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 froma 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 aspupils 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 inthe wider world.

- ❖ To regularly review our curriculum provision, in order to ensure that the curriculum, alongside current educational research, promotes excellencein 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 2016/17   Year Group: EYFS

	Autumn 1 'All About Me'	Autumn 2 'People Who Help Us'	Spring 1 'Around the World'	Spring 2 'Fairytales'	Summer 1 'Growing'	Summer 2 'Fun in the Sun'
Communication & Language	Listening and responding to simple stories/rhymes/non-fiction; Listening to stories without props; Responding to simple instructions; Asking how and why questions; join in with repeated refrains	Listening & responding to info; Listening to stories without props; Responding to others' ideas; Responding to humour-rhymes/jokes; Re-telling stories	Joining in with discussion; Listening to stories without props; Responding to others' views; Anticipating events in stories; re-telling stories/events; asking/answering questions; Developing own narratives/explanations	Listening carefully; Listening to stories without props; Following instructions; Asking/answering questions; developing own explanations; using talk to clarify ideas; Re-telling stories; Anticipating events in stories; Taking part in more advanced role-play; join in with repeated refrains	Listening to stories without props; Using past, present & future forms accurately in speech; Taking part in more advanced role-play; Following instructions; asking/answering questions; developing own explanations & suggestions; using talk to clarify ideas; sequence and clarify events	Listening attentively in a range of situations; Using past, present & future forms accurately in speech; Listening to stories without props; Developing own narratives/explanation; using talk to clarify ideas
Personal, Social & Emotional Development	Learning class and school routines and rules; Expressing own likes/dislikes & opinions; Making new friends; My feelings (relate to 'Titch'); being able to share/turn-take (cooperative play)	Introducing 'Fish Philosophy'; Being aware of school and personal boundaries and sticking to them; personal safety (relate to those who can help us); My feelings-happy & sad times; ask questions of	Negotiating in order to solve problems (relate to differences between people and cultures); Joining in; My attitude	Getting on with others (cooperative play); Taking steps to resolve conflicts; Being confident to speak out	Doing the right thing (relate to Spiderman-insects); Talking about own abilities (relate to Spiderman); Trying new activities (school trips/food tasting); Basic ICT	Playing fairly and sharing; take steps to resolve conflicts; transition and change (moving into year 1)

		others				
Physical Development	Introducing routines and encouraging self-help skills- hand washing, using toilet, dressing self; Looking after our bodies – keeping bones and teeth healthy, keeping clean; Negotiating space successfully; Learning the PE rules and routines; Developing fine-motor skills –drawing/ writing tools, scissors, cutters, clay-tools etc	Experimenting with ways of moving – floor work; understanding the need to eat a variety of food (link to party food/ healthy eating); Developing fine-motor skills – drawing/ writing tools, scissors, cutters, clay-tools etc; practising safety measures (links to emergency services jobs); self-changing (Nativity costumes)	Experimenting with ways of moving – large apparatus; understanding the need for safety; Developing fine-motor skills –drawing/ writing tools, scissors, cutters, clay-tools etc; 'Let's Move' – dance radio programme – Dances from around the world (4 episodes);	Gaining control over small apparatus- pushing, patting, throwing, catching, kicking; Developing fine-motor skills –drawing/ writing tools, scissors, cutters, clay-tools etc	Joining in with simple team games; healthy diets, sleep, exercise (link to Spiderman and growing vegetables); Developing fine-motor skills –drawing/ writing tools, scissors, cutters, clay-tools etc	Joining in with simple team games (sports day; importance of exercise; Developing fine-motor skills – drawing/ writing tools, scissors, cutters, clay-tools etc
Core Texts	'Titch' (Hutchins); 'Funnybones' (Ahlberg); 'Dear Zoo' (Campbell)	'Fireman Sam'; Barnaby Bear (BBC website) Poole water safety; Postman Pat	'If I were President' (Stier); 'Letters from Around the World' (McLaren); 'Possum Magic' (Fox); 'I Live in Tokyo' (Takabayashi)	Classic Fairytale selection (3 Little Pigs, Little Red Hen, Snow White)	'Incy Wincy'; Info Books; Spiderman comics; 'The Hungry Caterpillar' (Carle); 'Handa's Surprise' (Browne)	Information Books; Seaside Poems; 'Commotion in the Ocean' (Andreae); 'Lighthouse Keeper's Lunch' (Armitage)
Reading	Sharing books (page & screen); Rhyming strings; L&S Phase 1 and starting Phase 2;	Sharing books (page & screen);L & S Phase 2; listening to and blending sounds in	Sharing books (page & screen);L & S Phase 3; blending beyond CVC words, continue rhyming	Sharing books (page & screen);L & S Phase 3; reading HFWs	Sharing books (page & screen);L & S Phase ¾; reading HFWs	Sharing books (page & screen);L & S Phase ¾; reading HFWs, continue rhyming

	listening to initial word sounds	words	string			strings
Writing	Basic letter formation – linked to L&S; Writing my name; Writing simple sentences – e.g. 'I am 4' and speech bubbles; writing CVC words	Basic letter formation – linked to L&S; Number formation; writing names; writing simple captions, sentences, parts of a story, instructions; writing CVC words	Basic letter formation – linked to L&S; Number formation; writing surnames; writing simple poems, speech bubbles & information texts; writing beyond CVC words	Basic letter formation – linked to L&S; Number formation; writing surnames; simple story-writing and character descriptions	Basic letter formation – linked to L&S; Number formation; writing surnames; simple rhyme-writing, non-chron report (Spiderman); writing HFWs	Basic letter formation – linked to L&S; number formation; writing whole names independently; chron-report (based on school visit), instructions, story-writing
SPAG	Understanding what 'writing' is; letters and words; Alphabet song	Letter sounds and names; phonemes and graphemes; sentences; spaces between words; Alphabet song	Letter sounds and names; Phonemes and graphemes; Sentences - full stops, spaces, capital letters, making sense	Letter sounds and names; Phonemes and graphemes; Sentences; full stops, spaces, capital letters, making sense, exclamation marks/ question marks	Letter sounds and names; Phonemes and graphemes; Sentences; full stops, spaces, capital letters, making sense, exclamation marks/ question marks; writing on lines	Letter sounds and names; Phonemes and graphemes; Sentences; full stops, spaces, capital letters, making sense, exclamation marks/ question marks; writing on lines
Maths	Baseline Assessment N: Counting to 20 and back; Number songs and finger rhymes; Missing numbers; ordering numbers, recognising numbers SSM- comparing and	N: Counting & num recog; One more/one less; Language of addition & subtraction; SSM - Weighing cooking ingredients; simple capacity; data	N: Counting & num recog; Addition/subtraction in practical activities; introduction of number sentences; SSM- 2D & 3D Shape (buildings and the environment), data-handling – block charts;	N: Counting & num recog; Addition/subtraction counting on and back (using num line); Practical doubling/halving activities; counting in twos; introduction of number sentences; SSM –	N: Counting & num recog; Addition/subtraction problems - Recording results; 'sharing' activities; counting in 10s; SSM – position and movement; 2D/3D shape (link to shapes in the	N: Counting & num recog; solving problems – addition, subtraction, doubling, halving & simple recording of results; counting in 5s; SSM-Time; Capacity (link to

	measuring lengths and heights; money (shop); data handling – pictogram (eye/hair colour); time (linked to birthdays); sequencing events in our own lives (daily routines)	handling – tally charts; 2D shapes and patterns (paper designs); 3D shapes (parcels); Time- link to months, seasons	time (linked to days)	length/weight; patterns (link to colours)	environment (outdoors); Time-sequencing events (linked to growing); money (green grocer shop)	sand buckets); money (beach shop);
Problem solving	How can we work out who's tallest? How do we know which is the most popular favourite colour?	Wrapping presents – What size paper do I need? How do you know? How much tape will I need?	Can we compare the features of environments (;ink to weather recordings)?	What would be the best material to build a bean stalk from? Can we measure a giant's hand?	How can we record our predictions/findings (science experiment)? Linked to growing.	How could we work out the capacity of the ocean?
Understanding the World	Familiarisation with school and setting; Personal histories (baby clothes); seasonal change; Know names for basic software; Use class camera, IWB & CD player; Ongoing: independent use of i-pad, IWB, laptop (with mouse)	How people celebrate Christmas; comparing homes; people in the community – dentists, doctors, nurses (& how they use technology); Using paint program (fireworks pics) – mouse control; Ongoing: use of i-pad, IWB, laptop (with mouse)	Finding out about different customs Looking at similarities/ differences/change – water in its different states; Comparing environments – local vs around the world; Write name using keyboard; log in; investigate winter-Espresso; Ongoing: use of i-pad, IWB, laptop (with mouse)	Looking at similarities/differences in materials (bean stalk modelling); Seasonal change – colours around us. Learn about 'Holi' and Easter festivals, and how they're celebrated (simple research on Espresso); Using laptop to type own fairytales; save simple file; Ongoing: use of i-pad, IWB, laptop (with mouse)	Compare lifecycles- spider and caterpillar; Consider different animal habitats; Label parts of a plant and grow beans/strawberries, etc. and make observations; Use Beebots- program them to move across grid to reach target, use vocab 'algorithm & 'debug'; Basic ICT safety; Ongoing: use of i-pad, IWB, laptop (with mouse)	Compare school and beach environments; Compare sea and land creatures; Select and play simple games (Espresso); Write a sentence using keyboard; Ongoing: use of i-pad, IWB, laptop (with mouse)
Expressive Arts	Self-portraits (paper	Exploring colour	Experimenting with	Experimenting with colour	Paint and symmetry;	Natural/beach art

and Design	plates); Nursery rhymes and simple songs; exploring sounds of instruments; skeleton collages; drama- linked to T4W; 'Skeleton dance' – movement to music EMS Scheme- 'Me!'	mixing- fireworks pics; combining materials- making collage cards for celebrations; drama- linked to T4W Performing in school play; EMS Scheme- 'My stories'	design-snowflakes; creating snacks from around the world; clay-making animal models & basket weaving (Handa's surprise); drama- linked to T4W EMS Scheme – 'Big Bear Funk'	– splash painting, choosing and mixing; sponge painting; drama- linked to T4W; EMS Scheme – 'Everyone'	veg/fruit printing; creating Spiderman masks/costumes; Evaluating Eric Carle's book illustrations and making our own; evaluating work of an artist 'Cezanne' (still life fruit). EMS Scheme – 'Our World'	(Andy Goldsworthy) – creating our own; marble painting
Out of School Learning		Visit a restaurant/emergency services/post room?	Farm trip	Artist visit?	Allotments Zoo	Beach Exploration
Class or whole school events	Roald Dahl week Macmillan coffee morning Visit from health professional? Harvest	Christmas fayre Christmas Play Pantomime Emergency service visit?		Pancake race World book day Mother's day meals Easter activities		Sports day