



## The Oasis Shirley Park Curriculum – Our Statement of Intent

July, 2019

- *Eat some breakfast, then change the world*

*Dear Teacher,*

*I am a survivor of a concentration camp. My eyes saw what no person should witness: gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot by high school and college graduates.*

*So, I am suspicious of education.*

*My request is this: Help your children become human. Your efforts must never produce learned monsters, skilled psychopaths or educated Eichmanns. Reading, writing, and arithmetic are important only if they serve to make our children more human.*

- *Education is what's left when we have forgotten all we have learned*

### Learning together Achieving forever

In line with the **Oasis' Education Charter**, the curriculum is the heart of our academy's educational provision. Through this - and our commitment to an exceptional climate for learning and great pedagogy - we make learning the foundation of every lesson. We have designed our curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence. Through our curriculum we will achieve outcomes that drive social mobility and give everyone freedom of choice throughout their lives.

The **Oasis ethos and 9 Habits** are a foundation stone to the design and delivery of our curriculum. We know that the development of character doesn't happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We therefore work hard at preparing our students to be the best version of themselves not just for today but for their futures too. We provide our students with information on further education, careers and the world of work encouraging them to be aspirational and ambitious so that they can secure their dream job and enjoy fulfilling careers, especially in our annual Aspirations Week.

Our **character education** underpins everything we do, in the belief that education is what is left when we have forgotten what we have learned. We have our 6 habits that form our curriculum themes each half term, creating a binding narrative and bigger picture for our



learning. Our habits are connected to British values, with learning focussing on what it means to be me as an individual, a class, a house, a school, a community, a country and as a global citizen. Our habits encompass the micro – showing kindness by sharing in the playground, to the macro – showing kindness on a global scale in political relationships and the inequality of resources. Our school song, written by our children, celebrates our habits.

Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually.

Whilst our **knowledge-rich curriculum** is designed to ensure the very best academic outcomes for our young people using the latest research in how the brain and memory works, it is about so much more than simply securing great results. It is about our academy's determination to achieve excellence with equity and integrity: where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of our most able.

In our academy this will mean that all children, whatever their background, starting point and life experience, develop a strong grasp of the key learning skills, attitudes and knowledge they need to make an excellent start to secondary education. This will be delivered through the crafted experiences of a stimulating, **broad and balanced context-based curriculum** that is not restricted to just skills and knowledge for reading, writing and Maths.

**Eat some breakfast, then change the world.** That is our aim for every child ... have their basic human needs met through nurture at home and at school, and then know they can make a difference, and have the skills and the knowledge to do so. Our curriculum encompasses **nurture** – peer massage, reflection time, metacognition, growth mindset and our habits – while focussing on enabling all children to build cultural capital irrespective of background or educational need through learning episodes that are local to international, beautiful and rigorous at the same time. These learning episodes encompass the primary national curriculum but also additional disciplines such as P4C. In this way, we equip our children with the cognitive and emotional intelligence needed to (want to) make a difference. We have found that developing children's internal monologue is key to transformation, and therefore our curriculum is designed to give children ample opportunity to find their inner voice (through hearing other people's and their own external voices). We have thinking aloud, talk partners and co-reading as key techniques in our curriculum. The letter at the start is our starting point for curriculum ... everything we teach must help our children become more human. Our various theme weeks over the year have this as their core, for example Multicultural Week, in which we celebrate the diversity of our school population. All junior students serve the community as a key part of our curriculum, through sports leadership, reading mentor programme, garden maintenance and community support.

**For the Early Years:** We will provide a curriculum based on planned, purposeful play and the development of physical dexterity, language skills and social awareness. The curriculum will provide opportunities for these children to learn to read and write, develop skills in maths, find out about the world around them and develop an understanding of art and design. Our nursery is based on self-selection, building independence. In reception there are more formal teaching episodes for phonics and writing. Children read with an adult every day. We make the teaching of reading, including systematic phonics the “core purpose” of the reception year with children reading with an adult every day, using our indoor and outdoor environment as inspiration for learning.

Our knowledge-rich curriculum and our commitment to the Oasis ethos and Nine Habits is supported by our Trust’s policies on Learning and Behaviour for Learning and the work of our National Lead Practitioners and Leads for Learning Innovation.

Our commitment to providing students with a wide range of **extra-curricular clubs** and activities will add depth and breadth to our provision and allow our students to follow their hobbies and interests outside of the formal curriculum. School staff work with local partners to provide sports and arts clubs, covering all national curriculum subjects and more.

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## OASP Curriculum Planner 2019-20

	A1	A2	Sp1	Sp2	Su1	Su2
<b>Theme / habit</b>	Self-Control	Kindness	Perseverance	Honesty Individual liberty	Patience	Happiness
<b>Enrichment</b>	We are Tree We are Bird We are SP We are Oasis Time tunnel Class charters	Christmas Anti-Bullying Week Road Safety Black History Month		STEM Week	We are Oasis Nurture Week	Multicultural Week Futures Week School Council Elections
<b>British Values</b>	Individual liberty Rule of law –class charters rights and responsibilities					MC Week: mutual tolerance and respect School Council Elections: Democracy
<b>Own clothes / theme days</b>	Jeans for Genes Day – 16-20 <sup>th</sup> Sept			World Book Day – 5 <sup>th</sup> March Sports Relief – March – 17 <sup>th</sup> -23 <sup>rd</sup>		Colour Day in support of St Evelina’s Children’s Hospital
<b>Charity events</b>	Macmillan coffee morning	Children in need		Red Nose Day		
<b>Visitors</b>	Kew Gardens Y4 Tate Gallery-Y4		Florence Nightingale Visit Y2 Minibeast Visit Y1	St Luke’s Church-Red Nose Day	Community speakers  Careers Fair	OASP KS2 Hornimum Y3
<b>Performances</b>		Drama production Choir singing in the Whitgift centre	Young Voices			Music Recital
<b>Trips</b>	Museum of London Y2 Museum of Croydon Y1	School Council- Old people’s homes visit Nursery trip: Autumn walk Sycamore Cinema trip	Yr 6 Chislehurst Caves WE Day-School Council Nursery trip: Trip to co- op Reception: Trip to TescoPeople who help	Nursery visit: Parents and animals to visit Nursery Sycamore Paddington bear landmarks trip	Yr 5 Port Lympe Safari Resort Nursery trip: Greengrocers Reception:Farm Trip Local Trips – Vets, Post	Sycamore Beach trip



			us visits: police/ nurse/ dentist		Office, Co-Op/Bakery.	Nursery trip: Transport walk/ Firestation Reception: Library Visit.
Willow	<b>Ourselves</b>	<b>Ourselves</b> Coffee morning Natural History Museum trip	<b>Seasons</b>	<b>Seasons</b> Coffee morning Dean City Farm trip	<b>Earth</b>	<b>Earth</b> Coffee morning Princess Diana Playground trip
Sycamore	<b>Human body and hygiene</b>	<b>Human body and hygiene</b> Coffee morning	<b>Seasons</b>	<b>Human body and hygiene</b> Coffee morning	<b>Seasons</b>	<b>London</b> Coffee morning
Nursery	About Us	Autumn / celebrations	Traditional Tales	Traditional Tales	Colour	Transport
Reception	All about me	Changes	Animals	Locations	I am a ...	Local Community
Year 1	Marvellous me	Celebrations and festivals	Famous for more than 5 mins	Famous for more than 5 mins	Minibeasts	Africa
Year 2	London	Stories People Tell	Doctor, Doctor	Doctor, Doctor	Under the sea	Global gardens
Year 3	Chocolate	They made a difference	<i>Active Planet</i>	Active Planet	Rainforests	Rainforests
Year 4	Explorers	Explorers	<i>Dinosaurs</i>	Dinosaurs	Fashion	Fashion
Year 5	Egypt	Egypt	<i>Space</i>	Space	Africa	Africa
Year 6	Natural disasters	Britain at War	Britain at War	Future	Future	Transitions