

# Virginia Primary School Thematic Curriculum Policy



## Our Values

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

## Rationale

### 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 an exciting context

### Consolidating good practice

Virginia has been teaching a cross-curricular thematic curriculum for many years, with great success for pupils across all subjects. 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 etc into the learning

## Structure of the Thematic Curriculum

- There are 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 will teach the statutory programme of study for the NC

## The curriculum framework consists of:

### A Whole School Topic Grid

There is a whole school topic grid which shows the yearly topics for all year groups

Virginia Primary School		Thematic Curriculum 2016 -2017 Topic Grid					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	<i>All About Me</i>	<i>In the Dark</i>	<i>Animal Tales</i>	<i>Home Sweet Home</i>	<i>The Garden</i>	<i>Dressing Up</i>	
Year 2	<i>Music Maker</i>	<i>Fire and Ice</i>	<i>Animal Magic</i>	<i>Sowing Seeds</i>	<i>Let's Get Moving</i>	<i>Healthy Humans</i>	
Year 3	<i>Active Planet</i>	<i>We Are What We Eat</i>	<i>The River Nile</i>	<i>Where in the World?</i>	<i>Green City</i>	<i>Let it Shine</i>	
Year 4	<i>London Londinium</i>	<i>Chocolate</i>	<i>Explorers and Adventures</i>	<i>Weather Report</i>	<i>Can You Hear Me?</i>	<i>Robots</i>	
Year 5	<i>Machines and Inventions</i>	<i>Design Matters</i>	<i>Treasure Trove</i>	<i>Circles of Life</i>	<i>Out of This World</i>	<i>Potions and Poisons</i>	
Year 6	<i>Journey to Safety</i>	<i>Meet the Ancestors</i>	<i>True or False?</i>	<i>The Olympians</i>	<i>Happy Holidays</i>	<i>All Change!</i>	

## Year Group Topic Maps

- 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, Maths links, possible trips, key school events, links to the Rights Respecting project, art workshops etc

Virginia Primary School		Thematic Curriculum 2016-2017				Half-Termly Themes Year Group Maps	
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<i>All About Me</i>	<i>In the Dark</i>	<i>Animal Tales</i>	<i>Home Sweet Home</i>	<i>The Garden</i>	<i>Dressing Up</i>	
Subject Lead	Science	Art	English	Geography	Science	History	
Trips	Florence Nightingale Museum	Scenes Centre Lights	London Zoo	Geffrye Museum	Coram's Fields	Museum of Childhood	
Key Events					Article 24/31	Article 31	
English Fiction	Familiar Settings x2	Stories with patterns	Traditional/Fairy Stories Article 12/13	Familiar Settings	Fantasy Settings x 2	Stories with Feelings extended action	
Key Fiction Texts	Not Now Bernard ClPE This is Our House Article 2/31	Funnybones, ClPE A Dark Dark Tale.	Red Riding Hood, Goldilocks, Billy Goats Gruff, Kipling's Plain, Tiddalk, Anansi!	Squash and Squeeze everyday materials Building Materials House that Jack Built	Where the Wild Things Are, The Gigantic Turnip	Rainbow Fish Smartest Giant in Town Jamie's Dress, Rosie's Hat	
Non-Fic Writing	Labels and lists (science)	Information Texts	Recount	Information Texts	Information Texts	Instructions Letters	
Key Non-Fic Texts		The Night Time					
Maths Links	Measuring	Time	Measuring	Data Handling	Measuring	Shapes and Patterns	
Science	Human Structures Labels Senses Seasons: Autumn	Day and night, day length Weather	Naming/labelling/structures animals Seasons: Spring	Compare/group/properties everyday materials Building Materials	Naming/labelling/structures plants/trees Seasons: Summer	Compare/group/properties everyday materials Textiles	
History	Significant Historical Figure: Florence Nightingale Personal History Article 24	Significant Historical Events: Bonfire Night Article 13/14		Significant historical places in their own locality, Arnold Circus/school building		Changes in living memory: old and new clothes	
Geography	LOC: Hot and cold places Article 24/27 MF: Where I live	HG: Local Features – street lights, transport, etc. Article 15	MF: Story Maps	LOC: London/Home MS: Compass, local maps Article 27	PG: Weather/Seasons HG: Parks and playgrounds Article 31	LOC: Clothes from different countries Article 13/14	
Art	Portraits	Paintings with light and dark Starry Night Van Gogh	Story illustrations Sculptures	Landscapes/Collage Local Artists	Flower pictures Printing	Texture and Pattern	
DT	Food: sweet/salty popcorn	Shadow Puppets		Make a house	Seed Packets	Design and make - clothes	
Music			Specialist Music Curriculum from THAMES				
Computing	Online-Safety Article 19/16	Coding, Programming	Online Technology	Computer Games	Online Safety Article 19/16	Robots and Sensors	
PE							
PHSE	Human Rights	Celebrating Difference	Setting Personal Goals	Being Safe and Healthy	Our World	Who Am I?	
RE (LBTH)	Belonging	Home and Family	Special Clothes	Special Clothes	Caring for Natural World	Moses/Easter	

## Half Term Topic Plan

The detailed Half term topic plan contains:

- Statutory Subject Program of Study
- Learning objectives,
- Suggested activities and lessons
- Cross Curricular ICT links
- pupil outcomes

All About Me		Topic Summary: Pupils learn about themselves. They find out the names of some of the parts of the human body. They explore their senses in practical experiments and games. They have a go at mixing and tasting some sweet and salt popcorn. They think about where they live, and learn their own address and the address of the school. They look at maps of their homes, school, and local area and describe familiar journeys that they make using directional language. They find out about people who help them keep safe and healthy, and learn about nurses in the past, including Florence Nightingale and Mary Seacole. They look at portraits by famous artists in different styles and make a self-portrait using a mirror.				Maths Links
Year Group 1	Term: Spring 2	English Non-Fiction genres	English Fiction genres	Key texts	Maths Links	
Subject Leads:		Labels and lists	Familiar Settings	Not Now Bernard, Dogger	Measures	
Trips and visitors	English Non-Fiction genres	English Fiction genres	Key texts	Maths Links		
School Nurse	Labels and lists	Familiar Settings	Not Now Bernard, Dogger	Measures		
Statutory National Curriculum (highlight when planning to ensure coverage)	Learning Objectives	Suggested activities/outcomes (map onto half-termly overview)	Possible pupil outcomes	Cross-curricular ICT opportunities		
<b>Science</b> <b>Animals including Humans</b> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <b>Working Scientifically</b> ask simple questions and recognising that they can be answered in different ways use their observations and ideas to suggest answers to questions observing closely, using simple equipment <b>Finding out about the past</b> understand some of the ways in which we find out about the past use a range of sources of information ask and answer questions <b>Significant People</b> find out about the lives of significant individuals in the past who have contributed to national and international achievements (some should be used to compare aspects of life in different periods) know where people they study fit within a global framework	To know about the five human senses To know which body parts we use for our five senses To ask/answer a scientific question To carry out a simple test and record the outcome To make and record observations using a magnifying glass	Draw outline of human body – draw what they think it is inside... Label human body pictures/photos of themselves Identify/describe five senses, name parts of the body Explore senses using range of games and activities – identifying objects in/feels bags, guess the sound, optical illusion: tasting sweet and salty (See DT), smelling different foods to identify them etc	Body outline drawings with labels Observation drawings and labelled diagrams Simple notes of results Lists of key features of being alive Sequence of pictures showing human growth	Online simulations and labelling activities Espresso and Purple Mash digital resources Take photos of themselves to label Record sound effects digitally		
<b>History</b> <b>Finding out about the past</b> understand some of the ways in which we find out about the past use a range of sources of information ask and answer questions <b>Significant People</b> find out about the lives of significant individuals in the past who have contributed to national and international achievements (some should be used to compare aspects of life in different periods) know where people they study fit within a global framework	To ask questions about the recent past To use books/websites to find out information To identify things that have changed since our parents were children To know some facts about a famous person from history To use historical vocabulary – then, now, in the past, a long time ago.	Make a simple questionnaire and carry out simple survey – what did my parents do as children? Make a list of people who help us – nurses, fire-fighters, police, crossing attendants, dentist etc. Find out about/observe jobs and skills – label a photo Learn about Florence Nightingale and/or Mary Seacole – use hot seating/interview and books to make biography Compare nurses of different/past and now	Descriptive writing about families Interview questions and responses Lists of people Reports	Digital research Purple Mash Cam's		
<b>Geography</b> <b>Locational Knowledge</b> use world maps, atlases and globes to identify the United Kingdom <b>Geographical Skills and Fieldwork</b> use locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map <b>Weather and Seasons</b> identify seasonal and daily weather patterns in the United Kingdom	To locate familiar places on a map – eg London, school, home To be able to name the four countries of the UK To use directional language to describe a familiar journey To be able to describe some of the features of Autumn	Locate home/school on an aerial photo/street view/image/local map Locate London on a UK map – know it is capital of England Learn the school/home address and postcode – address a letter or postcard to themselves/school Describe home/school journey using directions Observe/describe/label key features of Autumn	Annotated UK maps Postcards and letters with school address Annotated maps with routes	Google Maps Purple Mash postcard activities		
<b>DT</b> <b>Make</b> select from/use wide range of materials/components, tools and equipment <b>Evaluate</b> explain and evaluate a range of multiple products	To evaluate a familiar food product To use simple cooking equipment and tools safely To use food preparation skills hygienically – eg pour, stir, shake	Make sweet/salty popcorn – use oil senses to describe what happens (listen/look/smell) Taste sweet and salty popcorn – how can we tell the difference? Basic ideas of taste buds on the tongue	Photos of DT outcomes	Photos of DT outcomes		
<b>Art</b> use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, space	To observe the shape and proportions of the human face To use lines and shapes to represent familiar objects	Look at range of portraits – classic and modern – Klee, Picasso – discuss the different styles, colours, shapes etc Use mirror to make a self-portrait in the style of Klee, Picasso etc	Self-Portrait art work Self-Reflection	Web Galleries for research Digital Painting		

## Core Subjects

### English

English is taught in discrete, planned lessons but where possible, key texts and writing genres will be supported by the topic, often with a Humanities or Science link. This has been shown to develop the thematic approach, and deepen learning and engagement.

### Maths

Maths is also taught discretely, although links will be made where possible

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 intentions.

### 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 are separate English, Maths and Science Policies 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 a specialist Music teacher from THAMES

Where possible, some 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 discreetly, following the separate PE scheme of work. Please see separate policy for more 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 match 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 discreetly or within a topic depending on the needs of the pupils in each phase and 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 Cross-Curricular ICT will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

## **Timetables**

- English and Maths will be the focus of the morning sessions.
- Some subjects will be taught discreetly 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

## Half Term Overview Plan

- Staff create 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.

Half Term Topic Overview		Topic: Patterns and Shape				Year: Five	Term: Autumn 2
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Mon	Biographies – William Morris HISTORY: Introduce William Morris – Biography of his life. RE: Do Rules Matter – The Code for Living.	Christmas Carol ART: Research Victorian photographs. Capture images with cameras. RE: Codes for Living for non-Religious people.	Christmas Carol ANTI-BULLYING WEEK ANTI-BULLYING WEEK	Christmas Carol ART: Plan design for own pattern – Preparation of printing block. RE: Good – Bad / Right – Wrong.	Christmas Poems Road Safety Workshop Road Safety Workshop	Christmas Poems SCIENCE: Create a branching database to identify unknown animal. RE: Codes of Living – Christians	
Tue	HISTORY: Look at William Morris's art. Practise sketching his designs. ART: Collect natural samples for artwork; e.g. leaves, flowers etc.	Ragged School Trip Ragged School Trip	ANTI-BULLYING WEEK ANTI-BULLYING WEEK	ART: Repeating patterns – experimenting with printing techniques. ART:	SCIENCE: Explore classification - sort animals into groups. SCIENCE: Discuss classification problems pre Linnaeus's time.	SCIENCE: Create a branching database to identify unknown animal. GEOGRAPHY: Use symbols and keys - Ordnance Survey maps.	
Wed	ICT: Espresso. Research The Red House. LIBRARY:	ICT: Use Dmix software to import photographs and edit digitally. LIBRARY:	ICT: Use NGA art gallery website to explore repeating motifs. LIBRARY:	ICT: Use 2Simple / Colour Magic to explore repeating motifs. LIBRARY:	ICT: Explore Branching Database program – 2 Simple. LIBRARY:	ICT: Use Snip tool and Publisher to recreate William Morris patterns. LIBRARY:	
Thu	MUSIC: St Hilda's Music Project MUSIC: St Hilda's Music Project	ART: Victorian photographs – recreate images by sketching. ART: Victorian photographs – recreate images by sketching	ART: Practise sketching in the style of William Morris. Motifs / repeat. ART: Sketch repeating patterns using natural samples. – Practise art.	ART: Print repeating patterns. Make wallpaper designs. ART: Evaluation of final designs – compare to originals.	SCIENCE: Hamilton Trust - classification, Linnaeus, Identification Keys. SCIENCE: Sort animals and plants into groups using classification keys.	GEOGRAPHY: Explore patterns and shapes in maps – symbols, etc. GEOGRAPHY: Use map of local area to design new symbols for key features.	
Fri	PE: Swimming PE: Swimming	PE: Swimming PE: Swimming	PE: Swimming PE: Swimming	PE: Swimming PE: Swimming	PE: Swimming PE: Swimming	PE: Swimming PE: Swimming	

## Detailed Weekly Planning

- This week by week plan is where the 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.
- There is also a section for expected pupil outcomes. This allows teaching staff to consider whether their planning is realistic, and will support subject leaders to monitor work against planning during book scrutiny etc.

Detailed Weekly Topic Plan: Week Beg: 31 <sup>st</sup> October 2016		Topic: In the Dark		Year/Class: Y1	Term: Autumn 2	
Session/Day	Session 1	Monday	Session 2	Tuesday	Session 3	Friday
Subject	History		History & Geography		History & Computing	
Learning Intentions	LO: To retell a historical story <i>Pupils should develop an awareness of the past, using common words and phrases and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i>		LO: To recount some details from historical stories/accounts LO: To describe things that happened in the past from pictures		LO: To publish our learning using a computer	
Skills	Asking questions, observing, ordering, sequencing, recalling events		Observing, describing, learning new vocabulary, writing		Engaging with computer apps, publishing	
CC/ICT	Taking photos and printing for own work		Watching video		Using purple mash	
English/Writing Links	Sequencing events, drama – speaking and listening.		New sound / visual vocabulary		Writing report / info sheet (on purple mash)	
Key Questions	Who was Guy Fawkes? Why did he do what he did?		What are fireworks? Why do we celebrate / remember with them? How do they make you feel?		How can computing help us learn and communicate? How can we show people what we have learnt about Guy Fawkes.	
Vocabulary	• pint, important / significant / famous, person, story, years, king, November, remember, celebrate, fireworks, gun powder, plot, bonfire night		• white, bang, boom, bright, crackle, sparkle, pop, houses of Parliament		• purple mash, click, log in, mouse, control, keyboard, partner,	
Activity	Act out story of Guy Fawkes as a class with props (hat, crown, cape, 'gunpowder') (Lucy to lead) Choose children to be the interactive story... weave in and out of other children etc.  At end look at fireworks youtube videos.  Children to sequence Guy Fawkes pictures in their books – caption underneath. With pictures from lesson?		Recap story of Guy Fawkes (watch video from yesterday?) • Look at fireworks video. How would you describe the fireworks (collect vocabulary from the children and add own). • Show children outline of houses of parliament – draw fireworks over the top and add firework key words. • Children to do same task in book.  Challenge – letter explaining about guy fawkes (pre-prepared writing frame) – why did he try to destroy the houses of parliament  Plenary / end of lesson – place houses of parliament in a map of London – link to learning about Great Fire of London – where is pudding lane?		• Show children the different applications on purple mash • Guy Fawkes info sheet etc. • Fireworks pictures / apps.  Children to use purple mash to publish something they've learnt about guy Fawkes and bonfire night  Print out all work	
Differentiation	TA: initial, TA: Tahid Key vocab with visuals.		Key sound vocab words for children to stick in books (with sound buttons)		Children to self-differentiate by trying different apps.	
Adult Support	HA – Write captions under each event					
Pupil Outcome	Sequenced timeline, pictures of role play		Labelled picture of fireworks over the houses of parliament in books		Printed publication in topic book with description and comment from adult.	

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

## Current guidelines for teaching hours are:

- KS1 21 hours per week for 38 weeks a year (190 days)
- KS2 23.5 hours per week for 38 weeks a year (190 days)

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.

# Teaching and Learning

## 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.

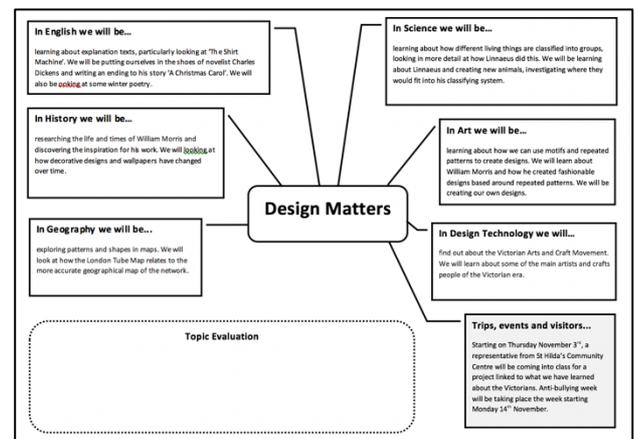
The colour of books for each subject is the same across KS1 and KS2. However, Year 1 should initially have larger squares. Once children in KS1 are ready they can start to use the maths books with smaller squares.

## Introducing the Topic

At the start of each topic a class mind map is created by the teacher, to show how the different subjects all link back to the topic.

This will allow pupils to make the connections between the various learning objectives and activities across the different subjects and how they link within the topic.

This mind map can be added to by pupils and should be part of the Topic Book, and displayed on the classroom door



## 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.

## Marking

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

## Progression and Assessment

There are detailed skills breakdowns for the Foundation Subjects that suggest expected skills for each year group. This can be used to ensure progression in skills from year group to year group.

We are developing our approaches and strategies for assessing progress and attainment across the curriculum in the light of new OFSTED guidelines and advice from the DfE.

## 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 – Sound recording, animation, film editing and photo manipulation software, painting applications
- 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

Please see the separate Computing and ICT Curriculum Policy for more details

## 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 to support the topic.

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 leaders will be responsible for updating and organising subject-based resources.

## Documents

This handbook and other curriculum framework documents are kept on the Shared Teacher network drive in a folder called **Osmani Thematic Curriculum 2014**.

## Evaluating and updating the Thematic Curriculum

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

*Policy created July 2014*

*Updated October 2016*

*To be reviewed July 2017*