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 feedback from 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.

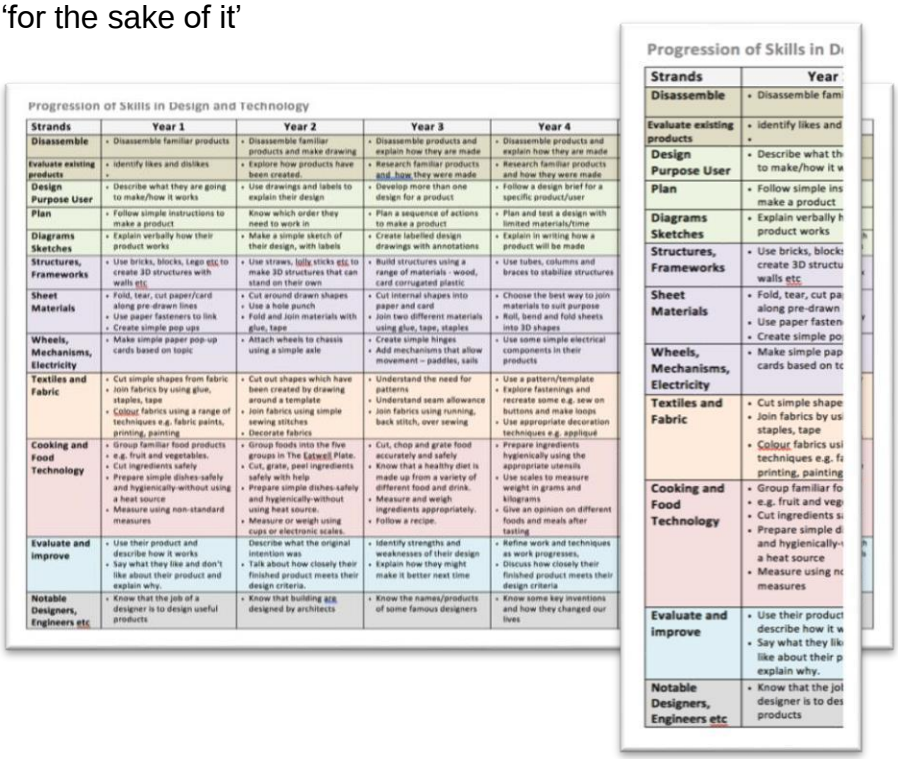
Subjects and content

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 teaching science 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 theuse 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



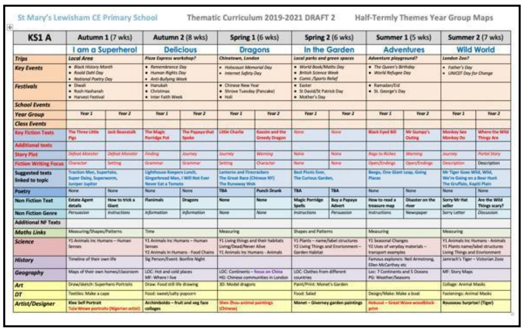
Progression of Skills in Design and Technology

Strands	Year 1	Year 2	Year 3	Year 4
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
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	• 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 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 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
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
Sheet Materials	• Fold, tear, cut paper/card along pre-drawn lines • Use paper fasteners to link • Create simple pop ups	• Cut around 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
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
Textiles and Fabric	• Cut simple shapes from fabric • Join 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 patterns • 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
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 measures	• Group foods into the five groups in The Eatwell Plate. • Cut, grate, peel ingredients safely with help • Prepare simple dishes-safely and hygienically-without using heat source. • Measure or weigh using cups or electronic scales.	• 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. • Follow a recipe.	• Prepare ingredients hygienically using the appropriate utensils • Use scales to measure weight in grams and kilograms • Give an opinion on different foods and meals after tasting
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
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

The National Curriculum Program of Study and Attainment Targets sets outthe content and skills that pupils are required to "know, apply and understand" at the end of key stage 1and 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 akey stage

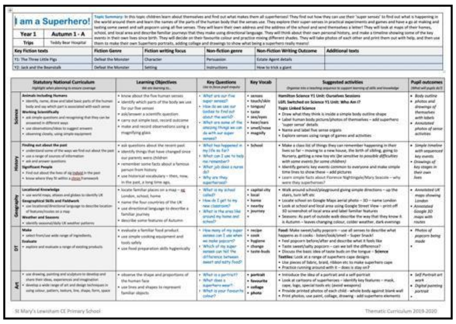
The Thematic Curriculum Frameworkinclude detailed year by year
progression grids for History, Geography, Art and Design Technology. The progressions have been informed by guidance from relevant professional subject associations, examplesfrom other schools and collaboration with a range of education consultants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

Structure of the Thematic Curriculum.



Yearly Overview

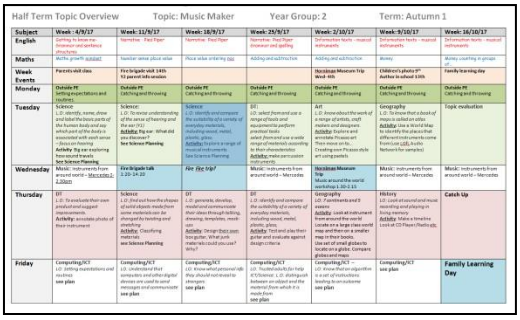
- For each year group there is a detailed outline map showing each half termly topic and the areas of learning covered.
- This map shows Key English texts, Maths links, possible trips, key school events, links to other school projects, art workshops etc
- The map also shows coverage of other subjects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



Medium Term Topic Plans

The detailed Half term topic plan contains:

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



Planning

Half Term Overview

- Staff create an 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.

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.

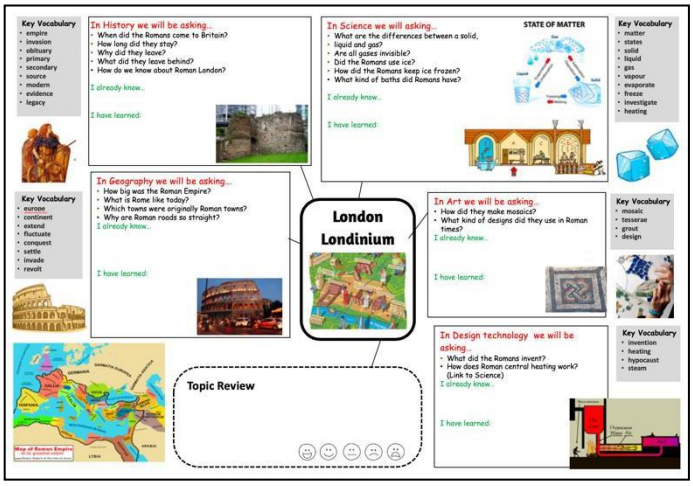
- English and Maths will be the focus of the morning sessions (and RE where possible)
- Given that Science is still a core subject, more time should be spent on this area.
- Some subjects will be taught discretely in weekly sessions e.g. PSHE, RE

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 to launch 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 the topic
- Providing visual stimulus to activate prior knowledge
- 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 them as 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.