



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 which 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 which leads to immersion in high quality English Literature, both from 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	The superheroes ABC If I was a Superhero poem.	Traction man	Meercat mail, The house that Jack built, The town mouse and the country mouse.	Meercat mail, The house that Jack built, The town mouse and the country mouse.	Giraffe’s can’t dance	Cine – Literacy – A Bugs Life
English	Superhero poetry Link reading to own experiences Recite some rhymes and poems by heart Draw on prior knowledge to make sense of texts.	Stories about fantasy worlds Outcome: Setting description of Magic Bed.	Journey and dilemma stories linked to meercat mail	Poetry and patterned texts linked to the house that Jack built.	Poetry – Using our senses If I had wings by Pie Corbett Narrative – writing about fantasy worlds	Cine – Literacy – A Bugs Life Non – Fiction – instructions – how to grow your own sunflower, Information texts – using information gathered through science and ICT work.
English Language	Non chronological reports based on designing their own superhero	Writing their own fantasy superhero story.	Writing their own version of a journey and dilemma story.	Writing their own patterned poetry in the style of ‘the house that Jack built’	Poetry – Using our senses If I had wings by Pie Corbett Narrative – writing about fantasy worlds	Non – Fiction – instructions – how to grow your own sunflower, Information texts – using information gathered through science and ICT work.

<p>SPAG</p>	<p>spell words containing each of the 40+ phonemes; spell common 'exception' words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; , form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read aloud own writing; leave spaces between words; join words and</p>	<p>spell words containing each of the 40+ phonemes; spell common 'exception' words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; , form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read aloud own writing; leave spaces between words; join words and</p>	<p>spell words containing each of the 40+ phonemes; spell common 'exception' words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; , form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read aloud own writing; leave spaces between words; join words and</p>	<p>spell words containing each of the 40+ phonemes; spell common 'exception' words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; , form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read aloud own writing; leave spaces between words; join words and</p>	<p>spell words containing each of the 40+ phonemes; spell common 'exception' words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; , form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read aloud own writing; leave spaces between words; join words and</p>	<p>spell words containing each of the 40+ phonemes; spell common 'exception' words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; , form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read aloud own writing; leave spaces between words; join words and</p>
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	clauses using 'and'; begin to use basic punctuation (. ? !); use capital letters to start sentences and for proper nouns; learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2.	clauses using 'and'; begin to use basic punctuation (. ? !); use capital letters to start sentences and for proper nouns; learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2.	clauses using 'and'; begin to use basic punctuation (. ? !); use capital letters to start sentences and for proper nouns; learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2.	clauses using 'and'; begin to use basic punctuation (. ? !); use capital letters to start sentences and for proper nouns; learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2.	clauses using 'and'; begin to use basic punctuation (. ? !); use capital letters to start sentences and for proper nouns; learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2.	clauses using 'and'; begin to use basic punctuation (. ? !); use capital letters to start sentences and for proper nouns; learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2.
Maths	<u>Numbers and place value.</u> count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations	D.T link – describe position, directions and movements, including half, quarter and three-quarter turns. (left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside	Multiplication, fractions and money solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. recognise	Time and problem solving Text: The Bad Tempered Ladybird – Eric Carle Science link - recognise and use language relating to dates, including days of the week, weeks, months and years Text: What's The Time Mr Wolf? By Colin Hawkins tell the time to the hour and half	Geometry and fractions Text: My Cat Likes To Hide In Boxes by Eva Sutton and Lynley Dodd - recognise and name common 3- D shapes: cuboids (including cubes), pyramids and spheres. Revisit: finding a half from Spring 1 recognise, find and name a	Making Links tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Text: Jim and The Beanstalk measure and begin to record the following: F lengths and heights F mass/weight F capacity and volume F time (hours,

	<p>including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>	<p>and outside) Text: The Greedy Triangle – Marilyn Burns recognise and name common 2-D shapes, including: F 2-D shapes [for example, rectangles (including squares), circles and triangles] read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs; represent and use number bonds and related subtraction facts within 20; add and subtract one-digit and two-digit numbers to 20, including zero; solve one-step problems</p>	<p>and know the value of different denominations of coins and notes recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measurement) measure and begin to record the following: F lengths and heights F mass/weight F capacity and volume F time (hours, minutes, seconds)</p>	<p>past the hour and draw the hands on a clock face to show these times. solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>quarter as one of four equal parts of an object, shape or quantity. For example, they could recognise and find half a length, quantity, set of objects or shape. measure and begin to record the following: F lengths and heights F mass/weight F capacity and volume F time (hours, minutes, seconds) solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the</p>	<p>minutes, seconds) recognise and name common 2- D and 3-D shapes, including: F 2- D shapes [for example, rectangles (including squares), circles and triangles] F 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Text: The Real Princess – Brenda Williams (Maths Text – fairytales link) My Money Week – June</p>
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		that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. Doubling numbers and quantities			teacher.	
Problem solving	Superhero problem solving based on saving missions and using place value and counting.	Superhero problem solving based on saving missions and using place value and counting.	Problem solving based around calculating money needed to buy toys.	Problem solving based around calculating money needed to buy toys.	Problem solving based around length, width and mass.	Problem solving based around length, width and mass.
Science	Identify, name, draw and label parts of the human body. Associate body parts with senses. Understand that the term 'animal' includes humans. Understand that all animals, including humans,	Identify, name, draw and label parts of the human body. Associate body parts with senses. Understand that the term 'animal' includes humans. Understand that all animals, including humans,	Identify and name common animals. Describe and compare animal structures of a variety of common animals. (City Wildlife) Compare different animals according to what they can eat. Explore and discover	Distinguish between objects and materials. Identify and name everyday materials inc. rock, wood, plastic, glass, metal and water. Describe simple properties of everyday materials. Compare and classify	Observe seasonal changes in weather and day length across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Use tables and charts to show the changes	Identify and name common wild and garden plants (inc. vegetables and fruits, deciduous and evergreen trees) and describe their parts. Identify and describe the basic structure of a variety of common

	<p>grow and change as they become older.</p> <p>Observing and describing the changes in the seasons.</p>	<p>grow and change as they become older.</p> <p>Observing and describing the changes in the seasons.</p>	<p>the animals living in our local areas.</p>	<p>materials based on their simple physical properties.</p>	<p>in weather.</p>	<p>flowering plants, including trees.</p> <p>Explore plants growing in the local habitat. Keep a record of plants of vegetables grown by the children.</p> <p>Understand the following vocab: leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem</p>
History	<p>Heroes in history:</p> <p>History NC links: To learn about significant historical events, people and places in their own locality.</p> <p>Mary Seacole and Florence Nightingale.</p>	<p>Heroes in history:</p> <p>History NC links: To learn about significant historical events, people and places in their own locality.</p> <p>Mary Seacole and Florence Nightingale.</p>	<p>Topic link</p> <p>To learn about changes in living memory to reveal aspects of modern life.</p>	<p>Topic link</p> <p>To learn about changes in living memory to reveal aspects of modern life.</p>		
Geography	<p>Use simple field work skills to study the geography of the</p>	<p>Use simple field work skills to study the geography of the</p>	<p>NC links: Use basic geographical vocabulary to refer to</p>		<p>Identify seasonal and daily weather patterns in the UK and</p>	<p>Identify seasonal and daily weather patterns in the UK and</p>

	<p>school and its grounds and the key human and physical features of its surrounding environment. Use basic geographical vocabulary to refer to key human features including: city, house, office and shop. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p>	<p>school and its grounds and the key human and physical features of its surrounding environment. Use basic geographical vocabulary to refer to key human features including: city, house, office and shop. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p>	<p>key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Name and located the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this level. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>		<p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this level. Use basic geographical vocabulary to refer to key physical features including: season and weather. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this level. Use basic geographical vocabulary to refer to key physical features including: season and weather. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
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<p>Art and Design</p>	<p>Close observational study of themselves and a friend. Using paint and collage to create a self portrait.</p>	<p>Using collage to create a superhero.</p>	<p>Artists – Andy Warhol Media – painting Colour (Painting) – Printing - fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc Ourselves. Primary and secondary colours. Outcome: To produce a whole class display of an everyday object.</p>		<p>Artists - Paul Cezanne sketching still life Media – drawing and collage Patterns (in nature)- (painted, printed, dyed, rubbed, imprinted, embossed etc Texture - Develop techniques of colour, pattern, texture, line, shape, form and space Outcome: To produce a countryside scene with textured backing and insects/animals</p>	
<p>Design and Technology</p>		<p>Using collage to create a superhero.</p>			<p>Focus: Food Strand: Preparing fruit and vegetables Understand where food comes from (including countries with different climates)</p>	
<p>Computing</p>	<p>Recognise and use a</p>	<p>*Use technology</p>	<p>*Use technology</p>	<p>*Recognise common</p>	<p>Data handling –</p>	<p>*Understand what</p>

	range of familiar icons across packages: save, print, open, new, shut down, log on, internet explorer	purposefully to organise and retrieve digital content	purposefully to create, organise, store, manipulate and retrieve digital content *Understand that programs execute by following precise and unambiguous instructions	uses of information technology beyond school	pictogram Produce a written piece about an animal.	algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions *Create and debug simple programs
Physical Education	Use movement imaginatively, responding to stimuli, including music, and performing basic skills. Change the rhythm, speed, level and direction of movements. Evaluate own and others performances. Superhero and villain dances.	Use body to explore ways of making a range of different shapes. Explore different ways of moving and being able to adapt these movements to changing circumstances. Exploring different ways of using a range of different types of equipment. Evaluate own and others	Developing sending and aiming skills using targets and a range of equipment. Develop passing and receiving skills using hands and feet. Develop ball manipulation skills using hands and feet, avoiding obstacles, changing direction and speed.	Create and perform dances using 5 simple movement patterns. Evaluate own and others performances.	Participate in team games. Competing to score. Applying basic tactics including principles of attacking and defending. Developing an understanding of fair play and sportsmanship.	Participate in team games. Competing to score. Applying basic tactics including principles of attacking and defending. Developing an understanding of fair play and sportsmanship.

		performance.				
MFL	n/a	n/a	n/a	n/a	n/a	n/a
Music	To learn simple songs and rhymes. To follow and learn simple melodies. To explore the use of percussion instruments to create their own superhero theme song.	To learn simple songs and rhymes. To follow and learn simple melodies. To explore the use of percussion instruments to create their own superhero theme song.	To write my music down. To read from written notation.	To understand that music tells stories and creates moods.		To play untuned instruments musically. To follow and play from written notation.
RE	The stories and lessons of Jesus in the bible.	The story of the nativity.	Easter and Spring festivals in other cultures i.e Hinduism and Islam.		The creation stories in the bible linked to caring for new life.	
Out of School Learning	Exploring the local area for a 'villains lair'	A visit to a fire station 'real life superheroes'		A visit to Cressing temple barns.	Fingringhoe Wick? Exploring habitats?	
Spiritual, Moral, Social and Cultural Education	Citizenship: roles and responsibilities at home and school 1. To learn about people that are special to them and what they do. 2. To learn about the roles of different	Citizenship: roles and responsibilities at home and school 1. To learn about people that are special to them and what they do. 2. To learn about the roles of different	Fun, food and fitness: fun times. 1. To learn that special foods and drinks are associated with different cultures, customs and celebrations. 2. To understand how	Fun, food and fitness: fun times. 1. To learn that special foods and drinks are associated with different cultures, customs and celebrations. 2. To understand how	Take care of my own personal hygiene for example changing clothes and cleaning teeth PSHE Mental health: good feelings/not so good feelings 1. To learn	Prepare food(e.g. sandwich) safely and cleanly PSHE Financial capability: money 1. To learn about where money comes from and the importance of keeping money safe.

	<p>people in the school.</p> <p>3. To learn about things they are responsible for at home and school. 4. Debate: Everyone should have someone</p> <p>Social Skills 1.Hold the door to allow others through it 2. Use the phrase “May I...” to ask for something. RE Link – Festivals and celebrations Is it ok for people to celebrate religious festivals even if they are not part of that religion?</p>	<p>people in the school.</p> <p>3. To learn about things they are responsible for at home and school. 4. Debate: Everyone should have someone</p> <p>Social Skills 1.Hold the door to allow others through it 2. Use the phrase “May I...” to ask for something. RE Link – Festivals and celebrations Is it ok for people to celebrate religious festivals even if they are not part of that religion?</p>	<p>different active playground games make them feel and to make choices about which they enjoy. 3. To understand that some food choices are healthier than others. 4. Debate: Should people have to eat healthy food? Social Skills Suggest improvements in my own learning RE Link – Festivals and celebrations Is it ok for people to celebrate religious festivals even if they are not part of that religion?</p>	<p>different active playground games make them feel and to make choices about which they enjoy. 3. To understand that some food choices are healthier than others. 4. Debate: Should people have to eat healthy food? Social Skills Suggest improvements in my own learning RE Link – Festivals and celebrations Is it ok for people to celebrate religious festivals even if they are not part of that religion?</p>	<p>about times when people feel joyful / happy. 2. To learn about losing something special and how it feels. 3. To understand how people feel when someone or something special dies and what can help them feel better.</p>	<p>2. To make simple choices about how they spend their money. 3. To learn about saving money.</p>
Class or whole school events	Art open afternoon/morning?	Christmas nativity	English open afternoon/morning		Maths open afternoon/morning	Sports day