



Thematic Curriculum Policy

2016-2017

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Our Motto
★ **Reach for the Stars**

Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

Articles 2/12: We respect the right to be listened to and listen to others.

Articles 19/24: We respect the right to feel safe at school and help others feel safe.

Article 28: We respect the right to learn and let others enjoy their learning.

Articles 15/31: We respect the right to join in and be part of a team.

Article 29: We respect the right to develop our potential and to do it with a growth mindset.

Article 27: We respect the right to look after our own and others property

Our Values

- ★ Striving
- ★ Teamwork
- ★ All Included
- ★ Responsibility
- ★ Success

★ **Striving**

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aim high**

★ **Teamwork**

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ **All Included**

Our aim is that we are a school that:

- **has high expectations of everyone**



- encourages everyone to take an active part in learning and life of our school
- nurtures and celebrates what makes each and every one of us unique

★ Responsibility

Our aim is that we are a school that:

- takes ownership of the choices we make
- takes ownership/charge of our own learning
- looks after each other and our school

★ Success

Our aim is that we are a school that:

- provides an education that encompasses academic, creative, social, emotional, physical and cultural development.
- celebrates our efforts and achievements.

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their **ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.**

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

1. HOMEWORK PHILOSOPHY

We believe that homework:

- Provides a home/school link and promotes liaison
- Increases parental knowledge and understanding of the curriculum
- Actively involves parents in the learning process
- Generates discussion at home amongst family members
- Encourages a positive attitude and approach to learning
- Encourages self-motivation and the development of organizational skills
- Fosters independent learning
- Should be targeted at each child's level
- Develops research skills
- Encourages pupils to become more familiar with out of school resources, eg. Local library
- Reinforces the teaching of the National Curriculum
- Encourages constructive use of spare time
- Improves pupil achievement
- Assists language development
- Does not have to be written
- Work sent home should be linked to focus work in school



Introduction

Background

The school has previously taught the National Curriculum in discrete subjects, using the QCA scheme of work units for most of the subject areas.

English and Maths have been taught in line with National Strategies.

New National Curriculum September 2014

The guidance issued by the DfE with the updated National Curriculum, due to come into force in September 2014 has emphasized the opportunities for schools to develop their own approaches to the school curriculum, and how it is organised and taught.

A thematic approach

There is evidence that teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it.

Osmani Primary School has therefore developed a new thematic curriculum to deliver the National Curriculum 2014 and other aspects of the school curriculum, including PHSE, Religious Education and Citizenship.



Structure

The Thematic curriculum has the following structure:

- Half termly cross curricular topics for all year groups from KS1 and KS2
- Each topic is led by a different curriculum area (but most subjects will be taught each half term)
- The combination of topics planned over a year will teach the statutory programme of study for the new National Curriculum

The curriculum framework consists of:

Whole School

A Whole School Topic Grid

Osmani Primary School		Thematic Curriculum 2014 Whole School Topic Map					
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	Topic: All about Me Lead subject: Science	Topic: In the Dark Lead subject: DT	Topic: Once Upon a Time Lead subject: English	Topic: Home Sweet Home Lead subject: Geography	Topic: The Garden Lead subject: Art	Topic: Dressing Up Lead subject: History/DT	
Year 2	Topic: Music Maker Lead subject: Art/Music	Topic: Fire and Ice Lead subject: History	Topic: Sowing Seeds Lead subject: Science	Topic: World of Food Lead subject: Science	Topic: Animal Magic Lead subject: Science	Topic: Sea and Sky Lead subject: ICT	
Year 3	Topic: Active Planet Lead subject: Geography	Topic: Lights and Lanterns Lead subject: Art	Topic: The River Nile Lead subject: History	Topic: We Are What We Eat Lead subject: Science	Topic: Going Green Lead subject: Science	Topic: Where in the World? Lead subject: Geography	
Year 4	Topic: Explorers Lead subject: Geography	Topic: Getting the Message Lead subject: History	Topic: The Romans Lead subject: History	Topic: Chocolate Lead subject: Science	Topic: Weather Report Lead subject: Geography	Topic: Robots Lead subject: ICT	
Year 5	Topic: Predator and Prey Lead subject: Science	Topic: Patterns and Shapes Lead subject: Maths	Topic: Machines Lead subject: DT	Topic: Treasure Trove Lead subject: History	Topic: Out of this World Lead subject: Geography	Topic: Poisons and Poisons Lead subject: Science	
Year 6	Topic: Let's get Packing... Lead subject: Geography	Topic: London in Danger Lead subject: History	Topic: Code Breakers Lead subject: ICT/Computing	Topic: The Olympians Lead subject: History	Topic: All the Fun of the Fair! Lead subject: Maths	Topic: World of Work Lead subject: ICT/DT/PSHE	

Year Groups

Yearly overview of the NC 2014 Programs of Study for Science and Foundation Subjects

A Yearly overview of topics and areas covered

Foundation Subjects and Science - Program of Study		National Curriculum 2014			
Year 1					
Science		Science Skills			
<ul style="list-style-type: none"> Using things Identify their uses Identify basic parts (particles, mass, forces, etc.) Identify & compare common materials Identify & name basic body parts 		<ul style="list-style-type: none"> asking simple questions and recognizing that they can be answered in different ways observing objects, using simple equipment explaining in simple ways identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 			
Geography (KS1)		History (KS1)		Computing (KS1)	
<ul style="list-style-type: none"> Use the 4 corners and centres of the National Curriculum grid Identify & name the 4 corners of the grid Identify & name the 4 centres of the grid Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid 		<ul style="list-style-type: none"> Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid 		<ul style="list-style-type: none"> Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid 	
Maths (KS1)		Art & Design (KS1)		Physical Education (KS1)	
<ul style="list-style-type: none"> Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid 		<ul style="list-style-type: none"> Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid 		<ul style="list-style-type: none"> Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid 	
PSHE/SEL		Global Learning		Religious Education	

Half Termly topics

A detailed Topic Overview with learning objectives (LOs) and suggested activities

Year Group	Topic	Learning Objectives (LOs)	Suggested Activities
Year 1	We Are What We Eat	<ul style="list-style-type: none"> Identify the parts of a healthy diet Explain why we need to eat healthy food Identify the different types of food Explain why we need to eat different types of food 	<ul style="list-style-type: none"> Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid
Year 2	World of Food	<ul style="list-style-type: none"> Identify the different types of food Explain why we need to eat different types of food Identify the different parts of a healthy diet Explain why we need to eat healthy food 	<ul style="list-style-type: none"> Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid
Year 3	Going Green	<ul style="list-style-type: none"> Identify the different types of plants Explain why we need to eat different types of food Identify the different parts of a healthy diet Explain why we need to eat healthy food 	<ul style="list-style-type: none"> Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid
Year 4	Weather Report	<ul style="list-style-type: none"> Identify the different types of weather Explain why we need to eat different types of food Identify the different parts of a healthy diet Explain why we need to eat healthy food 	<ul style="list-style-type: none"> Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid
Year 5	Out of this World	<ul style="list-style-type: none"> Identify the different types of planets Explain why we need to eat different types of food Identify the different parts of a healthy diet Explain why we need to eat healthy food 	<ul style="list-style-type: none"> Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid
Year 6	All the Fun of the Fair!	<ul style="list-style-type: none"> Identify the different types of fairground rides Explain why we need to eat different types of food Identify the different parts of a healthy diet Explain why we need to eat healthy food 	<ul style="list-style-type: none"> Use the 4 corners and centres of the grid to identify the 4 corners of the grid Use the 4 corners and centres of the grid to identify the 4 centres of the grid



Subjects

As core subjects English and Maths will continue to be taught discretely.

English

Where possible links will be made with literacy genres, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement.

Maths

There is less opportunity for linking Maths to topics, but where possible, areas of maths like data handling and measures will be linked where appropriate for pupils and to support Maths learning.

Science

Science will be fully embedded in the topics. Some topics each year have a science focus and others will have less of a scientific emphasis. Science will still be taught regularly in these topics however. More time will be allocated over a half term to teaching science as it is still a core subject. There is a separate Science Handbook with details of the programmes of study.

Foundation Subjects: History, Geography, Design Technology, Art

The Foundation subjects will be integrated into the topic, and will form the basis of much of the cross-curricular links.

Music

Music is taught generally by specialists (Drumming, Choir etc) and will not always be topic linked. Other aspects of the music curriculum (Listening to different types of music, using ICT to create music etc) might be a part of topic work.

PE

PE is taught discretely, following the separate PE scheme of work. Please see PE policy for details.

Religious Education

RE is a statutory part of the curriculum. The school will follow the Tower Hamlets Agreed Syllabus for RE. Where possible topics from this syllabus have been matched to thematic topics across a year.

PHSE, Citizenship and Enterprise

While not statutory, PHSE and Citizenship are important aspects of our curriculum, and will be taught either discretely or within a topic depending on the needs of the pupils in each key stage. Please see the separate PHSE and Citizenship Curriculum Policies for more details.

ICT and Computing

Computing is a new curriculum area, and covers the computer science aspects of the old ICT curriculum. This will be generally taught as a separate subject area. Other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.



Time Allocation

The original time allocations for subject areas given in the previous National Curriculum have been removed, and schools can organise the way they teach the foundation subjects much more flexibly.

Each half-termly topic has a lead subject, and this subject should have more time allocated to it over the relevant half-term where possible.

Given that Science is still a core subject, more time should be spent on this area.

(Please see the separate curriculum policies for guidance on English and Maths)

Coverage over a school year

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject area.

Timetables

The school has a timetable with non-negotiable allocations for various aspects of the curriculum, including English, Maths, and Basic skills etc – please see the staff hand book for more details

- English and Maths will be the focus of the morning sessions.
- Some subjects will be taught discretely in weekly sessions eg PHSE, RE etc
- There will be regular basic skills sessions each day, including guided reading, handwriting etc

Teachers are free to arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be ‘blocked’ or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room bookings and happen at a regular time each week.



Planning

New planning formats are being introduced as part of the new curriculum development

Planning for each topic should comprise of the following documents:

Provided in the Curriculum Framework

Long Term Planning

There is a whole school topic grid which shows the topics for all the classes in the school over the year.

Year Group Planning

Topics

- For each year group there is a more detailed outline showing each half termly topic and the areas of learning covered. This plan also shows Key English texts, possible trips, key school events etc

Statutory National Curriculum Programs of Study

- For each year group there is an overview of the statutory PoS for that year group as given in the new national curriculum. Learning objectives are often general rather than specific, and can be repeated across a 2 year phase (KS1, LKS2 and UKS2)

Half Termly Topic Planning

- Staff are provided with a detailed breakdown of the Foundation Subject learning objectives from the NC 2014 PoS for each topic, with some suggested activities and lessons.

Created by teachers and handed in to SLT

Half Term Planning

Half-Term overview

- A week by week outline of the way activities and lessons are organised over the half term, to maximise cross—curricular links, support progression through a subject and take into account trips, visitors and other school events.
- This plan will help to support teachers to plan a realistic amount of work over a half term and should be completed before the start of the half termly topic.

Subject Planning for a half term

- This week by week plan is where the learning intentions will be developed alongside activities and lessons. It will also include differentiation/match, use of other adults, ICT opportunities and links to English and Maths.

Expected pupil outcomes

- A new feature of this planning will be a section for expected pupil outcomes for each week. This will allow teachers to consider whether their planning is realistic, and will support subject leaders to monitor work against planning during book scrutiny etc.



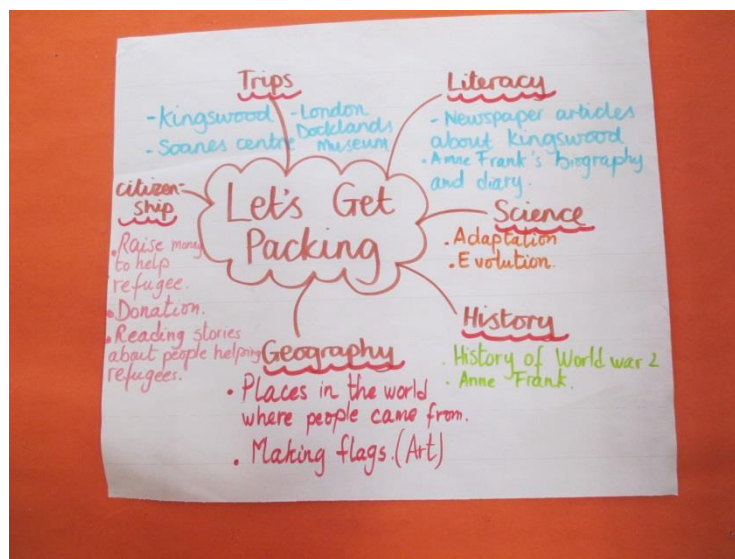
Launching the topic

A new topic will be introduced with a planned 'hook' or launch activity to engage the pupil's interest. This might include a series of stimulating images, an artwork, some music or a video clip. There will be classroom/door/book corner displays to set the scene.

An updated version of KWL

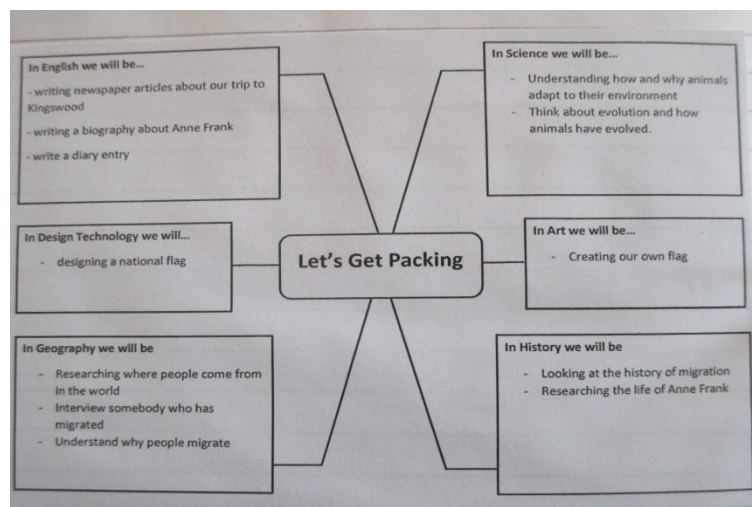
What we already **KNOW** – Topic Mind Map

After the introduction the class will create a shared mind map to collect ideas, prior knowledge, current understanding, vocabulary, questions and general discussion about the topic. This **mind map** can then be printed/copied and pasted into pupil topic books. **At the beginning of the next lesson (during 'fix it' time), children may add any additional knowledge to their class mind maps.**



What we **WILL** be learning about – Topic Overview

The class teacher will then share with the pupils what **has been planned** for the different subjects over the coming half-term, and how they relate back to the topic. (Appendix 1)



This is summarised in the **Topic Overview** section of the detailed half term topic plan. (See example)



New **LEARNING** - *Topic Review*

At the end of the topic pupils will revisit the initial mind map and review their learning over the topic. They will complete a short **Topic Review** (see below) either independently or with help from an adult. In order to encourage children to show greater detail and understanding of the topic, HA, MA and children in KS2, may independently write and use the sub headings to review their leaning. Therefore, they will **not need a printed sheet**. Also, this will encourage children to share and show learning that has taken place throughout the topic, rather than restricting them in sharing 4 facts learned.

End of Topic Review	
My favourite part of this topic was...	
Some interesting facts that I learned during this topic are:	
Any other comments:	

Subject Areas

Pupils will be encouraged to make links between subject areas, and sometimes be working on more than one subject at the same time. Staff will make the subject links clear at the start of each lesson, and pupils should write the main subject that they are working on at the top of each new piece of work.

This will enable subject and phase leaders to monitor a subject area and see the progression as well as look at the cross-curricular outcomes.

Learning Intentions

Teachers will make learning intentions and success criteria clear during each session or lesson, and refer back to them as necessary.

Marking

Every piece of work is expected to be marked each day. Please refer to the marking policy.

Assessment

There is currently no information from the DfE regarding formal assessment of subjects in the new National Curriculum. This handbook will be updated once guidelines are available.

Pupils work will continue to be assessed using existing AFL strategies – please see the AFL policy document.

Evaluating learning in a topic

Pupils should revisit the initial topic Mind Map at the end of the half term, and add new learning and understanding in a different colour. They can also correct any misconceptions.

This will allow pupils to reflect on their learning and learning processes.



Teachers might also like to encourage more detailed feedback on the topic, and what went well and what was less successful.



Use of ICT

Although some of the ICT curriculum is now covered in the Computing curriculum, there are many digital tools, media and resources that can be used by staff and pupils to support cross-curricular work.

These include:

- Digital Information libraries – Espresso
- Digital publishing and presentation tools – Microsoft Office, 2Simple software
- Digital Media tools – 2Animate, film editing and photo manipulation software, painting applications
- Digital Sound recorders – can record pupil reflection, evaluation, problem solving steps etc
- Digital cameras – each class has their own camera, and there is a class set that can be booked
- Digital Video cameras – there is a class set that can be booked

Resources

- There is a school Web link folder on the Shared School Drive. This contains many web links for pupils, organised into subject areas. There are also Topic Web link folders with relevant links collected together
- Staff will create topic boxes with other resources, artefacts, objects, books, posters, photos etc from existing resources throughout the first year of the curriculum.
- Subject TLLs will be responsible for updating and organising subject-based resources.

Exercise Books

Each child has an exercise book for Topic + RE., a display book for PHSE and Big Writing and an Art Sketch book.

	Key Stage 1		Key Stage 2	
Subject	Colour	Book	Colour	Book
Literacy	Blue	15mm Ruled (When children are ready move to 8mm ruled with margin)	Blue	8mm Ruled Margin
Phonics	Red	A5 book	Red	A5 book
Big writing	Multi	Display book	Multi	Display book
Handwriting	Purple	A5 book	Purple	A5 book
Numeracy	Yellow	Squared 20mm, when children are ready move to squared 10mm	Yellow	Squared 10mm
Topic (Science, Humanities and DT work)	Red	13mm lower half, plain upper half: Year 1 15mm Ruled: Year 2 (When children are ready move to 8mm ruled with margin)	Red	8mm Ruled Margin
PHSE (SEAL)	Multi	Display book	Multi	Display book
RE/Citizenship	Green	13mm lower half, plain upper half (When children are ready move to 8mm ruled with margin)	Green	8mm Ruled Margin
Spanish	N/A	N/A	Purple	8mm Ruled Margin
Art A3	Grey	Sketchbook	Grey	Sketchbook
Computing	Purple	A4 book	Purple	A4 book
General Homework	Red	13mm lower half, plain upper half: Year 1 15mm Ruled: Year 2 (When children are ready move to 8mm ruled with margin)	Red	8mm Ruled Margin
Project Homework	Red cover	Black sugar paper	Red cover	Black sugar paper

Exercise Books - details

- Each book must be labelled with child's full name, Date of Birth and subject.
- **Labels will be prepared by the office.**
- There are plastic covers for all books; the labels should be attached to the covers.
- Books go up with children to their next class and re-labelled when necessary.
- No books are allowed to go home except completed books at the end of the school year (You must wait for instructions by a member of SLT before sending books home).
- Each child has a homework book - other books should not be taken home for homework or to finish work.
- In September Year 3 start new exercise books – KS2 8mm ruled margin books. If they have already got a 8mm ruled exercise book, they are to continue using that book.
- Nothing can be written, drawn or stuck on the covers of books, 100 squares only are permitted on Maths books.
- At the start of a new school year leave one blank page and indicate start of academic year with new class label.
- In year 2, children are to complete their Year 1 book for Topic then to move on to 15mm ruled exercise books. When they are ready, they should move on to the 8mm ruled exercise books
- Junior children use black pens. (Children coming up into Year 3 earn their "Passport to use a pen". The class teachers and the HoP decide when a child is ready to start using a pen.
- Children use green pens to self or peer evaluate their work.
- All teachers use red pens for marking.
- **All work must be dated. (See presentation policy)**

Documents

This handbook and other curriculum framework documents are kept on the Shared Teacher network drive in a folder called **Osmani Thematic Curriculum 2016.**

Evaluating and updating the Thematic Curriculum

As this is a new way of working for the school, we will be evaluating the curriculum half termly to see how staff and pupils are responding. We can change the way topics are approached and delivered as we see how it works in practice.

A curriculum review inset was held in June 2016, and in light of feedback received, the curriculum will be updated accordingly, thus ensuring that we are meeting the needs and interest of our children. There are many opportunities for children to participate and contribute to the life of the school and we encourage them to take responsibility and become active citizens of our school community, our local community and the wider world.

Rights Respecting School

We are proud to have been awarded a ROC (Recognition of Commitment) from UNICEF. This is an award which is given to schools by UNICEF, a leading organisation for children and their rights. This will help our children grow into thoughtful, respectful and responsible young members of the school and wider community. By learning about their rights, our children also learn about the importance of respecting the rights of others. We are currently working towards achieving our Level 1, our articles will be linked to our school values and will permeate throughout our curriculum.





