



Cheam Park Farm Primary Academy

Creative Themes Curriculum Guidelines

Procedures for every theme and topic

To facilitate equal opportunities and an even learning experience for every child, all themes will follow the following procedures in all year groups:

1. Teachers start with a **mind map or spidergram**. This is where year groups look at the objectives on the **long-term plan**, and group them, deciding what meaningful activities would deliver the objectives in an engaging, authentic and inspiring way. The ideas are put on a large topic plan to be displayed on the working wall. It is at this stage that trips, visitors, 'wow' factors and outcomes are considered and planned for.
2. In year groups, teachers consider the activities and put them into a **learning sequence**. The learning sequence is the order in which the activities will take place. It acknowledges that there will be a suitable starting point, and that activities will build on each other over time, and that for effective learning to take place, there needs to be a suitable and well thought learning sequence. The learning sequence, together with objectives and an outline of the learning activities for each part of the sequence, each week, is recorded on the **medium-term plan**. Daily lesson sequences are planned using the agreed format as outlined in the Creative Themes Curriculum Policy.
3. As in English and mathematics, year groups create a **working wall** that will evolve throughout the theme. The start for the working wall is the topic plan (maybe in a spidergram format) from earlier. Any visual displays, artefacts and so on that support learning and prompt the children's curiosity will also be displayed. The working wall is intended to communicate the current theme for that class to all children, staff, parents, governors and other visitors. It reflects the range of work covered in the theme and children are encouraged to add finished work to the wall over the course of the theme. The working wall and other displays should always be interactive. The working wall also offers subject coordinators an easy and effective management tool; at a glance they can see how their subject is delivered through the theme and can offer support to year groups as appropriate. At the end of the theme, the working wall will be photographed and saved digitally onto the network drive before being taken down and put into a portfolio for evidence. A portfolio for each theme and topic is kept by the Progress Leader and should reflect the range and depth of the theme, evidences that all objectives have been met and could support future year group teams in the delivery of the same theme.
4. When teaching the curriculum themes, teachers should refer to the document: The Creative Themes Curriculum – The Approach. This can be found in the Creative Themes Curriculum Policy. The first lesson of the new theme starts with an interest point or a **wow factor**. This could be a visitor, a trip, a film, handling artefacts, a book, the teacher dressed as a character, a video conference – anything to promote the children's interest in the theme, prompt curiosity and encourage enquiry. The children should be fully engaged with the theme and inspired to learn after the wow factor has been introduced. The aim of the interest point is to provide children with an experience. It should enthuse them into finding out more about the theme and then enable them to generate questions stemmed from an intrinsic curiosity.

5. Children are given **formative assessment opportunities**; this assesses their starting point for the theme – their current understanding. The assessment could be a ‘Philosophy for children’ enquiry, a ‘learning lenses’ activity or ‘art of lesson starter’ activity from Chris Quigley, a BLP activity, a mind map – the choice is the teachers. Additionally all children are required to complete a ‘knowledge capture’. This enables the children to steer their learning from their new perspective after the interest point. They are given the opportunity to generate questions that, during the research phase of the unit, they will be able to answer independently, in pairs or in groups. This also provides the teacher with an opportunity to plan lessons around relevant common questions that are presented by the majority of the class. This process is termed as ‘child-steered learning’. Through the lessons children are also given the opportunity to look at the working wall and add their own ideas through post-its added onto the wall.
6. The next stage of the child’s learning is an exchange between contextualised learning (making learning relevant to the child), exploring and discovering (exploring methods of research and recording) and evidencing new learning (reflecting on skills and progression) – refer to The Creative Themes Curriculum – The Approach. At every stage of the theme children are made aware of what skills they are aiming to master during their particular milestone. Each child is issued with a ‘My skills and progression’ booklet where they are able to communicate to the teacher when they feel they have achieved a particular skill. This assessment tool allows the teacher to look closely at the child’s evidence and then validate the child’s self-assessment. Likewise, the teacher can also communicate to the child when they have seen evidence of skills being achieved. In both instances the ‘My skills and progression’ booklet will be used to evidence this. At this stage children are encouraged to make entries onto their knowledge capture. Throughout, each child should be answering questions acquired through their own research, or through taught lessons, to answer their initial enquiries.
7. At some point in the theme, classes will usually go on a **trip**. This should be a destination that will support learning and make the learning experience even more authentic, at the same time generating curiosity. The timing of the trip depends on how it supports the theme: it could be used to generate interest, to consolidate learning or be fitted in midway through a theme. The trips are subject to the school’s Educational Visits and Off Site Activities Policy. The trips are vital to generate and sustain interest and create memorable learning opportunities. Some will be to London or further afield; others will be local. Cost will always be considered and free visits will be planned whenever possible; free public transport will also be used whenever possible. Expensive trips that are not linked to an area of the integrated curriculum will always be avoided. Residential trips also run in Years 4, 5 and 6 and these are used to develop outdoor learning and PSHE objectives.
8. Each theme will conclude with a planned ‘celebration of learning’. This is a demonstration of learning and gives a sense of purpose and focus for the theme. This demonstration is shared with an audience. The celebration of learning could take many forms: an assembly to the school, to other schools, to other members of the community, to parents, a play, a piece of artwork, a debate, a project, a model, even a march to the local council offices – something that allows a tangible record of achievement and demonstrates new learning. The children will steer the decision of how they would like to present their learning. Typically a single class may have a variety of presentations performed to a single selected audience. Each celebration of learning should be recorded into a portfolio compiled by the progress leader. This will be used for monitoring purposes as well as inspiration for future teachers.
9. The final lesson of each theme will be a **summative assessment** of learning. As with formative assessment, this can take different forms, but should give a clear indication of the children’s learning and achievement of objectives over the theme. Teachers use the national curriculum level descriptors and Chris Quigley’s ‘Key Skills in National Curriculum Subjects’ documents when arriving at their teacher assessments for each foundation subject and

Computing. They record their children's assessments in their skills and progression booklets each term and are required to make a final judgement at the end of each academic year – this is then recorded on the pupil's assessment file on SIMS assessment manager and passed on to the next teacher or school. For details of how reading, writing, mathematics and science are assessed, see the Assessment Policy. At this stage the children should reflect on their knowledge capture and share their learning with their peers.

10. Chris Quigley's 'Creative Themes for Learning' ensures good coverage of skills outlined in the national curriculum. A **skills progression** document ensures appropriate progress in each subject for each child across the whole school. Staff use the skills progression document when planning tasks and objectives to ensure that tasks allow for skills progression from Year 3 up to Year 6. The skills progression and levels of achievement in each year group should be clearly different and very evident in pupil outcomes.
11. **Pupil Voice** is also to be strongly encouraged through our Creative Themes Curriculum and through other areas as well such as: questionnaires, Rights Respecting School Champions, School Council, JRSO scheme, Eco Schools, Learning Council, pupil advocates, personalised learning and lesson observation and feedback.
12. **Parents** are informed of each new theme and topic through a **half termly curriculum overview document** and letter sent to each year group by the progress leader in the first week of each half term.
13. Like all displays in the school, **display** for the Creative Themes Curriculum should be of a high quality – see Display Policy. We like to think of our classrooms being the 'workshop' where ideas and learning are generated and the displays in these areas reflect the working and developmental nature of classrooms, while at the same time having some 'finished products' on display. In contrast, our corridors, hall and other shared areas are our 'showroom'. Here staff and children display high quality outcomes in a wide range of forms. Each classroom also display key vocabulary for each theme – either on the working wall or on a vocabulary washing line.
14. Finally, each key word from our 'Creative Themes Curriculum Learner Profile' should also be displayed in each classroom: **inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced, and reflective**. These attributes are to be developed through all areas of learning in our Creative Themes Curriculum and opportunities to allow children to thrive with these key areas of twenty first century learning must be planned for by all staff. Children are introduced to and reminded of the learner profile themes each year through assemblies on each attribute in the autumn term and whole school displays that explain and promote these key attributes for success. The learner profile attributes are promoted alongside, and compliment, the values of our Rights Respecting school charters.



15. Learner lanyards are employed by the teacher to give children specific roles and responsibilities in each lesson. Teachers use these at their own discretion and may deliberately target their use to encourage and develop sharing, self-esteem, confidence, turn-taking, enquiry, recording skills and independence.
16. Finally, the following advice is shared with children as the secret to success in all areas of our Creative Themes Curriculum. Each learner is reminded of which Excellent Learner attitudes could be displayed in that particular lesson. As well as planning for their use, teachers are spontaneous in rewarding children with praise when a particular attitude is demonstrated:
- Like a challenge and work hard
 - Listen well and concentrate
 - Ask questions
 - Understand others
 - Want to improve
 - Don't give up
 - Try new things
 - Are independent
 - Ask for help
 - Are imaginative