



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 |
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| Core Text | Fable of Romulus and Remus. Non-Fiction text about Julius Caesar. | Various poems Iron Man by Ted Hughes | <i>The Jabberwocky</i> by Lewis Carroll <i>The Butterfly Lion</i> by Michael Morpurgo. | <i>If Only</i> by Pie Corbett <i>Unicorns</i> by Pie Corbett | <i>Imagine</i> by Pie Corbett <i>Swallows and Amazons</i> by Arthur Ransome | <i>When I heard the music</i> by Pie Corbett <i>Africa is not a Country</i> by Margy Burns Knight <i>Mufaro's Beautiful Daughters</i> retold by John Steptoe <i>The Pot of Wisdom – Ananse Stories</i> retold by AdwoaBadoe A range of discussion texts |
| English | Poetry Outcome: Using a key text, children will write an image poem. Fables Outcome: Children will write their own fable based on Romulus and Remus. Recounts Outcome: Children will write a recount based on life as a Roman Soldier. | Poetry Outcome: Children will recognise the concept of a verb by choosing and using powerful verbs. Stories by Significant Author Outcome: Children will study the Iron Man and write diary extracts as Hogarth, Menu's for The Iron Man, And look at the use of figurative language to create a 'wanted' poster. Finally, children will produce a newspaper report about the damage the Iron Man was causing. | Poetry Outcome: Children will learn a poem to perform. Stories with an element of fantasy Outcome: Children will be able to write a piece of narrative set within a fantasy. Explanation texts Outcome: Children will write an explanation text which combines text and illustration on one page. | Poetry / creative writing Outcome: Children will write a piece of creative writing based on Springtime. Non – chronological report Outcome: Children will understand the key features of this non-fiction form of writing and apply them to their own work. | Poetry Outcome: Children will write a piece of poetry which focuses up the inclusion of alliteration, simile, metaphor and personification Adventure stories Outcome: Children will write an adventure story based on Swallows and Amazons. Persuasive writing Outcome: Children will write a persuasive piece persuading people to visit a chosen locality. | Poetry Outcome: Children will write poetry inspired by music. Stories from other cultures Outcome: Children will become familiar with a range of texts which have been set in a different culture and use this knowledge to write their own story. Discussion text Outcome: Children will be able to write in a discursive way evaluating the pros and cons when discussing a posed question. |
| English Language | Reading: Children will apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Children will read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Spoken language: listen and respond appropriately to adults and their peers. Children will ask relevant questions to extend their understanding and knowledge. Children will use relevant strategies to build their vocabulary. Children will articulate and justify answers, argument s and opinions. Children will give structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Children will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comment s. Children will use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Children will speak audibly and fluently with an increasing command of Standard English. Children will participate in discussions, presentations, performances, role play, improvisations and debates. Children will gain, maintain and monitor the interest of the listener(s). Children will consider and evaluate different viewpoint s, attending to and building on the contributions of others. Children will select and use appropriate registers for effective communication. | | | | | |

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| <p>SPAG</p> | <p>Words ending 'ure' Possessive apostrophe with singular proper nouns. Homophones</p> <p>Punctuation: Consolidate: Commas after fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Text structure: Children should be encouraged to try to use 'boxing up' consistently by the end of the year. Explain different uses of paragraphs and expect their use.</p> <p>Sentence construction: Continue to encourage use of a range of sentence types for effect. Introduce main/subordinate clauses & rhetorical questions.</p> | <p>Strategies for learning words Prefixes 'in' 'il' 'im' and 'ir' Suffixes ing, er, en,ed Words with el sound spelt 'ei' 'eigh' of 'ey' Word with the s sound spelt 'ch'</p> <p>Punctuation: Introduce: Commas to mark clauses Introduce: Full punctuation for direct speech: each new speaker on a new line, comma between direct speech and reporting clause. Consolidate: Year 4 terminology.</p> <p>Sentence construction: Try a drop –n 'ing' clause; Amanda, running quickly downstairs, fell head over heels.</p> | <p>The g sound spelt 'gu' Words with endings spelt 'ture' Possessive apostrophe with plurals Homophones Strategies for learning words</p> <p>Punctuation: Consolidate: Colon before a list</p> <p>Text structure: Try introducing suspense writing to build up the dilemma. Children should be able to create a 'hook' to answer who, what, where, why and how in their first sentence.</p> <p>Sentence construction: Introduce 'ed' starters e.g. relived, Steph smiled. Try starting with a simile.</p> | <p>Statutory spellings learnt so far Proofreading Prefixes 'anti' and 'inter' Ending spelt 'cian' 'sion' 'tion' 'ssion'</p> <p>Punctuation: Consolidate: Ellipses to keep the reader hanging on. Consolidate: Year 4 terminology.</p> <p>Sentence construction: Expand powerful speech dialogue using adverbs.</p> | <p>Words with s sound spelt 'sc' Strategies for learning words Endings spelt 'sion' Homophones Statutory words learnt during the year.</p> <p>Punctuation: Introduce: Apostrophes for singular and plural possession</p> <p>Text structure: The creation of a hook should lead to understanding of topic sentences they should be able to choose an appropriate noun or pronoun across all sentences.</p> <p>Sentence construction: Children should now be able to appropriately decide between use of a noun or a pronoun to avoid confusion or repetition.</p> | <p>Suffix 'ous' Proofreading Prefixes 'un' 'dis' 'in' 're' 'sub' 'inter' 'super' 'anti' 'auto' Suffix 'ly' added to words ending in 'y' 'le' and 'ic' Strategies for learning words</p> <p>Punctuation: Consolidate: Year 4 terminology.</p> <p>Sentence construction: Children should now be able to appropriately decide between use of a noun or a pronoun to avoid confusion or repetition.</p> |
| <p>Maths</p> | <p>Unit 1: pattern sniffing Unit 2: Investigating number systems Unit 3: Solving calculation problems Unit 4: Exploring shape</p> | <p>Unit 4: Exploring shape Unit 5: Generalising arithmetic Unit 6: Reasoning with measures</p> | <p>Unit 7: Discovering equivalence Unit 8: Investigating statistics Unit 9: Solving problems with number</p> | <p>Unit 9: Solving problems with number Unit 10: Reasoning with fractions Unit 11: Visualising shape</p> | <p>Unit 12: Exploring change Unit 13: Reasoning proportionality</p> | <p>Unit 14: Describing position Unit 15: Measuring and estimating</p> |
| <p>Problem solving</p> | <p>Use a range of strategies when solving problems. Try different approaches and find ways of overcoming difficulties that arise when solving problems.</p> | | | | | |

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| | <p>Develop strategies for solving problems and use these strategies both in working within mathematics and in applying mathematics to practical contexts. Begin to structure an approach when exploring a simple task or solving a problem.</p> <p>Identify the necessary information to carry through tasks and solve mathematical problems. Check results and consider whether they are sensible.</p> | | | | | |
| Science | <p>Earth, sun and moon-sizes, seasons, day and night.</p> <p>Light – Source, seeing, reflections and shadows. Explain how light appears to travel in straight lines and how this affects seeing and shadows.</p> | <p>Humans:</p> <p>Pupils will describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions</p> | <p>States of matter:</p> <p>Observe that some materials change when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius.</p> <p>Identify, compare and group solids, liquids and gases.</p> <p>Chn will compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> | <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Electricity : appliances, circuits, lamps, switches, insulators and conductors.</p> <p>Identify appliances that run on electricity.</p> <p>Construct a simple series electrical circuit identifying and naming the basic parts, inc.</p> <p>Cells, wires bulbs, switches, buzzers</p> <p>The effect of the voltage in cells and the resistance and conductivity of materials.</p> | <p>Evolution and inheritance:</p> <p>Classify living things in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that changing environments can pose dangers to living things.</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p>Chn will identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.</p> |
| History | <p>Romans:</p> <p>The Roman empire and its impact on Britain.</p> <p>Roman Gladiator to visit and take us through how a gladiator lived.</p> | <p>The spread of the Roman Empire. How the Roman's influenced life in Britain today- roads/houses etc.</p> | | <p>A local history study- extreme weather events in our locality- 1953 floods, 1989 Great storm etc.</p> | <p>Major events that changed the history of Britain- The Tudor Period.</p> | <p>Visit to Crossing Temple barns to study Tudor life.</p> |
| Geography | <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>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</p> | <p>Locational knowledge 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 characteristics, countries, and major cities name and locate counties and cities of the</p> | <p>Extreme weather around the world. A look at climate zones. Weather and climate studies.</p> <p>Hurricanes, floods, wildfires, blizzards etc.</p> | <p>Impact of extreme weather disasters.</p> <p>Effects of extreme weather in our locality, causes etc.</p> | <p>Use the eight points of a compass, four figure references, symbols and keys to build knowledge of the UK and the world</p> | <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics.</p> |

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| | characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of South America. | United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features | | | | |
| Art and Design | Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. | Improve skills in drawing, painting and sculpture, using various materials.. | | | Improve skills in sculpture – using recycled materials | |
| Design and Technology | Clay modelling. | | | Use mechanical, systems in own products. Use a wider range of tools and materials. | Understand and apply principles of a healthy diet. Prepare and cook mainly savoury dishes. Understand seasonality of produce. | |
| Computing | 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. | Understand computer networks including the internet; how they can provide multiple services such as the World Wide Web. Children will use a variety of software that accomplish given goals including collecting, analysing and presenting data and information. Use hyperlinks effectively. | Use Scratch (block programming) | Understand computer networks including the internet; how they can provide multiple services such as the World Wide web | Chn will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. | Children will use a variety of software that accomplish given goals including collecting, analysing and presenting data and information. |
| Physical Education | Invasion Games: Develop key techniques in isolation such as passing and receiving dribbling, dribbling, shooting and tackling. Marking/guarding. Apply and combine techniques to game related activities. | Invasion Games: Develop key techniques in isolation such as passing and receiving dribbling, dribbling, shooting and tackling. Marking/guarding. Apply and combine techniques to game related activities. | Swimming | Dance: Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Change the rhythm, speed, level and direction of movements | Athletics: Children will take part in a variety of disciplines; running, jumping and throwing within the athletics curriculum. Developing speed, strength. reaction time, co-ordination, balance | Striking and Fielding Develop striking techniques using a range of bats. Develop throwing, catching and aiming techniques in isolation over a range of distances, using targets |

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| | <p>Develop an understanding of tactics, positions and responsibilities within a team.</p> <p>Compete in small sided team games applying the principles of attacking and defending.</p> <p>Demonstrating aspects of fair play and sportsmanship.</p> | <p>Develop an understanding of tactics, positions and responsibilities within a team.</p> <p>Compete in small sided team games applying the principles of attacking and defending.</p> <p>Demonstrating aspects of fair play and sportsmanship.</p> | | <p>in relation to the music and accompaniment.</p> <p>Expressing feelings and emotions through dance.</p> <p>Work with others effectively sharing ideas to create and perform a dance including 8 steps.</p> <p>Evaluate and compare own and others performances to demonstrate how to improve.</p> | <p>and agility.</p> | <p>including, wickets, posts and hoops.</p> <p>Apply techniques in combination into game related activities.</p> <p>Develop an understanding of fielding positioning and organisation.</p> <p>Develop an understanding of game rules.</p> |
| MFL | <p>French</p> <p>Colours</p> <p>Countries</p> | <p>French</p> <p>Christmas rhymes and stories</p> | | <p>French</p> <p>Weather terms, phrases, vocabulary, temperateure.</p> | | |
| Music | <p>Essex Music Scheme</p> <p>Mamma Mia</p> <p>To understand the main features of popular music.</p> <p>To improve the ability to read written music notation.</p> <p>To learn about instrumentation.</p> <p>To perform songs as an ensemble, with instrumental accompaniment.</p> | <p>Essex Music Scheme</p> | <p>Essex Music Scheme</p> | <p>Essex Music Scheme</p> | <p>Essex Music Scheme</p> | <p>Essex Music Scheme</p> |
| RE | <p>Christianity:</p> <p>To know the broad sequences and event of the Gospels story.</p> <p>To understand that God is understood by Christians as father, Son and Holy Spirit. To explore how the life and teaching of Jesus tell Christians about God and what it means to be</p> | | <p>Islam:</p> <p>To know that Muslims believe that there is one God. Allah;only He is worshipped; Allah is Arabic for God and his gender is neutral.</p> <p>To understand that Allah created everything including human beings.</p> <p>To explore the significance of the Five</p> | | <p>Sikhism:</p> <p>To understand that the ten human Gurus and the Guru Granth sahib are revered as sources of spiritual authority for Sikhs.</p> | <p>Holy and Special books:</p> <p>To understand that for most people there are certain books which have a special significance.</p> <p>To appreciate that the reverence shown to holy books can be part of worship for some faith communities.</p> |

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| | <p>a Christian To understand the Christians try to follow the example of Jesus as a basis for living their lives. To be aware that Christians worship as a community and as individuals</p> | | <p>Pillars of Islam. To understand that Muslims believe that God teaches them through other messengers Adam, Abraham, Moses, Jesus and the books of the Torah, Zibur, Gospel, Qur'an. To know that Muslims believe in a life after death.</p> | | | <p>To understand that for believers, their holy book may be the most important source of authority in their lives. To learn that the sacred texts contain different kinds of literature such as poetry, law, parable, prayer.</p> |
| <p>Out of School Learning</p> | <p>Roman Gladiator Visit</p> | | | | | <p>Trip to Crossing Temple Barns</p> |
| <p>Spiritual, Moral, Social and Cultural Education</p> | <p>Know how to make a visitor or new pupil feel welcome</p> <p>Fun, food and fitness; making health choices.</p> <p>To learn about choosing healthy snacks and what influences peoples decisions.</p> <p>To understand that their leisure time activity choices can be very active or less active and how this can impact on a persons health.</p> | <p>Keeping safe (online / offline)</p> <p>To learn about behaviour – online and offline – and what is acceptable and unacceptable.</p> <p>To learn about the importance of keeping personal information secure.</p> <p>To learn how to be safe in their computer gaming habits.</p> | <p>Respect difference in others Demonstrate an understanding how your behaviour affects others.</p> <p>Drug, alcohol and tobacco education:drugs common to everyday life</p> <p>To learn about drugs that are common to everyday life and why people choose to use them.</p> <p>To learn about alcohol and its effects on the body.</p> | | <p>Democracy</p> <p>To learn about the role of the government, the main political parties and how laws are made.</p> <p>To learn about the role of the local council.</p> <p>To learn about voluntary and community pressure groups, and the role of charities.</p> | |
| <p>Class or whole school events</p> | <p>Roman Gladiator to visit school</p> | <p>TBC</p> | <p>TBC</p> | <p>TBC</p> | <p>TBC</p> | <p>TBC</p> |