



*Believe, Succeed &*

*Grow Together*

## **Aims of our Curriculum at Frinton- On- Sea Primary School**

- ❖ To promote respectful and appropriate social conduct, so that pupils are advantaged in the wider world.
- ❖ To provide an appropriate range of out of classroom experiences for pupils that build their knowledge and understanding of the rich artistic, cultural, spiritual and social heritage of the UK, and it's various communities.
- ❖ To provide a text rich environment, leading to immersion in high quality English Literature from both classic and modern authors.
- ❖ To provide opportunities for pupils to practice and apply their mathematical skills and knowledge
- ❖ To celebrate the diversity of our community, and the communities within the UK. This will include introducing pupils to positive role models from a range of groups (gender, sexual orientation, religion, disability, age).
- ❖ To promote the highest level of achievement for all pupils, across all subjects, through strong pathways of progression in knowledge and skills as pupils journey through the school.
- ❖ To promote meaningful learning experiences which will be fun and memorable, and based on knowledge and skills needed to be successful in the wider world.
- ❖ To regularly review our curriculum provision, in order to ensure that the curriculum, alongside current educational research, promotes excellence in the practice of teaching (pedagogy).
- ❖ To provide every opportunity for pupils to excel through a wide range of subjects, so that we promote excellence for every individual.

Frinton-On-Sea Primary School Curriculum Map 2016/2017

Year Group: 6

	<u>Autumn 1</u> <u>The Great Wars</u>	<u>Autumn 2</u> <u>The Great Wars</u>	<u>Spring 1</u> <u>Amazonia!</u>	<u>Spring 2</u> <u>Mayan Civilisation</u>	<u>Summer 1</u> <u>The Final Frontier!</u>	<u>Summer 2</u> <u>The Final Frontier!</u>
<u>Core Text</u>	Warhorse Rose Blanche Private Peaceful	Carrie's War Ghost of War Dickens/Classic Texts <i>Goodnight Mister Tom</i>	<i>Running Wild</i> <i>Why the Whales Came</i>		Dickens/Classic Texts Shakespeare	A range of written outcomes linked with fiction modules covered across the year.
<u>English</u>	<u>EXPLANATION NARRATIVE WORKSHOP: review key narrative techniques e.g. characterisation, creating settings, atmosphere</u>	<u>PERSUASION NARRATIVE WORKSHOP: review key narrative techniques e.g. characterisation, creating settings, atmosphere</u>	A range of short stories conveying different genres; a genre swap story (where the genre changes from one paragraph to the next)	<u>RECOUNTS Non f chronological reports</u> Write reports as part of a presentation on a non-fiction subject. Choose appropriate style and form of writing to suit a specific purpose and audience	<u>EXTENDED BOOK STUDY</u>	<u>Moving On- Job study Year 6 career folders</u>
<u>English Language</u>	<u>Poetry</u> - Study a wide range of war poetry written by a variety of different poets (Owen, Sassoon, McRae etc)- analyse and comment	<u>Poetry</u> - Use the knowledge gained from work on imagery to help compose a war poem	Fiction- Narrative use <b>Talk for Writing</b> techniques to analyse contents. Annotate/box-	Use <b>Talk for Writing</b> techniques to analyse contents. Annotate/box-up/storymap etc.	<b>S DEBATING SKILLS</b> A debate followed by a write up which presents and evaluates the opinions of different viewpoints. A	Write in role, adapting distinctive voices, e.g. historical characters through preparing

	<p>on imagery within poetry (simile, personification, alliteration etc). Focus on using imagery to produce group poems. <b>Text based unit- Warhorse by Michael Morpurgo.</b> Include persuasive text, narrative story writing, diary writing. <b>Journalistic unit-</b> Outbreak of WW1, assassination of Archduke Ferdinand etc. Outside broadcast coming Live from the trenches- interviews/reports/bulletins etc.</p>	<p>based on John Birchall's World War 2 poem, 'Rescue 1940!' <b>Cine-Literacy-</b> Carrie's War. Write a character description of Nick. Write a scene describing the new surroundings in the Countryside- be descriptive! <b>Recount-</b> based on the day of evacuation. <b>Informal letter writing.</b> Write a letter from Nick or Carrie to send to Mum in London. Graphic Novels- study of features and production of own graphic novel re</p>	<p>up/storymap etc. Produce independent examples of features studied to use in own compositions. <b>Non-fiction information texts.</b> <b>Topic link-</b> deforestation: What is deforestation? Research subject and use findings to produce a radio news bulletin and an information leaflet for topic books. Include causes/reasons/impact/solutions etc. <b>Non-fiction. Formal letter writing.</b> Study features of formal</p>	<p>Produce independent examples of features studied to use in own compositions. Non-fiction information texts. Topic link- deforestation: What is deforestation? Research subject and use findings to produce a radio news bulletin and an information leaflet for topic books. Include causes/reasons/impact/solutions etc. Non-fiction. Formal letter writing. Study features of formal complaint letters.</p>	<p>series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views.</p>	<p>a CV; composing a biographical account or describing a person from different perspective</p>
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		scenes from Carrie's War.	complaint letters. Unit <b>(Chillers)Developing descriptive writing techniques- e.g. Take 5 sentences,</b> power of 3, imagery, sentence structures, sentence starters. Analyse a range of suspense texts and discuss features, vocab, writing techniques etc. Use Pie Corbett example of a suspense story (My Nightmare Man) and Plan, draft, edit and improve letters of complaint to Brazilian embassy in context of			
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			deforestation opposition.			
<b><u>SPAG</u></b> <b><u>SPELLINGS</u></b>	Homophones Use of hyphens Words ending in -ant/ - ance/-ancy/-ent/-ence/- ency Dashes/brackets/colons Use of commas to clarify meaning or avoid ambiguity	Semi-colon/ colon and dash to indicate a stronger division of a sentence than a comma Active and passive Subject and Object	Consolidation of terminology: Determiner Modal verb Parenthesis Rhetorical question Subordinate clause	Consolidation of terminology: Determiner Modal verb Parenthesis Rhetorical question Subordinate clause	GPS MEETINGS <b><u>FOCUS ON STUDY SKILLS</u></b>  Spellings of year 6 curriculum	GPS MEETINGS <b><u>FOCUS ON STUDY SKILLS</u></b>  Spellings of year 6 curriculum
<b><u>Maths</u></b>	Multiples/Factors/Prime numbers/ Square numbers/ Cubed numbers. Number patterns and number sequences. Finding missing numbers within sequences, identifying rules of a sequence, finding the nth term in a sequence. Read, write,	Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Find unknown angles in any triangles, quadrilaterals, and	Compare and order fractions, including fractions > 1. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.	Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. Solve problems involving addition, subtraction, multiplication and division. Use their knowledge of the	Describe positions on the full coordinate grid (all four quadrants). Perform mental calculations, including with mixed operations and large numbers. Multiply multi-digit numbers up to 4 digits by a	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

<p>order and compare numbers up to 10 000 000 and determine the value of each digit. Use negative numbers in context, and calculate intervals across zero. Round any whole number to a required degree of accuracy. Identify the value of each digit in numbers given to three decimal places. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole</p>	<p>regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Compare and classify geometric shapes based on their properties and sizes. Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two</p>	<p>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Associate a fraction with division and calculate decimal equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math> ]. Recall and use</p>	<p>order of operations to carry out calculations involving the four operations. Solve problems which require answers to be rounded to specified degrees of accuracy. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Draw 2-D shapes using given dimensions and angles. Recognise, describe</p>	<p>two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Solve problems involving addition, subtraction,</p>		
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<p>number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Use knowledge of the order of operations to carry out calculations involving the four operations. Perform mental calculations, including with mixed operations and large numbers.</p>	<p>decimal places. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Recognise that shapes with the same areas can have different perimeters and vice versa. Calculate the area of parallelograms and triangles. Recognise when it is possible to use formulae for area of shapes.</p>	<p>equivalences between simple fractions, decimals and percentages, including in different contexts. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.</p>	<p>and build simple 3-D shapes, including making nets. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Divide proper fractions by whole numbers.</p>	<p>multiplication and division. Use their knowledge of the order of operations to carry out calculations involving the four operations. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Solve problems involving the relative sizes of two quantities where missing values can</p>		
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		Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm <sup>3</sup> ) and cubic metres (m <sup>3</sup> ), and extending to other units [for example, mm <sup>3</sup> and km <sup>3</sup> ].			be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found.	
<b><u>Problem solving</u></b>	NRich website and NCETM activities.	WW2 Code-breaking! Including a variety of cipher problems etc.	Sats related activities and investigations Sats companion	Sats related activities and investigations Sats companion	Activities linked to enterprise- moving on	Activities linked to enterprise- moving on
<b><u>Science</u></b>	Electricity <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the</li> </ul>	Light <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels</li> </ul>	Living Things- Habitats <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to</li> </ul>	Evolution & Inheritance <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils</li> </ul>	Animals including humans- human body/fitness etc <ul style="list-style-type: none"> <li>identify and name the main parts of the</li> </ul>	Assessment for end of Key Stage 2 and transition to Secondary School.

	<p>circuit</p> <ul style="list-style-type: none"> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> </ul> <p>Forces- parachutes investigation work.</p>	<p>in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> </ul>	<p>common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p>	<p>provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>	<p>human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> </ul>	
<b><u>History</u></b>	<ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li><u>World War 1:</u> Timeline of events, trench warfare, use of animals (horses),</li> </ul>	<p>a significant turning point in British history, for example, the Battle of Britain <u>World War 2:</u> Timeline of event, Axis and Allies,</p>		<ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c.</li> </ul>	<ul style="list-style-type: none"> <li>a local history study</li> </ul> <p>Look at the local sporting clubs in our community and study their history and how they have changed over time (Frinton Cricket</p>	<p><b><u>Enterprise\Proj</u></b> <b><u>ect-</u></b> a chosen area to compete as an independent module of study</p>

	Cavalry, Weapons, Battle of the Somme, Nationalism and Patriotism (Loyalty), Impact of WW1 on both Britain and Germany.	Blitz, Home Front, Rationing, Women at War, Evacuees, VE day, D-Day.		AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Club, Frinton Tennis Club, Frinton Golf Club.	to develop responsibility and independent learning
<u>Geography</u>	<ul style="list-style-type: none"> <li>▪ Map work- what did Europe look like before and after the World Wars? To know where major European countries are in relation to each other.</li> <li>▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know the name of seas and oceans, locate major UK cities on a map- link to Blitz targets.</li> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day</li> </ul>	<ul style="list-style-type: none"> <li>▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within</li> </ul>	<ul style="list-style-type: none"> <li>▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and</li> </ul>	<ul style="list-style-type: none"> <li>▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>▪ use fieldwork</li> </ul>

	characteristics, countries, and major cities	studied.	and night). <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> </li> </ul>	North or South America. <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	land-use patterns; and understand how some of these aspects have changed over time.	to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
<b><u>Art and Design</u></b>	Pencil/ Ink/ Charcoal sketches. Warhorse images. Battlefield scenes.	Propaganda Posters. Blitz silhouette images.	Henri Rousseau study based on the painting 'Tiger in a Storm'.		People in Action-linked to careers	Art workshops-develop links with TTC

			Study of aboriginal art.			
<b>Design and Technology</b>	<p>Electrical vehicles</p> <ul style="list-style-type: none"> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	<p>WW2 cookery</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p>Sewing</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>	<p>Bird/animal feeders</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul>	<p>Designing Olympic mascots</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<p>Across all units of DT children will:</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the</li> </ul>

						world
<b><u>Computing</u></b>	<ul style="list-style-type: none"> <li>▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<ul style="list-style-type: none"> <li>▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>	<ul style="list-style-type: none"> <li>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>
<b><u>Physical</u></b>	Swimming	Swimming	Apparatus work	Dance	Circuit Training	Athletics
<b><u>Education</u></b>	Hockey	Sportshall Athletics	Tag Rugby	Tennis	Rounders	Kwik Cricket
<b><u>MFL</u></b>	FRENCH	FRENCH	FRENCH	FRENCH	FRENCH	FRENCH

	Countries and Capitals	Flags and colours	Animals	Food and Drink	Sports and games	Travel
<b><u>Music</u></b>	Essex	Music	Services	Scheme	Of	Work
<b><u>RE</u></b>	Essex Scheme Judaism	Essex Scheme Judaism	Essex Scheme Hinduism	Essex Scheme Hinduism	Essex Scheme Islam	Essex Scheme Islam
<b><u>Out of School Learning</u></b>	Crucial Crew	Duxford IWM			Norfolk Residential Visit	j
<b><u>Spiritual, Moral, Social and Cultural Education</u></b>	Roles and responsibilities. Anti-bullying strategies, fish philosophy etc.	Holocaust and ethnic cleansing-link to immigration. Cyber-bullying and e-safety. Crucial Crew visit.	Care for the environment-countryside code of conduct. Dealing with loss.	Care for the environment-recycling and carbon footprint etc	Coping under pressure-preparation for SATS.	Preparing for change-transition to secondary school.
<b><u>Class or whole school events</u></b>						