



Thematic Curriculum Policy

Our Vision

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.

Rights Respecting School

We are a Right Respecting School and this policy supports the following articles from the United Nations on the Convention on the Rights of a Child:

- Article 13: freedom of expression
- Article 14: freedom of thought, belief and religion
- Article 23: children with a disability
- Article 28: right to an education
- Article 29: goals of education

Policy Updated: June 2018

Policy Renewal frequency: Annual

Policy Renewal Date: June 2019

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

Thematic Curriculum 2016-2017 Topic Grid						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	All About Me	In the Dark	Animal Tales	Home Sweet Home	The Garden	Dressing Up
Year 2	Music Maker	Fire and Ice	Animal Magic	Sowing Seeds	Let's Get Moving	Healthy Humans
Year 3	Active Planet	We Are What We Eat	The River Nile	Where in the World?	Green City	Let it Shine
Year 4	London Landmarks	Chocolate	Explorers and Adventures	Weather Report	Can You Hear Me?	Robots

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

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

	Phase	Learning Outcomes	Geograpghic Difference	Social Personal Goals	Being Safe and Healthy	Our World	What Am I?
	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 making 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 famous people from the past and present, 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.					
Subject Leader:							
Year Group 1:	Term Spring 2						
Trips and visitors:	English Non-fiction genres	English Fiction genres	Key texts:			Matts/Linds	
School Nurse:	Labs and tests	Familiar Settings	Not How Bernard, Dogger			Measures	
Source:	Statutory National Curriculum (highlight when planning to ensure coverage)	Learning Objectives	Suggested activities/outcomes		Possible pupil outcomes	Cross-curricular ICT opportunities	
	Identifying Human Body	<ul style="list-style-type: none"> To know about the five human senses To identify the five human senses and label the basic parts of the human body and name which part of the body is associated with each sense 	<ul style="list-style-type: none"> Draw outline of human body - draw what they think is inside. Identify the five human senses Identify/sense using range of objects - name parts of body 	<ul style="list-style-type: none"> Body outline drawings with labels Observation drawings and mind mapped diagram List of key features of human body Photographs showing human growth 	<ul style="list-style-type: none"> Online simulations and games Virtual reality Buzzword and Purple digital resources Use of video to demonstrate to label Cloud computing effects digitally 		
	Working Scientifically	<ul style="list-style-type: none"> To observe and measure and recognising that they can be answered in different ways use observations and ideas to suggest answers to questions observing changes; using simple equipment 	<ul style="list-style-type: none"> Explore and record a simple test and record the outcome. To make and record observations using a magnifying glass. To answer questions about the recent past To use books/websites to find out information about the past To identify changes that have changed since our parents were children To find out some facts about a famous person from history To use historical vocabulary - then, now, in the past 	<ul style="list-style-type: none"> Make a simple questionnaire and carry out simple survey - what did most parents do as children? Move lots of people who help us - nurses, firefighters, police, crossing attendant, postman, bus driver, teacher, doctor and nurse Identify famous people and skills - take a photo Learn about Florence Nightingale and/or Mary Seacole - use hot seating/interview and books to make a biography Computer names/pictures/join them and more 	<ul style="list-style-type: none"> Descriptive writing Interview questions and responses Leaflets Reports 	<ul style="list-style-type: none"> Digital research Purple Mash Games 	
History	Using old and new sources	<ul style="list-style-type: none"> using old and new sources to see what we find about the past use old and new sources of information ask and answer questions find out about the lives of significant individuals in the past who have contributed to the world around us use a range of sources to help us to understand aspects of life in different periods know how to evaluate the study fit within a wider framework 	<ul style="list-style-type: none"> To answer questions about the recent past To use old and new sources to find out information about the past To identify changes that have changed since our parents were children To find out some facts about a famous person from history To use historical vocabulary - then, now, in the past 	<ul style="list-style-type: none"> Make a simple questionnaire and carry out simple survey - what did most parents do as children? Move lots of people who help us - nurses, firefighters, police, crossing attendant, postman, bus driver, teacher, doctor and nurse Identify famous people and skills - take a photo Learn about Florence Nightingale and/or Mary Seacole - use hot seating/interview and books to make a biography Computer names/pictures/join them and more 	<ul style="list-style-type: none"> Descriptive writing Interview questions and responses Leaflets Reports 	<ul style="list-style-type: none"> Digital research Purple Mash Games 	
Geography	Identifying Local Area	<ul style="list-style-type: none"> use simple maps, atlases and globes to identify the United Kingdom and its capital city use localised and directional language (for example, near, far, up, down, left, right) to describe the location of features and routes use simple maps, atlases and globes to identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> To locate familiar places on a map -eg. London, school, home To be able to name the four countries of the United Kingdom To use directional language to describe a familiar place To be able to describe some of the features of Autumn 	<ul style="list-style-type: none"> Locate home/school on a series photos/street view/images/leaflet map Locate London on UK map - know it is capital of England Use directional language to point and possibly address a letter or present them to the class Describe home/school journey using directions Observe/choose the key features of Autumn 	<ul style="list-style-type: none"> Annotated UK maps Postcards and letters with school address Annotated maps with route 	<ul style="list-style-type: none"> Google Maps Purple Mash postcard activities 	
Art	Material World	<ul style="list-style-type: none"> select from and use a wide range of materials and components including paper, paint and other media explore and evaluate a range of drawing products draw, paint and create structures to develop and share ideas, experiences and imagination develop a wide range of drawing and painting techniques, including colour, form, space, shape, form 	<ul style="list-style-type: none"> To evaluate a familiar food product To use simple cooking equipment and tools safely To use food preparation skills hygienically To draw shapes and patterns To draw, paint and create structures to develop and share ideas, experiences and imagination 	<ul style="list-style-type: none"> Make sweet salty popcorn - use all senses to describe what happens (taste/smell/smell) Taste and smell salty popcorn - how does the difference? Taste of rice over time and the tongue Look at range of portraits - classic and modern - See, Picasso - discuss the style, colours, shapes, poses Use mirror to make a self-portrait in the style of Klee, Picasso 	<ul style="list-style-type: none"> Photos of DT outcomes Self Portraits art work Self Reflection 	<ul style="list-style-type: none"> Web Galleries for reference 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

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 matched 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.

Computing ICT and

The Coding and Programming and Online Safety aspects of the Computing curriculum 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.

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				
Weeks		Week 1	Week 2	Week 3	Week 4	Week 5
Mon	Biographies – William Morris	Christmas Carol	Christmas Carol	Christmas Carol	Christmas Poems	Christmas Poems
Tue	HISTORY: Introduce William Morris. – Biography of his life. RE: Do Rules Matter? – The Code for Living.	ART: Research Victorian photographs. Capture images with cameras. RE: Codes for living for non-religious people.	ANTI-BULLYING WEEK	ART: Plan design for own pattern – Preparation of printing block. RE: Good – Bad / Right – Wrong.	Road Safety Workshop	SCIENCE: Create a branching database to identify unknown animal. RE: Codes of Living Christians
Wed	HISTORY: Look at William Morris's art. Practise sketching his designs. ART: Collect natural samples for artwork; eg. leaves, flowers etc.	Ragged School Trip	ANTI-BULLYING WEEK	ART: Repeating patterns – experimenting with printing techniques.	SCIENCE: Explore classification – sort animals into groups.	SCIENCE: Create a branching database to identify unknown animal. GEOGRAPHY: Use symbols and keys - Ordnance Survey maps.
Thu	ICT: Espresso. Research The Red House. LIBRARY:	ICT: Espresso 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:
Fri	MUSIC: St Hilda's Music Project	ART: Victorian photographs – recreate images by sketching. ART: Sketching repeating patterns using natural samples – Practise art.	ART: Practise sketching in the style of William Morris. ART: Repeat patterns. ART: Sketching repeating patterns using natural samples – Practise art.	ART: Print repeating patterns. Make designs. ART: Evaluation of final designs – compare art.	SCIENCE: Hamilton Trust - classification, Linnaeus, identifying keys. SCIENCE: Art and science – plants into groups using classification keys.	GEOGRAPHY: Explore patterns and shapes in nature – symbols etc. GEOGRAPHY: Use symbols of local area to design new symbols for key features.

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

Detailed Weekly Topic Plan: Week Beg: 31 st October 2016		Topic: In the Dark		Year/Class:	Y1	Term: Autumn 2	
Session/Day	Subject	Session 1	Monday	Session 2	Tuesday	Session 3	Friday
Learning Intentions	Knowledge	LO: To retell a historical story Pupils should develop an awareness of the past, using common words and phrases and understand some of the ways in which it is found out about the past and identify different ways in which it is represented.	History	LO: To recall some details from historical stories/accounts LO: To describe things that happened in the past from pictures	History & Geography	LO: To publish our learning using a computer	
	Skills	Asking questions, observing, ordering, sequencing, recording 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 them? How do they make you feel?			How can computing help us learn and communicate? How can we share people what we have learnt about Guy Fawkes?	
	Vocabulary	• past, important / significant / famous, person, story, years, king, November, remember, celebrate, fireworks, gun powder, pudding lane, etc.	• whiz, bang, boom, bright, crackle, sparkle, pop, Houses of Parliament			purple mash, click, log in, mouse, control, keyboard, partner, team	
	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 firework youtube video.	Recap story of Guy Fawkes (watch video from yesterday?) Look at fireworks video. How would you describe the fireworks in the video? Show children outline of houses of parliament – draw fireworks over the top and add fireworks key words.	Challenge – letter explaining about guy sparkles (pre prepared writing frame) – why did he try to destroy the houses of parliament?	Challenge – letter explaining about guy sparkles (pre prepared writing frame) – why did he try to destroy the houses of parliament?	Show children the different applications on purple mash • Guy Fawkes info sheet etc • Fireworks picture / apps.	
	Differentiation Adult Support	Y1: matching, TA: Total adult vocal with visuals. H1: Write captions under each event		Show children outline of houses of parliament in a map of London – link to learning about Great Fire of London – where is pudding lane?		Children to self-differentiate by trying different apps.	
	Pupil Outcome	Sequenced timeline, pictures of role play		Labeled picture of fireworks over the houses of parliament in books		Printed publication in topic book with description and comment from adult.	

Teaching and Learning

Timetables

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

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.

Books and presentation

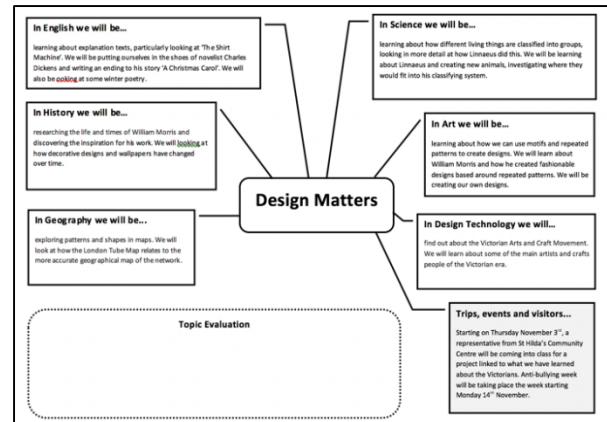
Most of the work done in Foundation subjects as part of the topic is recorded and presented in a **single topic book**. This includes Science. Other subjects will still have their own books.

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.

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.

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

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

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.

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.

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