & TRIGONOMETRY

INEQUALITIES AND GRAPHS

REASONING AND PROOF

YEAR 11

AQA Realising potential GCSE MATHS

HIGHER

DATA COLLECTION

SIMILARITY

PLANS AND ELEVATIONS

FURTHER STATISTICAL DIAGRAMS

TRANSFORMATIONS

GEOMETRY

CIRCLE GEOMETRY

VOLUME & SURFACE AREA

QUADRATICS

SIMULTANEOUS EQUATIONS

APPLICATIONS OF ALGEBRA

QUADRATIC GRAPHS

FRACTION REVIEW

PROBABILITY, SETS & VENN DIAGRAMS

PERCENTAGES & PROBABILITY

PERCENTAGES

POWERS AND ROOTS

NUMBER

STANDARD FORM

SURDS & IRRATIONAL NUMBERS

SEQUENCES

INDICES

YEAR 10

FOUNDATION

DATA COLLECTION

DATA HANDLING

AVERAGES & RANGE

PRESENTING DATA & SCATTER GRAPHS

COMPOUND MEASURES

SIMILARITY & TRIGONOMETRY

SIMILARITY

TRANSFORMATIONS

CIRCLES

FRACTION REVIEW

ALGEBRA REVIEW

SIMULTANEOUS EQUATIONS

SEQUENCES

USING INDICES AND STANDARD FORM

YEAR 10

GEOMETRY

PERCENTAGES & PROBABILITY

APPLICATIONS OF ALGEBRA

NUMBER

PLANS AND ELEVATIONS

VOLUME & SURFACE AREA

PROBABILITY

PERCENTAGES

QUADRATIC GRAPHS

QUADRATICS

FACTORS, MULTIPLES AND PRIMES

COMPARING DATA DISTRIBUTIONS

PROBABILITY

STATISTICS

SCATTER GRAPHS

DIRECT AND INVERSE PROPORTION

GRAPHS WITH PARALLEL LINES

SEQUENCES

CHANGING THE SUBJECT OF A FORMULA

CONGRUENCE AND SIMILARITY

QUADRATIC AND OTHER GRAPHS

TRANSFORMATIONS

LINEAR GRAPHS & PROPORTION

ALGEBRAIC EXPRESSIONS

2D GEOMETRY

EQUATIONS AND INEQUALITIES

GEOMETRY

COORDINATES

STRAIGHT LINE GRAPHS

SCALES AND STANDARD FORM

EXPANDING AND FACTORISING BRACKETS

CONSTRUCTIONS

TRIANGLES AND QUADRILATERALS

LINEAR EQUATIONS AND INEQUALITIES

SIMULTANEOUS EQUATIONS

PYTHAGORAS AND TRIGONOMETRY

PROOF

YEAR 9

3D SHAPES AND THEIR NETS

ANGLES IN PARALLEL LINES AND POLYGONS

UNIVARIATE DATA

REAL LIFE GRAPHS

LINEAR GRAPHS

3D GEOMETRY

GEOMETRY

DATA

GRAPHICAL REPRESENTATIONS

LINEAR GRAPHS & ROUNDING

SEQUENCES AND ALGEBRA

SURFACE AREA AND VOLUME OF CUBOIDS, PRISMS, CYLINDERS AND COMPOSITE SOLIDS

CIRCUMFERENCE AND AREA OF A CIRCLE

BEARINGS

BIVARIATE DATA

RATIO

PROPORTIONALITY

ACCURACY

FORMING AND SOLVING EQUATIONS

INEQUALITIES

SEQUENCES

YEAR 8

POSITIVE AND NEGATIVE NUMBERS

INTRODUCING SEQUENCES, EXPRESSIONS, EQUATIONS AND INEQUALITIES

ANGLES

2D GEOMETRY

CO-ORDINATES

THE CARTESIAN PLANE

TRANSFORMING 2D FIGURES

PRIME FACTOR DECOMPOSITION

EQUIVALENT FRACTIONS

PERCENTAGES

RATIO AND PROPORTION

ORDER OF OPERATIONS

FACTORS AND MULTIPLES

AXIOMS AND ARRAYS

NUMBERS, NUMERALS AND DECIMALS

CONSTRUCTING TRIANGLES AND QUADRILATERALS

AREA OF 2D SHAPES

ALL OPERATIONS ACTING ON FRACTIONS

RATIO

MAKING GENERALISATIONS ABOUT THE NUMBER SYSTEM

YEAR 7

Schemes of learning are designed to ensure students progress based on their security of understanding and readiness for the next stage. STRETCH and CHALLENGE is at the heart of our curriculum

Students will be able to SOLVE PROBLEMS and APPLY their knowledge to routine and non routine problems

Students will be able to REASON, CONJECTURE and JUSTIFY their arguments using mathematical language

Topic tests and termly assessments are designed to accurately assess knowledge and maximize progression.

Our scheme is designed with INTERLEAVING as a key element

Use Manipulatives will be used within a CPA approach to develop CONCRETE, PICTORIAL and ABSTRACT understanding

Students will develop CONCEPTUAL UNDERSTANDING and become FLUENT mathematicians leading to ability to RECALL and APPLY knowledge rapidly



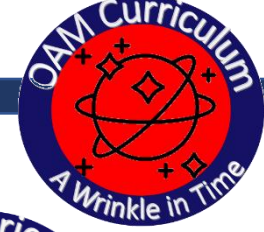
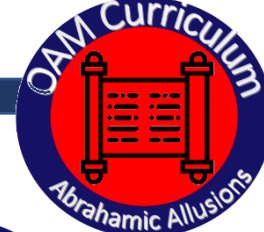
22/23 - 5 year curriculum



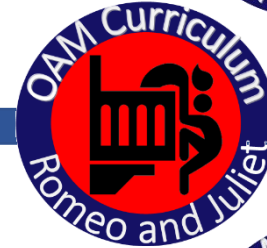
Mathematics is not about numbers, equations, computations or algorithms. It is about UNDERSTANDING - Thurston

English Curriculum Map

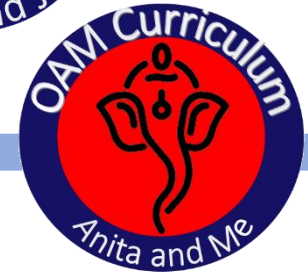
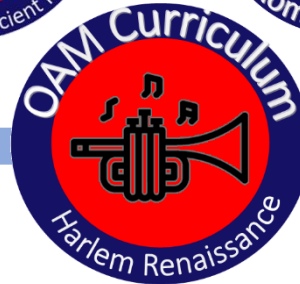
Year 7



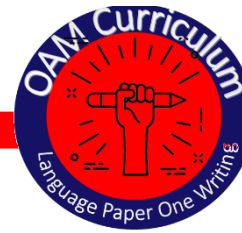
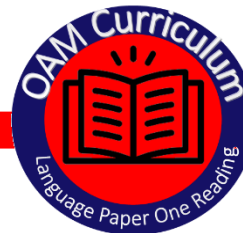
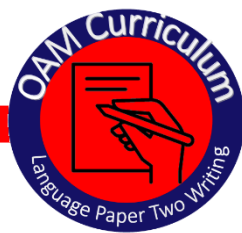
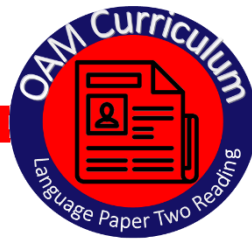
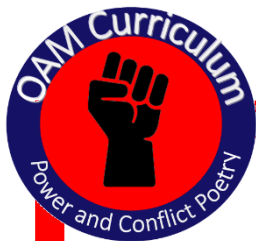
Year 8



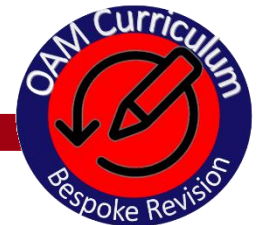
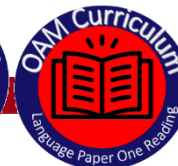
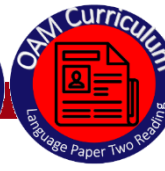
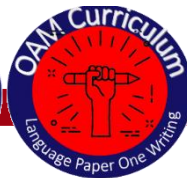
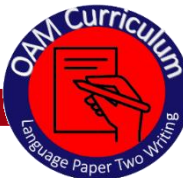
Year 9



KS4: Year 10



Year 11



SCIENCE CURRICULUM



- Future careers in NHS
- Future careers with CMAST
- Careers in Chemistry including Chemical engineer, Forensic scientist, Food scientist
- Careers in Biology including Marine engineer, Climate scientist, Botanist
- Careers in Physics including Laser physicist, Astronaut, Acoustic engineer

SUMMER 2
Interleaved Examination Preparation

SPRING 2
Application of Forces and Waves

AUTUMN 2
Using Biology to Our Advantage

YEAR 11

SUMMER 1
Interleaved Examination Preparation

SPRING 1
Organic Chemistry and Polymers

AUTUMN 1
Humans and the Earth

AUTUMN 1
Human Biology

SPRING 1
Nuclear and Thermal Physics

SUMMER 1
Reacting Substances

YEAR 10

AUTUMN 2
Plant Biology

SPRING 2
Electricity (Astrophysics)

SUMMER 2
Humans and the Earth

Summer 2
Communicable Diseases

SPRING 2
Forces

AUTUMN 2
Investigative Chemistry

YEAR 9

SUMMER 1
Cell Biology

SPRING 1
Energy and Waves

AUTUMN 1
Chemistry Fundamentals

AUTUMN 1
Space Forces

SPRING 1
Chemical Reactions Earth Science

SUMMER 1
Keeping Healthy Growth Reproduction

YEAR 8

AUTUMN 2
Making Images Forces 2

SPRING 2
Energy Transfers Acids

SUMMER 2
Classification Biochemistry Ecosystems

SUMMER 2
Heating and Cooling Material Science

SPRING 2
Variation Forces

AUTUMN 2
Solubility Chemical Reactions Cells

YEAR 7

SUMMER 1
Energy Sound and Light

SPRING 1
Inheritance Organ Systems

AUTUMN 1
Substances and Mixtures



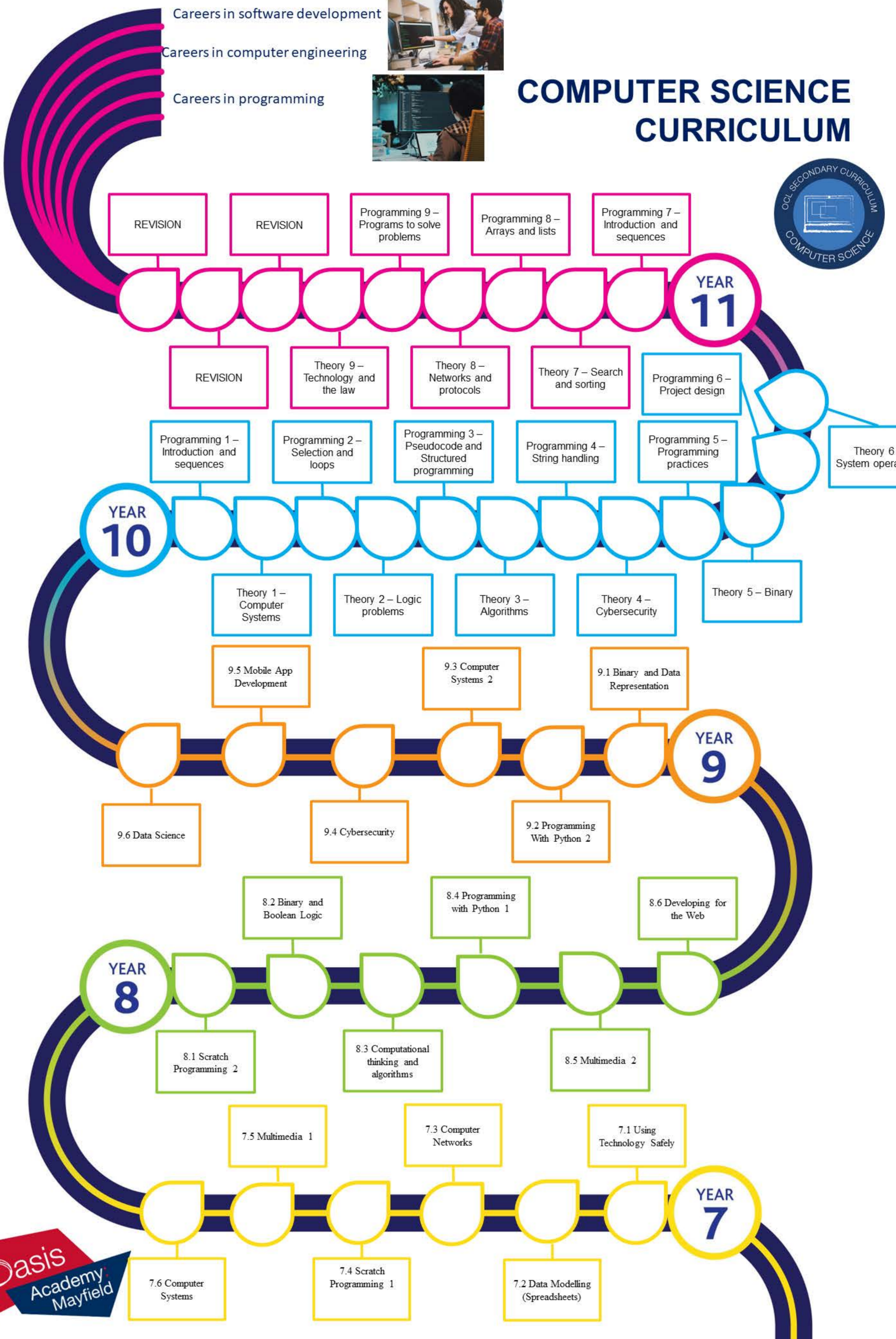
Careers in software development

Careers in computer engineering

Careers in programming



COMPUTER SCIENCE CURRICULUM



MFL Learning Journey at Oasis Academy Mayfield

Learning Intention: We want our students to become confident communicators, who are able to use language flexibly in real-life contexts. Through learning another language our students will be encouraged to have a curiosity and understanding of other cultures. Through exploration of another language, they will also learn more about themselves and the world beyond their classrooms. Their language skills should help to inspire a love of language learning and give them the confidence to communicate with speakers of these languages here and abroad. Our curriculum is an inclusive curriculum, where all students are able to achieve, and all are enabled to develop their skills and ability to speak the language spontaneously.

Understanding and Applying Language Skills

Year 7

Year 11

Translating between two languages

Methods of communication

Extending conversation to everyday situations

Describing & comparing cultures

Recognising patterns and self-quizzing

Understanding relationships between tenses & subjects

Extending answers, giving justifications

Applying prior knowledge to new situations

Comprehension of higher-level texts

YEAR 11

Exams & Post – 16 Destination

6. Revision of y10

1. Travel and Tourism

2. Mobile Tech+Social Media

3. Global Issues

GCSE Revision

5. Film Study

4. Free Time

3. Family, Friends and Future Plans

2. Healthy Living

1. Social Issues

YEAR 10

6. Customs and Festivals

5. Film Study: Les Choristes

YEAR 9

1. Travel and Holidays

2. Local area

3. School Days

4. Looking to the Future

6. Ma Vie en Célèbrité

5. Film Study: Le Petit Nicolas

4. At the Market

3. My Clothes, my Look

2. Sport and Leisure

YEAR 8

5. My Holidays

6. Film Study: Une Vie de Chat

1. My House and Home

4. My School and Studies

3. My Family, Friends and I

2. Free Time

1. In class

YEAR 7

Physical descriptions

Family members

Making adjectives agree

Personality

Likes & dislikes, why?

Hobbies

Basic verbs
-er
-ir
-re

Asking and answering questions

Introduction to speaking slides

Colours

Relationships

What do you do on holiday?

Frequency phrases

Leisure + pronouns

The negative

Sports

My language, your language

LASACAWAC

! ?

ABC Alphabet

Describing timetable

Means of transport

Preparing for holiday

Opinions in 3 tenses

Near future tense

Using 2-3 tenses in extended speech & writing

Furniture

My house

Recap of 3 tenses

Leisure activities

Music

Film genres and TV programs

Describing people

Writing practice

Food shopping

Festivals and traditions

Verbs conjugation

Leisure activities

Music

Future Tense

Asking questions and responding

Conditional

Clothes

Sports

Verbs conjugation

Leisure activities

Music

Role-play

Good & bad role models; what makes a good one?

Future Tense

Asking questions and responding

Conditional

Clothes

Sports

Verbs conjugation

Leisure activities

Music

What makes a good friend?

Travel

Places in town

Formal/informal language

Giving opinions about school

Describing school

Future tense

Career choices

Plans, hopes, wishes

Internet

Family and relationships

Healthy living

How does one say one should?

Family celebrations

Customs and festivals

Films and likes/dislikes

Food for special occasions

Protecting the environment

Environmental issues

Volunteering

Considering global issues

Asking & answering questions

Revising all modules

Revision of countries/transport/holidays

Disaster holidays

In a restaurant

Why study languages?

Environmental issues

Protecting the environment

Volunteering

Considering global issues

Reading higher level texts

Speaking, Listening

Revising all modules

Revision of countries/transport/holidays

Disaster holidays

In a restaurant

Why study languages?

Environmental issues

Protecting the environment

Volunteering

Considering global issues

Mock exams

Understanding, asking & responding to questions

Extending conversation to everyday situations

Recognising patterns and self-quizzing

Understanding relationships between tenses & subjects

Extending answers, giving justifications

Applying prior knowledge to new situations

Comprehension of higher-level texts

Translating between two languages

Methods of communication

Extending conversation to everyday situations

Recognising patterns and self-quizzing

Understanding relationships between tenses & subjects

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Applying prior knowledge to new situations

Comprehension of higher-level texts

Religious Education

Learning Journey



GCSE Exams

Islamic Beliefs and Teachings

Christian Practices

Christian Beliefs and Teachings



Islamic Practices



Year 11

Unit 1: Relationships

Unit 2: Life and Death

Unit 3: Good and Evil

Unit 4: Human Rights



Start GCSE RE Eduqas



Year 10

Is all life equally special?

Is religion a cause of conflict or a force for peace?



How do we make moral decisions?



Year 9

Can we convincingly argue that God exists?

Is there a purpose to human suffering?



Does religion really generate social justice?



Year 8

What do faith stories tell us about God?



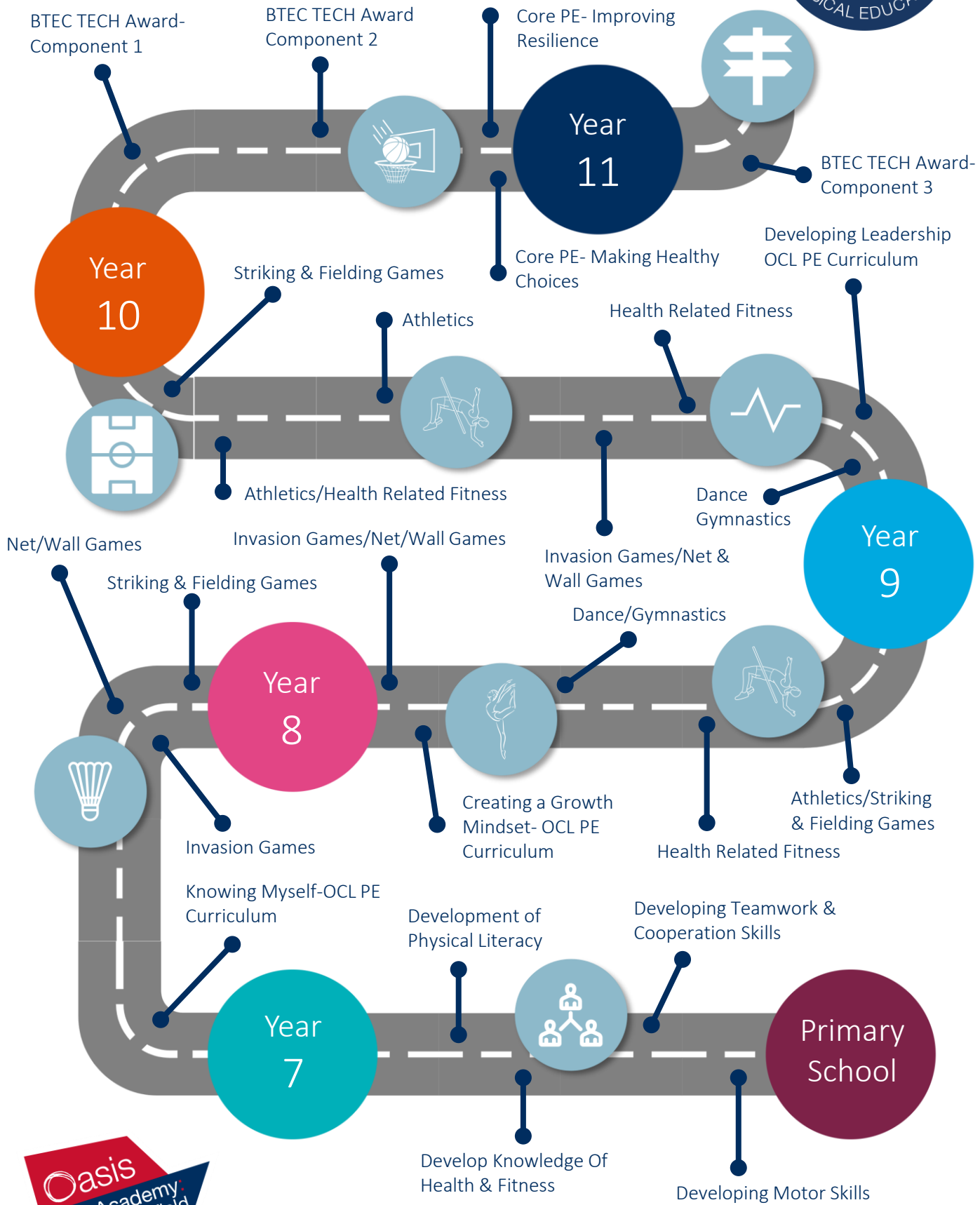
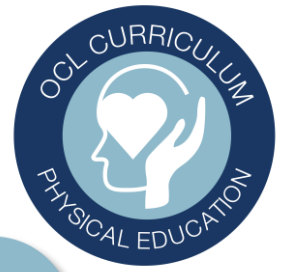
Year 7

How do we know what we know?

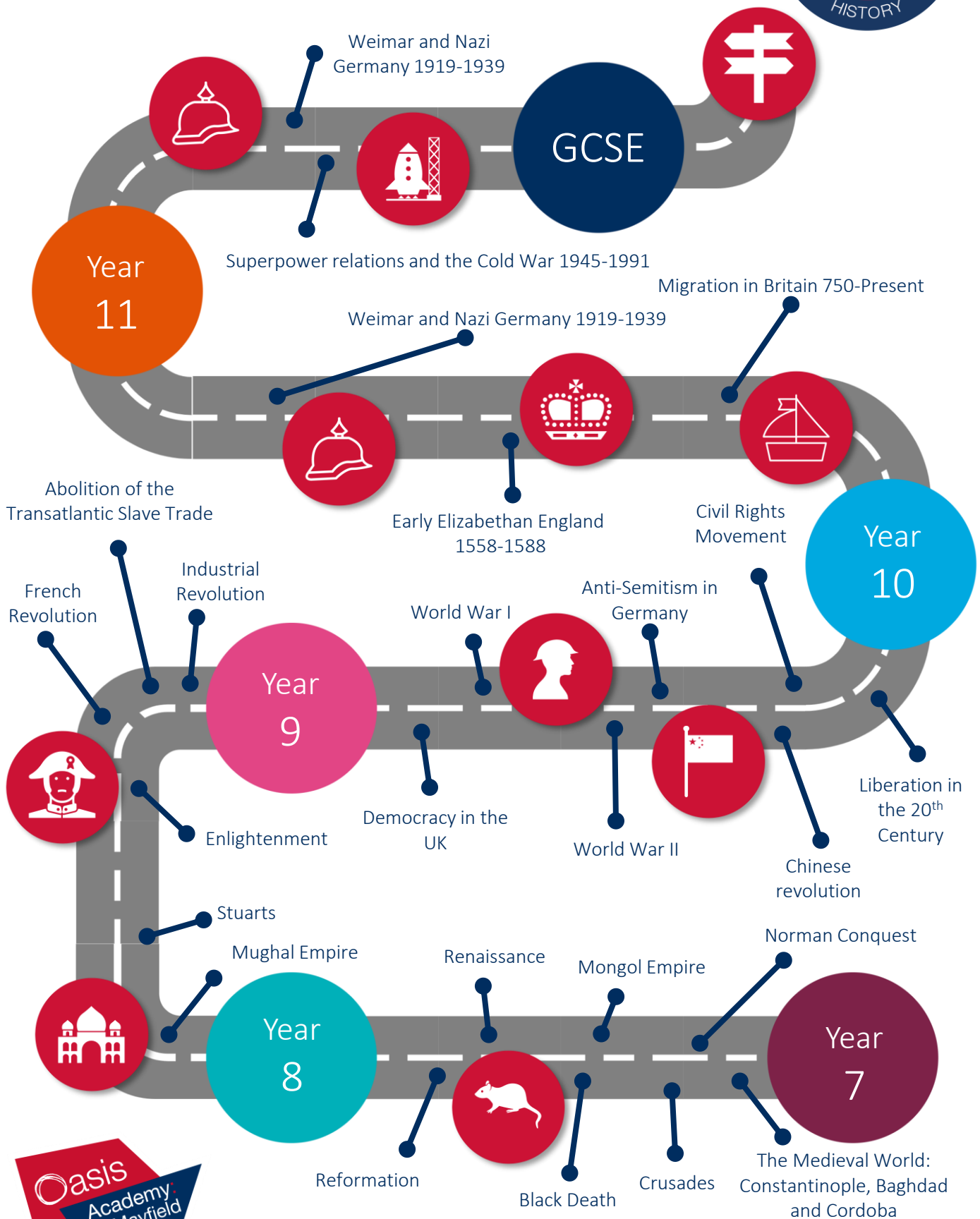
What does it mean to be human?

Welcome to Mayfield

Learning Journey



Learning Journey



Art Learning Journey at Oasis Academy Mayfield

We want our students to be proficient in their knowledge, understanding and ability to apply the elements of art to create purposeful and meaningful works of art. We want our students to know that art is a visual language for expressing themselves and that the elements of art are paramount to developing this language.

Knowing, Understanding and Applying The Elements of Art

Yr7 Knowing The basics of visual language

What is art and why is it a visual language
The Elements of art – Building blocks of visual language
Identifying the Elements of Art in artists work
How to make each Element of Art

Yr8 Understanding how the basics of visual language apply to different materials-

What is communicated with Art
How elements of art change depending on materials
How to create each element of art with specific materials
How to combine elements of art

Yr9 Using visual language to communicate

Working to a brief expressing ideas to meet a purpose
How an artist uses elements of art and how can this inspire ones own work
Combining ideas from various artists to develop ones own
What and how meaning is communicated

Year 10 and 11 – Mastering the basics of communicating with visual language

Working to a brief to communicate and express ideas using the elements of art
Studying how others communicate their ideas and how they use the elements of art to do so
Develop own style of visual language
Creating finished artwork that communicates a clear idea

YEAR 11

PROJECT 1 and 2 REVIEW

EXAM PROJECT

Exams & Post – 16 Destination

PROJECT 2: NATURAL FORMS

PROJECT 1 URBAN ENVIRONMENT

YEAR 10

3. TEXTILES

YEAR 9

I. PHOTOGRAPHY

2. FINE ART

CLAY MONSTERS

2. COASTAL

I. PORTRAITS

YEAR 8

4. COLOUR

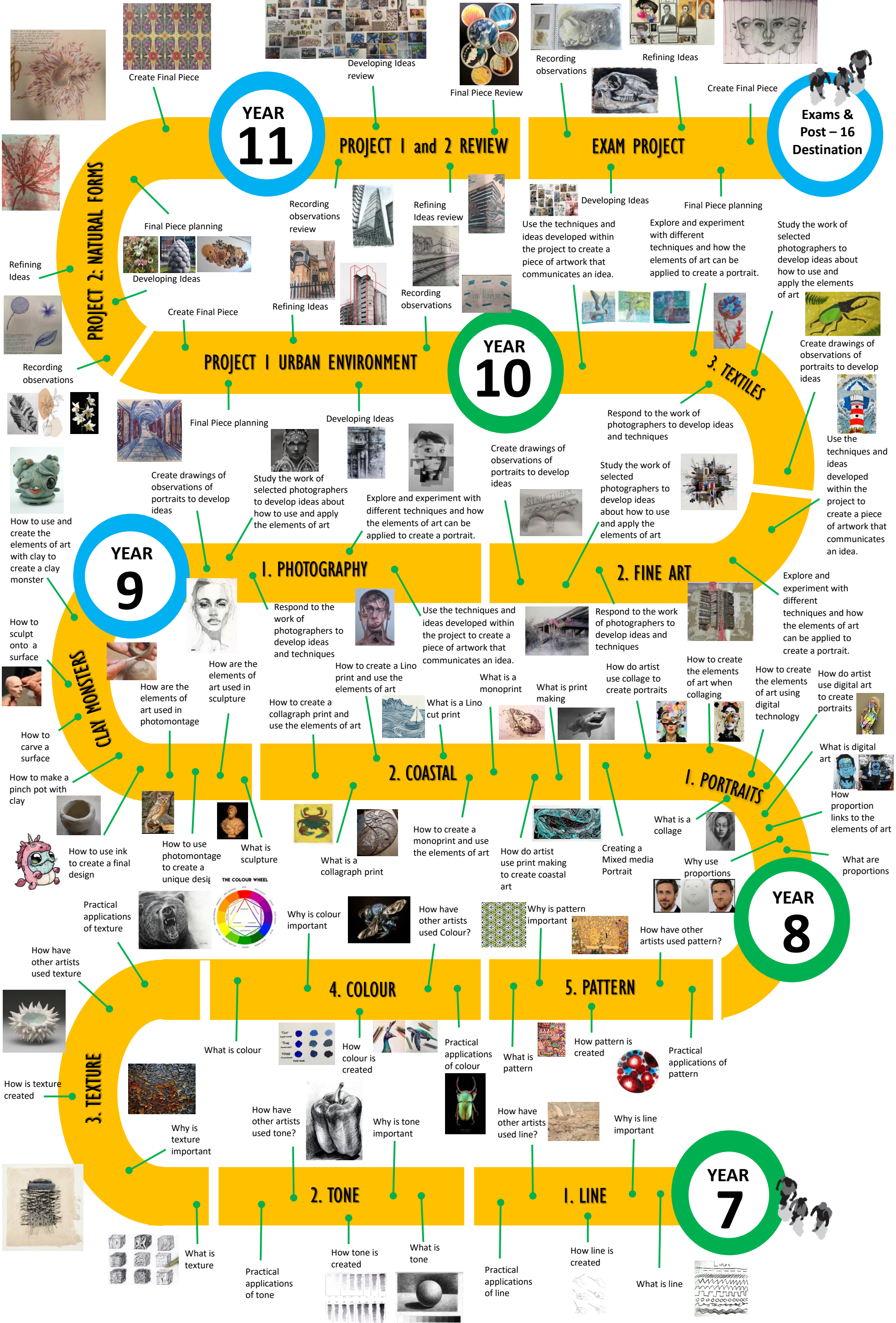
5. PATTERN

3. TEXTURE

2. TONE

I. LINE

YEAR 7



AO3 – Applying Skills in a Workshop
Performance Practical group
performance in front of live audience

AO4 – Evaluating the Development
and Outcomes Written Log 3



Work effectively as a
company of
actors/dancers

Evaluate your
workshop
performance



AO2 – Selecting and Developing
Skills and Techniques Written Log 2

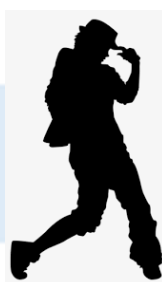
AO1 – Responding to a Brief
Written Log 1



Explore and apply techniques used by
professional practitioners



Research the professional
practitioner



Review rehearsal process and
final performance



**Component 2: Developing Skills and techniques in
the Performing Art**

YEAR

11

Rehearse one piece of professional
work

Skills and techniques



Backstage/Lighting

Stylistic qualities of the
professional works

Costumes

Hair and
Makeup

Intentions and purpose



Roles and responsibilities

Detailed exploration of three varied
professional works with analysis of a specific
style.



Component 1: Exploring the performing Arts



Course Introduction

Introduction to the course. Expectation,
structure of components. Health and safety.

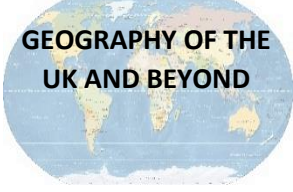





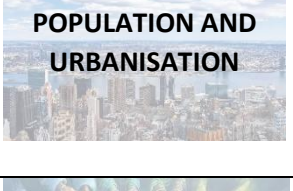






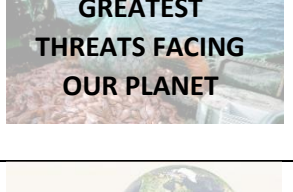
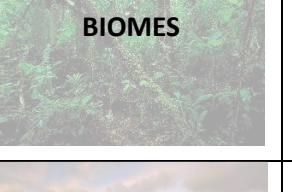







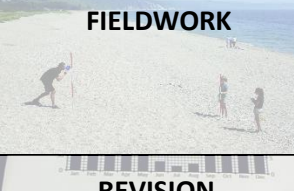
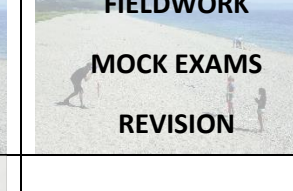
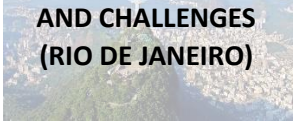

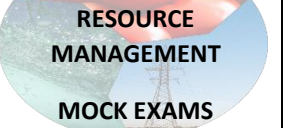
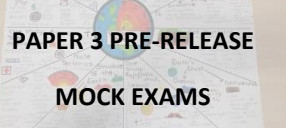
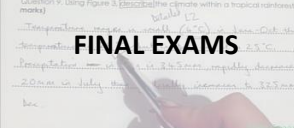
Practical exploration of technical and
performance skills through a range of styles of
dance and drama techniques.

YEAR

10



Component 3: Responding to a Brief

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	 GEOGRAPHY OF THE UK AND BEYOND	 SOCIAL AND ECONOMIC DEVELOPMENT	 TECTONIC HAZARDS	 WEATHER AND CLIMATE	 RIVERS	 STUDY OF THE MIDDLE EAST
Year 8	 POPULATION AND URBANISATION	 COLD ENVIRONMENTS	 GLOBALISATION & SUPERPOWERS	 CLIMATE CHANGE	 COASTS	 SUSTAINABILITY
Year 9	 INTERCONNECTEDNESS	 GREATEST THREATS FACING OUR PLANET	 BIOMES	 BIOMES	 CHALLENGE OF NATURAL HAZARDS	 CHALLENGE OF NATURAL HAZARDS
Year 10	 THE CHANGING ECONOMIC WORLD	 THE CHANGING ECONOMIC WORLD	 PHYSICAL LANDSCAPES IN THE UK	 PHYSICAL LANDSCAPES IN THE UK	 FIELDWORK	 FIELDWORK MOCK EXAMS REVISION
Year 11	 URBAN ISSUES AND CHALLENGES (RIO DE JANEIRO)	 URBAN ISSUES AND CHALLENGES (SOUTHAMPTON)	 THE CHALLENGE OF RESOURCE MANAGEMENT MOCK EXAMS	 REVISION PAPER 3 PRE-RELEASE MOCK EXAMS	 REVISION FINAL EXAMS	

Compassionate

'To be compassionate and kind whilst acting justly.'

Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.

Patient

'To be patient and persevering.'

Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do so, delaying immediate gratification and being prepared to keep going for the long haul; not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we grow patience we gain a long-term perspective.

Humble

'To be honouring of others through serving with humility.'

To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not laud it over others or use power to coerce, or pursue position and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.

Joyful

'To be joyful and positive and help others to be the same.'

Real joy is not shallow or momentary but is rooted in a deep sense of contentment with life, free from grasping and striving. Such joy brings peace and calm to ourselves and others. It is liberating and life giving and builds resilience in our lives and the teams we are a part of.

Honest

'To be honest and have integrity.'

Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say we are and how we behave.

Hopeful

'To be hopeful in seeking transformation.'

Hope is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that 'you have to kick at darkness until it bleeds daylight.' So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.

Considerate

'To choose to love others like you love yourself.'

To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only truly possible when we understand our own self-worth and function from that place and belief. When we do this it changes the way we see, treat and respond to others.

Forgiving

'To be forgiving and committed to healthy relationships.'

To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming.....it always changes things.

Self-controlled

'To be self-controlled.'

Self-control is having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.

