

THEMATIC CURRICULUM POLICY

ST MARY'S LEWISHAM CE PRIMARY SCHOOL

Our Vision

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on His message of equality, peace and justice, guided by His words 'As I have loved you, so you must love one another' (John 13:34).

Policy Updated: September 2019
Policy Renewal Date: September 2022

Rationale

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.

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 and also consolidate skills. Children are also likely to be more engaged in their learning if it has an exciting context.

A curriculum for OUR school

We have carefully designed the thematic curriculum to ensure there is appropriate coverage of the National curriculum subjects, in a way that reflects our school community and supports our values and ethos as well as covering the programs of study in the National Curriculum. We have chosen a 2 year curriculum as it allows teachers to plan together in phases, building links between classes and reducing workload.

Review and development

We review and update the Curriculum Framework at the end of each school year, taking into account feedbackfrom staff and pupils. This keeps our curriculum fresh and up to date, and allows us to link projects, outside initiatives and national developments etc into the learning.

Subjects and content

The Thematic Curriculum topics include the National Curriculum programs of study for **Science**, **History**, **Geography**, **Art and Design Technology**.

- **Science** will be fully embedded in the topics and more time will be allocated over a half term to teachingscience as it is still a core subject
- Where possible topics link to key texts (fiction and non-fiction) in the English curriculum, 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
- Music, PE and MFL are taught as separate subjects. Computing is generally taught
 discretely although the use of ICT to find, present, manipulate and analyse information is
 taught as part of topic work.

 PHSE and Citizenship links are made where topics lend themselves to meaningful study, but links are notmade 'for the sake of it'

Progression

The National Curriculum
Program of Study and
Attainment Targets sets out the
content and skills that pupils are
required to "know, apply and
understand" at the end of key
stage 1 and key stage 2
In order to ensure that pupils
make progress in each year of
their learning journey towards
these endpoints, it is helpful to
break down the program of
study into more detailed learning
objectives for each year group
within a key stage

					Strands	Y
Progression	of Skills in Design and	Technology			Disassemble	Disassemble
Strands	Year 1	Year 2	Year 3	Year 4	Evaluate existing	 identify like
Disassemble	Disassemble familiar products	Disassemble familiar products and make drawing	Disassemble products and explain how they are made	Disassemble products and explain how they are made	products	Describe wi
Evaluate existing products	identify likes and dislikes	Explore how products have been created.	Research familiar products and how they were made	Research familiar products and how they were made	Design Purpose User	to make/ho
Design Purpose User	Describe what they are going to make/how it works	Use drawings and labels to explain their design	Develop more than one design for a product	Follow a design brief for a specific product/user	Plan	Follow simp make a pro-
Plan	Follow simple instructions to make a product	Know which order they need to work in	Plan a sequence of actions to make a product	Plan and test a design with limited materials/time	Diagrams	Explain verti product wo
Diagrams Sketches	Explain verbally how their product works	Make a simple sketch of their design, with labels	Create labelled design drawings with annotations	Explain in writing how a product will be made	Sketches Structures.	Use bricks.
Structures, Frameworks	Use bricks, blocks, Lego etc to create 3D structures with walls etc.	Use straws, lolly sticks etc to make 3D structures that can stand on their own	Build structures using a range of materials - wood, card corrugated plastic	Use tubes, columns and braces to stabilize structures	Frameworks	create 3D st walls etc
Sheet Materials	Fold, tear, cut paper/card along pre-drawn lines Use paper fasteners to link Create simple pop ups	Cut eround drawn shapes Use a hole punch Fold and Join materials with glue, tape	Cut internal shapes into paper and card Join two different materials using glue, tape, staples	Choose the best way to join materials to suit purpose Roll, bend and fold sheets into 3D shapes	Sheet Materials	Fold, tear, c along pre-d Use paper f
Wheels, Mechanisms, Electricity	Make simple paper pop-up cards based on topic	Attach wheels to chassis using a simple axle	Create simple hinges Add mechanisms that allow movement – paddles, sails	Use some simple electrical components in their products	Wheels, Mechanisms.	 Create simple Make simple cards based
Textiles and Fabric	Cut simple shapes from fabric Ioin fabrics by using glue, staples, tape Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.	Cut out shapes which have been created by drawing around a template Join fabrics using simple sewing stitches Decorate fabrics	Understand the need for gatterns Understand seam allowance Join fabrics using running, back stitch, over sewing	Use a pattern/template Explore fastenings and recreate some e.g. sew on buttons and make loops Use appropriate decoration techniques e.g. appliqué	Electricity Textiles and Fabric	Cut simple : Join fabrics staples, tap
Cooking and Food Technology	Group familiar food products e.g. fruit and vegetables. Cut ingredients safely Prepare simple dishes-safely and hygienically-without using a heat source Measure using non-standard	Group foods into the five groups in The <u>Edwell</u> Plate. Cut, grate, peel ingredients safely with help Prepare simple dishes-safely and hygienically-without using heat source.	Cut, chop and grate food accurately and safely Know that a healthy diet is made up from a variety of different food and drink. Measure and weigh ingredients appropriately.	Prepare Ingredients hygienically using the appropriate utensils Use scales to measure weight in grams and kilograms Give an opinion on different	Cooking and Food	Colour fabri techniques printing, pai Group famil e.g. fruit and
	measures	Measure or weigh using cups or electronic scales.	Follow a recipe.	foods and meals after tasting	Technology	Cut ingredie Prepare sim
Evaluate and improve	Use their product and describe how it works Say what they like and don't like about their product and explain why.	Describe what the original intention was • Talk about how closely their finished product meets their design criteria.	Identify strengths and weaknesses of their design Explain how they might make it better next time	Refine work and techniques as work progresses, Discuss how closely their finished product meets their design criteria		and hygieni a heat source • Measure us measures
Notable Designers, Engineers etc	Know that the job of a designer is to design useful products	Know that building are designed by architects	Know the names/products of some famous designers	Know some key inventions and how they changed our lives	Evaluate and	Use their pridescribe ho
					improve	Say what the like about the explain when the same that the same tha

Progression of Skills in De

The Thematic Curriculum Frameworkinclude detailed year by year

progression grids for History, Geography, Art and Design Technology. The progressions have been informed by guidance from relevant professional subject associations, examples from other schools and collaboration with a range of education consultants and specialists.

Structure of the Thematic Curriculum.

Yearly Overview

- For each year group there is a detailed outline map showing each half termly topic and the areas of learning covered.
- This map shows Key English texts, Maths links, possible trips, keyschool events, links to other school projects, art workshops etc
- The map also shows coverage of other subjects and learning areas such as PSHE, Music, Computing and PE

KS1 A Autumn 1 (7 wks)		Autumn 2 (8 wks)		Spring 1 (6 wks)		Spring 2 (6 wks)		Summer 1 (5 wks)		Summer 2 (7 wks)		
	I am a Superherol		Delicious		Dragons		In the Garden		Adventures		Wild World	
Trins			Plaze Express workshop?		Chineteun, London		Cocal parks and green spaces		Advanture playpround?		Lender Zoo?	
Key Events	Black Philosy March Roold Oath Day Authorship Premy Day		flamendroner Day Human Rights Day Arti-Sultane Work		Photococat Memorial Day Internet Sefety Day		Storid Book Moths Day British Science Week Comic /Sports Relief		The Queen's Birthillip World Refugee Day		Futher's Day Chacter Day for Change	
Festivals	Charl Rosh Hasharah Hannest Feetbad		Horokah Chrolmas Hore Faith Week		Chinese New Year Shrowe Tuesday (Pancake) Holi		Easter St Devis/St Patrick Day Mother's Day		Famadar/Cid St. George's Day			
School Events			No. of Contrast of		- V						- X	
Year Group	Year 2	Tear 2	Year 1	fear 2	Year I	Year 2	Year 1	Year 2	Year 2	Tear 2	Year 1	Tear 2
Class Events		-		- Samuel	Anna de Cara	The same of the same of	-		and the same of	0.00	a comment	The same of
Key Fiction Texts	The Three Little Figs	Jack Stranstalk	The Magis Fortidge Pet	The Papers that Spoke	Little Charlie	Kassim and the Greedy Dragon	Mone	Asset	Black Eyed Bill	Mr Gumpy's Outling	Monkey See Monkey Do	Where the W Things Are
Additional texts		No minus	50 W	1		1000		1000	100000000000000000000000000000000000000		1000	All In
Story Plot	Zigland Morester	Debruit Moneton	Andre	Journey .	Anumy	Manning .	None	Note	Rigo to Hickey	Minney	Asserte	Portol Story
Fiction Writing Focus	Owner.	Setting:	Grammer.	Grammar	Setting	Owner	Name	time	Open/Indings	Open/Endings	Description	Description
Suggested texts linked to topic	Signature, Supertate, Super Daily, Superworm, Surger Jupiter		Lighthouse Enepers Lanch, Grigorhread Man, I Will Rot Ever Never Est a Torneto		Lantenne and Firecrackers The Great Race (Chinese NY) The Runaway Work		Sect First Ever, The Curtous Garden,		Beeps, One Gast Leap, Going Places		Mr Yiger Goes Mild, Wild, We're Going on a Bear Hunt The Gruffalo, Kepiti Place	
Poetry:	None.	None	None	None	TBA	Punch Drunk	TEA:	TBA	None	None	None	None .
Non Fiction Test	Estate Agent details	How to trick a Gland	Faminals	Oragons	None	None	Magic Forridge Spells	Boy a Papays Advert	New to read a treasure map	Disaster on the river	Sorry Mr Hat seller	Are the Wid Things scary
Non Fiction Genre	Personsion	Instructions	Aformation .	inforeution.	Mone	Nove	Principles	Personal	instructions	Mowspaper	Surry Letter	Discussion
Additional NF Texts		Variation 1					5				Section 1	
Meths Links	Measuring/Shapes,Patterns		Time		Measuring		Shapes and Patterns		Measuring		Measuring	
Science	1) Annuals inc Humans - Human Senses		YS Animals the Humans - Human Senses YZ Animals to Humans - Food Chains		YI Living things and their habituts Living/Dead/Never Alive YI Animals by Humans - Animals		V3 Plants - name, label structures V2 Living Things and Environment - Garden Habitur		F3 Seasonal Changes 12 Uses of seryday meterials – transport examples		YI Animats inc Humano - Animali YI Planto name/label structures Caron Things and Environment	
History	Timeline of their own the		Sig Person/Event: Bonfire Sight						famous explorers: Neil Armstrong. Ellen McCarthey etc		Jamesch's Tiger - Victorian Jook	
Geography	Maps of their own homes/blassroom		LDC: Hot and cold places MF: Where I live		LDC: Continents - focus on China HE: Chinese communities in London		LOC Clothes from different countries		Loc 7 Continents and 5 Oceans NS: Weather/Seasons		MF: Story Maps	
Art	Craw/sketch Superhers Portrals		Craw: Food still life drawing		ID: Model dragons		PartyPrint Monet's Garden		and the second s		College: Animal Medis	
DT	Textiles: Make a cape		Food sweet/selly populars				Foot Salet		Design/Make: Make a book		Eastenings; Animal Marks	
Artist/Designer	Kies Self-Portrait Tolar Minner portraits (Miganian activi)		Archimbolds - Stuft and sng face		Shee Bros animal paintings (Orinnel)		Monet - Giverney garden paintings		Hobassi - Great Wave woodblock		Rosenno Surprise (Tipm)	

Medium Term Topic Plans

The detailed Half term topic plan contains:

- Statutory NC Subject Program of Study
- Learning objectives from progression breakdowns
- Key guestions and vocabulary
- Suggested activities and lesson ideas
- Possible pupil outcomes

Year 1 Autumn 1 - A		school, and local area and describe femiliar journeys that they make using directional language. They will brief about their own personal history, and make a timeline showing some of the key award in their lane lives since shorth. They will decide as their becoming some and practice moning different adults. They will take places of each stake and principles out with help, and then used them to make their and femiliar to provide the second of their second or										
Trips 1-bity tear receptor Key Fiction tends			on to make their own Superhero portrain, adding call ction Gentre Fiction writing focus		Non-fiction genre		tion Writing Outcome	Additional tests				
15: The Three Little Figs - Oellast that 12: Sack and the Beamstalk - Oellast that			Mondan Darwier		Personne	Edwar A	and details					
					Indirections	How to 1	Oh v plest					
		utory National Curriculus		Li Li	naming Objectives	Key Questions	Key Vocab		Suggested activities	Pupil sutcome		
Animals including Homans I limited, some, sine animalised basis parts of the human below parts with gard is associated with some animal with soot around with soot around animalised processing anima			Notice about the five human verses dentify which parts of the body are use for our five senses zels/prosen a scientify section comy out single test, vested existence make an execution section make an execution describes make an execution describes make and record describes using a magnifying glass.		Shipt are sur fine super arress? How do se use our dodes to find our doubt the world? What are some of the amounty things are our do with our super arress?	- sample - taugh/skin - taugh/spin - tauth - sam/spin - beat/spin - smett/man - magnity	Number Science 11 Unit. Ownshee Session: State of Session Sess		Body custing phones and drewings of fremancies with lobes Associated phones of sense activities			
	Finding and about the gual		e pare	 eak questions about the recent pool. obstitute things that have changed once our parants were children. emerciale some facts about a formus person from history. use historical wordsulary. "Then, now, in the pool, a long time age. 		What has happened in the jide so fas? What our I use to help me remember? What job does a name do? Why are they experienced?		 Make a class til of Brings Bruy van innereller happening in their hers in for "manifyre a rese know, the North of Selling gains (in Norther, gatting a rese true (the assettive to passible Afficialities with other areas) for some deliber. skeledig gateric kny words (automot to everyone and make complex time from its best hard a selling passible from their and passible time of their selling passible. skeledig gateric kny words (automot to everyone and make complex time from its best hard a selling passible from their selling selling passible from their selling passible from their selling sellin		Simple housing and important for country of the country of th		
Geography	continent formindge are sentir may, stems and places to dentify UK Supportunit Skills and Fishfords are to institutely destinant language to destite to design financial forminds as a ray Worther and Seasons sincile sound formind sincile sound formind		Noote familiar places on a map - agi London, school; home name the floor countries of the UK use directional language to describe a building journey steoribe some features of futures.		What is my school called? Have do Z get to my new clearment? What is the area that around my home and school?	- copinit city - local - huma - humb - humby - journey -	otars, turn left etc. Locate school on Goog Look at a hool and be: 30 unemobal of local Season: As part of ou	inground giving omple directions – so the be Wago serial photo – 30 – serial condon of area using Google Street Vine – prints off area and label familiar behaves to do used docribe the way that they know it reging colour, caster earthms, dark envirings	Annealist Of maps showing blooder Annealist Of maps with makes			
30	Make - sites from one with range direptolents, flowbusine - author and multistins a range of easting products.		overloop a familiar food product. vae simple southing equipment and tools softly see food preparation skits typpenically		The horse of my super- sures can I use when an teste paper of Which of my super- sures can his the difference between desert and early flood?	- Incider - cook - Ingland - change - taste-balk	Fased: Make sweet/helly proporer - use all serses to describe ashable hopeon and north-order proporational in larger broads. The service of the service of		Metes of papers being made			
sor drowing painting and scaleture to develop and share their date, experiences and imagination. develop a wide large of all and dissign techniques in paint solver, patient, seeture, line, stope, form, space.			the honer	nd shapes be impresent	What is specified? What does is Specified asset? What is your forcer? What is your forcer?	- portrait - favourite - college - photo	motivation the bille of a portrait and a self-portrait look at cartisons of agenthrous - blook by key features - mack, cape, lags, special sole-look parall exagency from the product of each child whole body agent, blook a feature body, agent, blook and the body agent, blook as for the product of each child whole body agent, blook as for the product of each child.		Self-format a sept Optor parent parent			

Planning

Half Term Overview

- Staff create an outline of the way activities and lessons are organised over the half term, to maximise crosscurricular 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	Week: 4/5/17	Week: 11/9/17	Week: 15/9/17	Week: 25/9/17	Week: 2/10/17	Week: 9/10/17	Week: 16/10/17	
English	Sphing to know ma- drammar and sphilarca aloue home	territie Fed Eper	Homytive: Find Piper	Nometive: Pred Riper discovers and spelling	Diformation texts - maximal militariests	Deformation fexts - muscoli instruments	Information texts - musical instruments	
Maths	Watte growth MEGHE	hamber onto place wha	Plocaryolise underlay ESS	Addisjoint subtraction	Adding and edithochor	Burey	Maney situating in speaks	
Neek (vents	Parents visit dans	Fire brigade visit 14th Y7 parent lefts session			Nacairean Meseum Yrip Wed-4th	Children's photo 9" Author in school 13th	Foreign learning day	
Vandey	Outside PE Setting expectations and confident	Outside Pt Catching and Hopwing	Outside PE Catching and throwing	Outside PE Catching and the puring	Outside Pt Catching and throusing	Outside PE CBETING and Strowing	Outside PE CHETS WAS ET VOICES	
Tuesday	SCRESSE L.D. identify, name, drow and label the best particul the human healy and eap which part in the body in esociated with each same - followinheaving Activity by are exploring too sound travels bee bideness filesoing	Science: 1.0: It review understanding of the review of housing and the rev (V2) Activity: Tip cor: What did you discover? Set bicker Planning	Science C.O. Identify and consume the visibility of eventy of exceptor material, including second, metal, plantic place, fetching before a congo of mass allowed temps are some second to be so	OT: CO select from and use a manage of trade and applicated and applicated from the perform provided from an artist from and use a side conjugation and trade occurrently to their sharedensities that the performance of the	Act 1.0 Immer object the work of a marge of white, and mobile condening and activities and amount of the property of the prope	Geography L.C. Existence than a head of means in estimate which while head of the estimate of	er d cree	
Nednesday	Music intrurents from eround world - Manager 2: 2.30am	Fire Brigade talk 1:20-14:30	De file trip?	Mosk: instruments from eround ostrid - Mercedes	Hardinas Massum Trip Mastranound the world estriction 1,35-3,35	Music intrunentation arconiteration Menades	Mask: instruments from around world - Mercedes	
Thursday	01 L.O. Torrelustrative away product and suggest improvements. Activity: existency plate of their instrument	Science L.D. End exthauthe phages of paid objects made from some materials are do shoughtly hauting and shoulding Address Clearling materials see Science Planning	OF C.O. personals, develop, model and communicate than inheasth rough stelling, allowing, despite tax, model uses than inheasth owner than and the gather, Wheel and medicine to could you use? Why?	OT L.S. ribridly and compare the successibility of a variety of everyday statisticals, easily efficiency exist, easily efficiency exist, Addings, Textured silve their guiter and evoluth agency design of their	Geography 20.7 continent and 5 scores Addity Look at instrument transaround the variet transaround transaro	History 1.0 Look stravers and make recording and playing in 2004 memory districts from a treatme Look at CO Flages/flastings,	ing in nating	
Friday	Computing/ICT 60 Jetting-expensions and system see plan	Compating/ICT 1.0: Condestand that compates and other digital devices are used to cond messages and accompanients we plan	Compating/ICT (O. Vines what personal rife they should not reveal to stronger see plan	Computing RCT LO: Susted eskals for help ICT/Scener: LO: dobingwish actives on adjust enriffie moternal from which is a mode from one plan	Computing/KT — 10: Inow that an algoritime is a set of visinobles leaving to on outcome see plan	Computing/ICI see plan	Family Learning Day	

Detailed Weekly Planning for Science

- This week by week plan is where Science activities and lessons are planned to support the learning objectives
- It will include key questions and vocabulary, differentiation/ use of other adults, ICT opportunities and links to English and Maths.

Teaching and Learning

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.

- o English and Maths will be the focus of the morning sessions (and RE where possible)
- o Given that Science is still a core subject, more time should be spent on this area.
- o Some subjects will be taught discretely in weekly sessions e.g. PSHE, RE

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.

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.

Pupil Topic Map

An A3 **pupil topic map** is created for each pupil tolaunch the topic.

The pupil topic map will become the 'contents page' for each topic, and can support learning by:

- Making explicit links between subjects and thetopic
- Providing visual stimulus to activate priorknowledge
- Supporting pupils to record some of their existing knowledge and understanding
- Providing key vocabulary checklists
- Providing a space for evaluation and reflection on a topic
- Allowing pupils to record some of the key knowledge they have learned during the topic
- Summarising the topic to allow pupils to access their learning once the topic has been completed

Linking Topic to Subject Areas

Staff 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 leaders to monitor a subject area and see the progression as well as look at cross-curricular outcomes.

Learning Objectives

Teachers make learning objectives and success criteria clear during each session or lesson and refer back to themas necessary.

Progression and Assessment

There are detailed skills breakdowns for the Foundation Subjects that suggest expected skills for each year group. These are part of the Half Term Topic Plan and should be used to ensure progression in skills from year group to year group.

Marking/Feedback

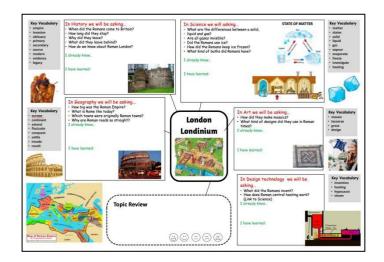
Please refer to the feedback and assessment policy for further details on marking work.

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.

Resources

Digital 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.

Artefacts, maps, books etc

There are **topic boxes** with resources, artefacts, objects, books, posters, photos etc in the resource room. Subject leaders will be responsible for updating and organising subject-based resources.

Reviewed: Policy 2019-2020