



The Themed Curriculum at Rimón Primary School

Research into the psychology of learning suggests that learning is a process of integration and connection. This is why theme-based learning is so effective at Rimón. Each half-term begins with a science, history, geography or book focus which is then integrated into all learning units apart those few which are taught discretely. A carefully chosen, quality class-reader is planned for each topic to capture the children's interests, enrich their vocabulary and inspire engagement.

For each theme, teachers use children's prior knowledge and skills to inform their next unit. It is important that children are able to build on their prior learning in order to close their gaps and to gain the new and necessary skills to develop their progression. In addition, school trips are planned around these themes and visitors are invited to the school to help children connect their learning to real-life situations.

This themed approach allows Rimón to provide lots of planned opportunities for children to develop their academic and social-emotional skills. Big questions are addressed to recognise issues such as justice, sustainability, deprivation and exploitation both from a physical and human perspective.

We ensure that all units use examples of diverse and inspirational figures to help children see themselves and members of the wider society reflected in their literature. These figures help children to take an outward-looking view on the world and direct them towards the ideals of equality, diversity and Tikkun Ha'olam.

Themed learning is then shared with parents and the local community at least twice-yearly, in an inspirational "Celebration Day" featuring the integration of children's learning.

How is this reflected in the classroom?

- Long term plans have already been adjusted to reflect this. Practitioner responsibility is to ensure that this is reflected in your medium term planning.
- The lead topic must lead learning wherever possible:
- Oracy-on walls and in vocab maps
- Writing and historical research on the eminent person
- PowerPoints must use the language of the skills and knowledge
- In books, Learning Objective and Success Criteria uses the language of the NC skills and knowledge
- The lead topic must be evident in in-depth writing work in literacy books
- Children know who the eminent person is
- Children know what the lead topic is