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Reach For The Stars

Thematic Curriculum Policy

Our Motto

Reach For The Stars

Our 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 UN Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

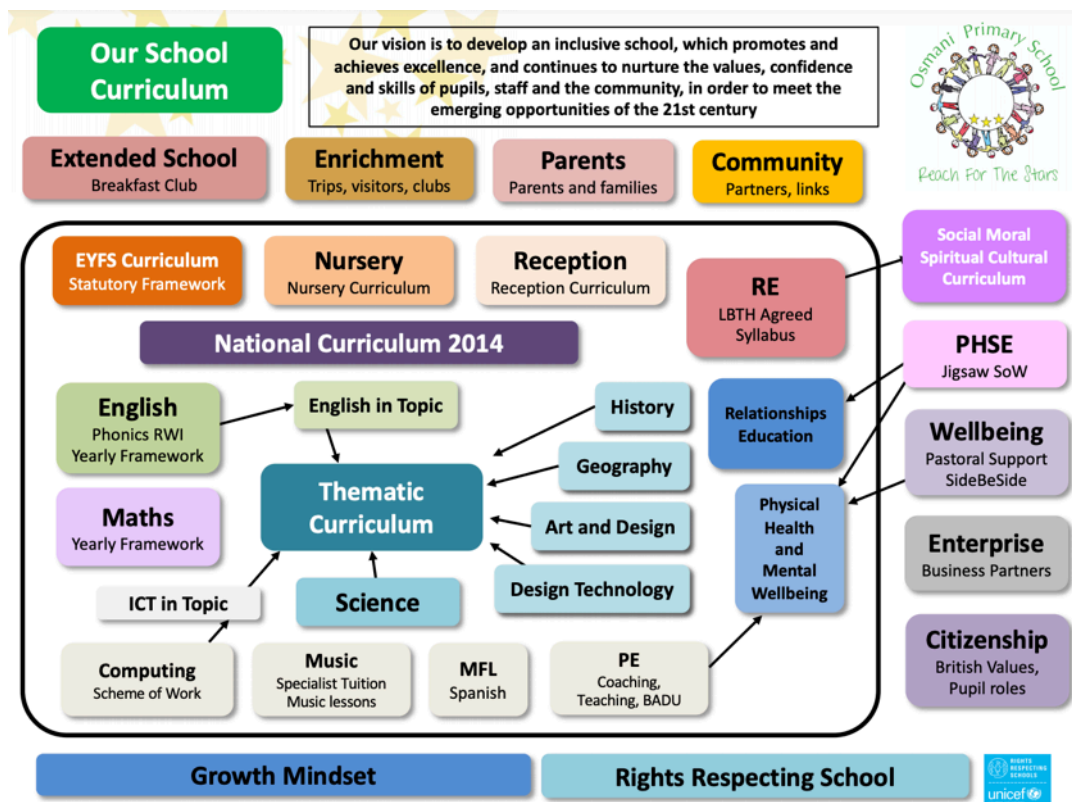
Our Values

★ **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 aims 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

Our Whole School Curriculum

Our curriculum aims to prepare our pupils for the next stage of their learning and enable them to achieve academically. It supports our pupils to be resilient, aspirational, culturally active and become valued members of society.



Our child-centered curriculum is built on the bedrock of the United Nations Conventions on Rights of the Child, underpinned by our Growth Mindset approach.

Based on this premise, our curriculum offer includes:

- A strong emphasis on pupil wellbeing through the offer of a breakfast club, a Learning Mentor as well as Specialist Therapeutic Services provided by SideBeSide which includes art and play therapy.
- Early interventions for pupils with additional needs which include a Home School Liaison Officer, an Attendance and Welfare Officer, a specialist literacy difficulty support teacher, a speech and language therapist as well as occupational therapy and educational psychology support.
- A focus on personal development and social mobility through a range of programmes such as Young Leaders, Rights Respecting ambassadors, Pupil Parliament, attendance ambassadors, intra and interschool sporting competitions, sports ambassadors, and residential trips.
- A chance to participate in cultural experiences including Artist Residence days and creative after school clubs; music education programmes, projects and instrument tuition through THAMES, Spitalfields Music and Royal Academy of Music; intergenerational projects, themed weeks and days, trips to museums and galleries and after school creative clubs.
- Opportunities to be inspired and taught by subject specialists and experts in Spanish, PE and Sports, Performing Arts and Music.
- Opportunities to engage with the world of work through high calibre volunteering programmes and business partnerships with organisations including Reeds School, Blackrock, Clyde & Co, Aon, Nuveen Global, who facilitate enterprise and financial projects, lunchtime numbers sessions, reading and chess sessions.

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 identity, 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 cooperation, sharing and mutual respect.

UN Rights of the Child and Global Goals

This policy supports the school in addressing **Article 28** (Right to Education) and Article 29 (Goals of Education) of the **UN Convention on the Rights of the Child**.

It also supports the following **Global Goals**: Goal 4 (Quality Education)

Vision

A Thematic Approach

We want pupils to feel confident to make links between the knowledge they are acquiring and to be able to use their skills to develop their understanding of key concepts and ideas. To this end we have designed a curriculum based around cross-curricular topics that change each half term.

Building on Prior Learning

There is good evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between subjects and different areas of learning. A thematic approach will support pupils to develop a deeper understanding of the key knowledge, concepts and skills in each subject by building on prior learning and making meaningful connections.

A curriculum for OUR school

We have carefully designed the thematic curriculum to ensure there is appropriate coverage of National Curriculum subjects in a way that reflects our school community and supports our values and ethos as well as covering the statutory programs of study. The Thematic Curriculum forms part of our whole school curriculum.

Enrichment and links to the local and wider world

Our school is in a diverse and ever-changing local community, with a rich cultural heritage. It is also part of a great world city. We want to take every opportunity to make the most of this unique combination to enhance learning and give our pupils the confidence to make the most of opportunities as they move forward into the wider world. To this end we offer aspirational and inspirational trips, experiences and activities. We carefully select visitors and experts from a range of professions and walks of life to offer workshops, assemblies and subject-specific teaching in school and at local venues.

This enrichment will broaden our pupil's choices in further education, the world of work, participation in art, culture and the enjoyment of leisure pursuits as well as supporting links to their local community.

Thematic Curriculum content and coverage

Early Years Foundation Stage

Nursery and Reception follow the **EYFS Statutory Framework**, and the **Development Matters** guidance provided by the DfE.

EYFS have developed a Thematic Curriculum that combines the Areas of Learning and Early Learning Goals into a thematic curriculum that links learning to a half termly theme or topic.

They use the same format and layout as KS1/2 for their curriculum maps and half termly topics

Please see the **EYFS Policy** for further information.

Key Stage 1 and 2

- The Thematic Curriculum topics for key stage 1 and 2 include the National Curriculum programs of study for **History, Geography, Art and Design Technology**.
- Science** is fully embedded in the topics. More time is allocated over a half term as it is still a core subject
- English** texts (fiction and non-fiction) are closely linked to topics where possible although key texts are chosen to support learning in English and may sometimes not link directly to the topic.
- Maths** links are made when appropriate, including data handling and measures
- Computing** is generally taught discretely although the use of ICT to find, present, manipulate and analyse information is taught as part of topic work.
- Relationships and Health education, PHSE and Citizenship** are linked where topics lend themselves to meaningful study, but links are not made 'for the sake of it'.

Progression and Sequence of Learning

The National Curriculum Program of Study and Attainment Targets for **History, Geography, Art and Design and Design Technology** sets out the **substantive** and **disciplinary** knowledge that pupils are required to "know, apply and understand" by the end of key stage 1 and key stage 2.

Substantive knowledge

The **substantive knowledge** content for each subject area within each topic is carefully sequenced and mapped across all year groups and topics, to ensure the following:

- Accumulation of key knowledge and cultural capital
- Avoidance of repetition and duplication
- Coverage of key content at the right stage of learning

Knowledge is sequenced differently in each subject. Statutory requirements of the National Curriculum inform the initial sequence of knowledge from EYFS to Key Stage 1 and then Key Stage 2. We then use a series of factors specific to each subject that will build new knowledge on prior learning in those subject areas. We also take into consideration more general factors such as time of year, links to national and school events, trips and projects. The final sequence of knowledge for each subject will be based on all of these factors.

Please see individual subject policies for more details.

Big Ideas

In some subject areas the substantive knowledge content is organised into **broad themes** or **big ideas** that are revisited in each year group.

This supports pupils to develop a deeper understanding of these themes at different stages of learning and in different contexts.

History Themes across year groups					
Theme	Empires and Civilisations	Everyday Life	London	Invasion & Struggle	Technology & Invention
EYFS					
Year 1		Clothes and Shoes Houses and Homes	London Great Fire of London		Florence Nightingale Recorded Music Light and Lighting Stone/Bronze Tools Iron Farming Tools Egyptian Pyramids
Year 2	Ancient Egypt	Food and Farming Lights and Lighting		Roman invasion of Britain Boudicca	Exploring Equipment Communication Rubbish & Computers Chocolate Roman Central Heating
Year 3	Ancient Egypt				
Year 4	Ancient Rome The Mayans	Viking Ships	Roman London	Anglo Saxons & Viking invasion and settlement of the British Isles	Polar Exploration
Year 5	British Empire	Victorian rich and poor	Victorian London Immigration to The Blitz, evacuees London - Brick Lane	Apartheid in South Africa Nelson Mandela World War 2	Space Exploration Industrial revolution Code breaking
Year 6	Ancient Greece	20 th Century Leisure			

Disciplinary knowledge - skills

Disciplinary knowledge includes the skills, approaches and attitudes that define what it means to study a particular subject and will support how pupils gain the relevant substantive knowledge.

The National Curriculum provides statutory endpoints for phases and key stages rather than individual year groups. In order to ensure that pupils make progress in each year of their learning journey towards these endpoints, we have

Last review date: Autumn 2025

Next review date: Autumn 2026

Osmani Primary School: Progression of Skills in Geography

Curriculum Area	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5	Key Stage 6
Use Human Geographical language and vocabulary	Use every day geographical language to describe familiar human features: road, park, farm, shops, town, city, road.	Use simple geographical language to describe a range of physical features: country, capital, port, factory, town, city.	Use geographical vocabulary relevant to topics: settlement, village, farming, crops, pasture, transport, migration, energy.	Use geographical vocabulary relevant to topics: sea, coast, estuary, Arctic, Antarctic, island, impact, human, water cycle.	Use geographical vocabulary relevant to topics: global warming, climate.	Use geographical vocabulary relevant to topics: migration, urban, rural, pollution, planet, global warming, climate.
Use Physical Geographical language and vocabulary	Use simple geographical language to describe familiar physical features: hill, field, forest, beach, sea, weather.	Describe a familiar journey.	Use 4 points on a compass to describe familiar routes/journeys.	Use 4 compass points.	Use 8 points on a compass to describe an unknown route.	Use 8 points on a compass to describe an unknown route.
Directional language and routes	Use simple directional words: far, near, left, right.	Describe a familiar journey.	Use 4 points on a compass to describe familiar routes/journeys.	Use 4 compass points.	Use 8 points on a compass to describe an unknown route.	Use 8 points on a compass to describe an unknown route.
Location and Place	Locate 10 on a world map and globe with support.	Locate 10 on a world map and globe with support.	Locate 10 on a world map and globe with support.	Locate 10 on a world map and globe with support.	Locate 10 on a world map and globe with support.	Locate 10 on a world map and globe with support.
Use maps, atlases, globes	Know that maps show places.	Know that maps show places.	Know that maps show places.	Know that maps show places.	Know that maps show places.	Know that maps show places.
Online maps and tools	Recognise schools/home on an online map.	Recognise schools/home on an online map.	Recognise schools/home on an online map.	Recognise schools/home on an online map.	Recognise schools/home on an online map.	Recognise schools/home on an online map.
Use keys and symbols	Know basic symbols for key features: eg. schools, park.	Know basic symbols for key features: eg. schools, park.	Know basic symbols for key features: eg. schools, park.	Know basic symbols for key features: eg. schools, park.	Know basic symbols for key features: eg. schools, park.	Know basic symbols for key features: eg. schools, park.

Osmani Primary School: Progression of Skills in History			
Curriculum Strands	Year 1	Year 2	Year 3
Chronology Objects	Sort familiar objects into "then" & "now"	Sequence a collection of artefacts – newest-oldest	Place artefacts on a timeline
Chronology Events	Share memories & events from their own life Retell a historical story	Sequence events from their own lives Sequence events from a familiar historical story	Place events on a timeline Place the time study time line of world history

broken the disciplinary knowledge into more detailed learning objectives for each year group.

The progression grids have been informed by guidance from relevant professional subject associations, examples from other schools and collaboration with a range of education consultants and specialists.

Curriculum Framework

Long Term plans: Year Group Topic Maps

For each year group there is a detailed outline map showing each half termly topic and the areas of learning covered.

This map also shows Key English texts, Maths links, possible trips, key school events, links to other school projects, art workshops etc. The map also shows coverage of other discrete subjects and learning areas such as PHSE, Music, Computing and PE.

This allows teachers to make meaningful links across a range of curriculum areas, events and school activities.

Year 1	Autumn 1 (10 weeks) All About Me	Autumn 2 (10 weeks) Light & Dark	Spring 1 (10 weeks) Animal Tales	Spring 2 (10 weeks) Home Sweet Home	Summer 1 (10 weeks) The Garden	Summer 2 (10 weeks) Dressing Up
Topic	Topic: All About Me	Topic: Light & Dark	Topic: Animal Tales	Topic: Home Sweet Home	Topic: The Garden	Topic: Dressing Up
Key English Texts	Key English Texts	Key English Texts	Key English Texts	Key English Texts	Key English Texts	Key English Texts
Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links
Key School Events	Key School Events	Key School Events	Key School Events	Key School Events	Key School Events	Key School Events
Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects

Medium term plans: Half Term Topic Plans

The detailed Half Term Topic Plan provides a lesson sequence for all the included subject areas.

Each lesson starts with a key question that may focus on either disciplinary (skills) or substantive (content) knowledge.

The topic plan includes

- Statutory NC Subject Program of Study
- Signposts to prior learning in the same area
- Learning objectives from the skills progression breakdowns
- Key substantive knowledge
- Key vocabulary
- Resources and links

Year 1	Autumn 1 (10 weeks)	Autumn 2 (10 weeks)	Spring 1 (10 weeks)	Spring 2 (10 weeks)	Summer 1 (10 weeks)	Summer 2 (10 weeks)
Topic	Topic: All About Me	Topic: Light & Dark	Topic: Animal Tales	Topic: Home Sweet Home	Topic: The Garden	Topic: Dressing Up
Key English Texts	Key English Texts	Key English Texts	Key English Texts	Key English Texts	Key English Texts	Key English Texts
Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links
Key School Events	Key School Events	Key School Events	Key School Events	Key School Events	Key School Events	Key School Events
Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects

Year 1	Autumn 1 (10 weeks)	Autumn 2 (10 weeks)	Spring 1 (10 weeks)	Spring 2 (10 weeks)	Summer 1 (10 weeks)	Summer 2 (10 weeks)
Topic	Topic: All About Me	Topic: Light & Dark	Topic: Animal Tales	Topic: Home Sweet Home	Topic: The Garden	Topic: Dressing Up
Key English Texts	Key English Texts	Key English Texts	Key English Texts	Key English Texts	Key English Texts	Key English Texts
Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links	Key Maths Links
Key School Events	Key School Events	Key School Events	Key School Events	Key School Events	Key School Events	Key School Events
Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects	Key Other Subjects

Pupil Topic Maps

Pupil topic maps show the way that each individual subject links back to the main topic idea.

The Topic Map supports learning by:

- Making explicit links between subjects and the topic
- Providing visual stimulus to activate prior knowledge
- Supporting pupils to record some of their existing knowledge and understanding
- Outlining the key questions that will drive each lesson
- Providing key vocabulary checklists
- Providing a space for evaluation and reflection
- Enabling pupils to record some of their new knowledge
- Summarising the topic to allow pupils to access their learning once the topic has been completed



Prior Knowledge and Retention of Learning

The Half Term Topic Plan contains clear links to relevant learning in previous topics to allow teaching staff to explore this specifically with pupils.

Last review date: Autumn 2025

Next review date: Autumn 2026

Evaluating learning in a topic

Pupils should revisit the initial topic Pupil Topic 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.

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.

Organisation of time

There are no specific time allocations for subjects in the National Curriculum, but care must be taken to ensure coverage and balance across each year group, and across both key stages.

The topics have been planned to support different subject areas to different degrees, but to give good overall coverage across each year.

- English and Maths will be the focus of the morning sessions
- Given that Science is still a core subject, more time should be spent on this area.
- Some subjects will be taught discretely in weekly sessions eg PHSE, RE et

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.

Evaluating and updating the Thematic Curriculum

The Curriculum Framework is reviewed annually in July by staff and pupils. It is then updated ready for the new school year in September in the light of feedback, new initiatives, curriculum changes and key events and projects taken on by the school

Books and presentation

Most of the work done in Foundation subjects as part of the topic is recorded and presented in a **single topic book**. This includes Science. Other subjects will still have their own books.

Pupils write the name of the subject area being covered at the top of the page, so support subject leaders when monitoring work and carrying out book scrutiny.

Which books should be used?

Subject	Colour	Book
Literacy	Blue	8mm Ruled Margin
Phonics	Red	A5 book
Big writing	Multi	Display book
Numeracy	Yellow	Squared 10mm
Topic (Science, Humanities, DT)	Red	8mm Ruled Margin
PHSE (SEAL)	Multi	Display book
RE/Citizenship	Green	8mm Ruled Margin
Spanish	Purple	8mm Ruled Margin (NO SPANISH IN KS1)

Art A3	Grey	Sketchbook
Computing	Purple	A4 book
General Homework	Red	8mm Ruled Margin
Project Homework	Red cover	Black sugar paper

Special Education Needs and Disability

Osmani Primary School is committed to providing an appropriate and high-quality education to all children.

All children receive high quality differentiated teaching in the classroom targeted at their needs. Children identified as having additional needs, will have support in class including; pre-teaching concepts and vocabulary in small groups, instructions simplified, visual timetables and task schedules, now and next boards, visual word banks, number lines, concrete objects and/or additional support from adults in the classroom.

Some children will receive interventions outside the classroom, e.g. speech and language sessions, to enable them to access the curriculum. A few children with complex SEND will have 1:1 adult support to enable them to access their learning in class, and a small minority of these children will have an adapted curriculum to meet their needs.

High Achieving, Exceptionally Higher Achieving and Multi-Exceptionality Pupils

Lessons and activities are carefully matched to ensure all pupils are being challenged and extended. This differentiation is linked to assessment and pupils are tracked and monitored to ensure they are progressing appropriately.

A range of different approaches and resources may be used to support this progression taking into account their developmental stage and attainment in other subjects.

If a pupil has multi-exceptionality then carefully planned SEND support will help to ensure that the pupil can achieve their highest potential in this subject whilst supporting them in other areas where they need additional help. Where appropriate pupils are directed to clubs, workshops and other extension activities that will further extend the development of their skills and knowledge.

Resources

Digital Online Resources

The school subscribes to Discovery Espresso digital resource library, and staff are encouraged to use these resources to support learning where possible rather than spend valuable time searching for resources online.

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 to support the topic.

Artefacts, posters etc

There are **topic boxes** with other resources, artefacts, objects, books, posters, photos etc from existing resources throughout the first year of the curriculum. These are located in the **Resources Room** on the first floor. Subject leaders will be responsible for updating and organising subject-based resources.

Maps and Timelines

The school has invested in large wall charts with maps and timelines linked to the Thematic Curriculum topics. Children are expected to visit these wall charts at relevant points during their learning.

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 and online resources – BBC Bitesize, National Geographic, LGfL Busy Things
- Digital publishing and presentation tools – Microsoft Office, 2Simple Purple Mash software, Google Suite
- 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

Health and Safety

Staff must ensure that the learning environments for all topics taught as part of the Thematic Curriculum provide safe working practices and are in accordance with the schools Health and Safety Policy. Safety equipment must be

worn when necessary. When planning lessons, staff need to adhere to any safety warnings specified in the schemes that are used. For more detail see the individual subject policy

Assessment, Record Keeping and Reporting

Ongoing Assessment

On-going assessment in the form of questioning, marking, observations etc. is linked to the learning intention for each lesson and informs our daily and weekly planning. Marking is diagnostic and as immediate as possible and it will indicate whether the learning intention has been met or not.

Marking

Teachers are encouraged to mark 'at the Point of Learning' whilst working with their focus group. This then gives the children opportunities to review their learning and adapt or improve it there and then as necessary. Teachers use red pen to mark. They also highlight words, phrases or sentences - using green for growth. Marking is initialled to indicate whether an additional adult (OA), supply (S) or a teacher (T) has marked, or had intervention (TI) in a piece of work. Please refer to the 'Effective Feedback and Marking Policy' for further information.

Self-Assessment

Children are also encouraged to self-assess their learning as well as peer assessing each other's work. This self-assessment is written in green in topic books.

Low Stakes Quizzes

At the end of each topic pupils in Key Stage 1 and Key Stage 2 complete an age-appropriate multiple-choice quiz delivered using **Google Classroom**. This quiz is completed without reference to their topic books.

The quiz aims to:

- Find out how much knowledge children are retaining
- Identify areas of misconception and misunderstanding

Google Classroom allows teachers to see the results immediately and they can then address gaps and misconceptions then and there.

Pupils who are not meeting expected outcomes should be noted and considered for targeted interventions. Please see individual policies and subject expectations for more information.

Monitoring of Teaching and Learning

The teaching and learning of the subjects included in the Thematic Curriculum is monitored by foundation subject TLLs and SLT through work surveys, planning, classroom observations and the PATS. Feedback will be given highlighting strengths and areas that need developing.

Feedback from TLLs will be shared with the Thematic Curriculum leader and the Curriculum consultant to ensure that all changes and developments are embedded in the curriculum documentation and included in staff CDP if necessary.

Parental Involvement

Parents meetings are held three times a year where they have the opportunity to look through Topic Books and discuss their child's progress. Parental support is encouraged on class trips ...

Monitoring and Evaluation of Policy

This policy will be monitored through e.g. planning, book scrutiny, lesson observations, moderation meetings, drop in by the SLT, learning walks, focus groups, end of unit assessments as well as keeping abreast of national policy changes.

This policy will be evaluated through termly or annual reports by the post holder to the Headteacher and Governing Body. This evaluation will also inform school priorities.

Last Review Date: July 2024

Next Review Date: July 2025