



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	Narrative - Paddington stories Information texts - transport, Peru, Great Britain, materials, G Darling Transport poetry - including 'The Song of the Train' (D McCord), 'From a Railway Carriage' (RL Stevenson)	Narrative -The Christmas Story Information texts - about The Titanic Seasonal poetry	Narrative - 'Stone Soup', 'The Magic Porridge Pot' Poetry - Silly food poems Non Fiction Texts- Where our food comes from; Recipe books	Narrative - Aesop's fables, 'Anansi' stories - link to health and wellbeing Non-Fiction: Our Bodies	Narrative -Mr Grinling stories Non-Fiction - linked to oceans and seas and sea creatures	Narrative - 'This Morning I Met a Whale'; Frog & Toad stories Poetry - Sea Poems
English	Narrative: Stories with Familiar Settings/stories by significant authors (Bond) Poetry: Pattern and Rhyme - Exploration and Performance Non Fiction:	Non Fiction: Information texts (Titanic) Chronological Reports - Writing about real events - Grace Darling	Narrative: Traditional tales Poetry: 'Silly Stuff' - funny/nonsense poems Non- Fiction: Recipes, Instructions	Narrative: Stories from other cultures Non Fiction: Persuasive writing, letter writing (link to healthy eating); Explanation (link to F Nightingale/ M Seacole)	Narrative: Stories by the same author - character studies Non Fiction: Information texts	Narrative: Extended stories - 'This Morning I Met a Whale' (Morpurgo) Poetry: Poems on a theme - Seaside Non Fiction: Chronological reports (zoo visit)

English Language	<p>Reading: develop phonics until decoding is secure and reading fluent; read by blending sounds; read words of 2+ syllables containing taught GPC's; read words with common suffixes; read common 'exception' words; read frequently encountered words quickly and accurately; read and reread</p> <p>books at appropriate level; discuss fiction, non-fiction and poetry beyond own reading level; discuss word meanings and favourite words/phrases; check for and correct reading errors; make inferences and predictions; ask and answer questions; discuss books, poems and other texts; explain their understanding of texts</p> <p>Writing: spell by segmenting into phonemes; learn new ways of spelling phonemes and some common homophones; spell common 'exception' words and more contractions; use the singular possessive apostrophe; distinguish between homophones and near-homophones; add suffixes to spell longer words;; write simple dictated sentences; use letters and spaces of appropriate size; start using pre-joining strokes; write in different genres for different</p>		
Phonics	Phase 4/5 moving onto Phase 6 Babcock Spelling Scheme		
GPS	Commas in lists and to mark clauses	Apostrophes to mark possessions	Children to add drop ing clauses
Revise capital letter, noun, adjectives	Commas after ly, Verbs and adverb Using suffixes/ plurals Simple/ compound sentences Introduce commands A wider range of subordinating conjunctions Introduce homophones Contractions	Using suffixes/ plurals More complex ly starters Swapping word orders for effect and understanding Long and short sentences for effect 'pattern of 3' Expanded noun phrases Homophones and near homophones	More complex sentence structures Clauses Common exception word Using suffixes-less -tion

Maths- By the end of Y2 a child should be mentally fluent with whole numbers, counting and place value. A child should know the number bonds to 20 and be precise in using and understanding place value Using practical resources, a child can work with numerals, words and the four operations (eg concrete objects and measuring tools) Using a range of measures, a child can recognise, describe, draw, compare and sort different shapes and use the related vocabulary A child can describe and compare different quantities such as length, mass, capacity/volume, time and money A child can read and spell mathematical vocabulary at a level consistent with their

Mental Strategies –KIRFS maths meetings 2x weekly

Maths throughout the year

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
 Practise doubling and halving using place value e.g. double 20, double 200
 Recognise the place value of each digit in a two-digit number (tens, ones)
 Compare and order numbers from 0 up to 100; use <, > and = signs
 Read and write numbers to at least 100 in numerals and in words
 Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones
 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
 Recognise odd and even numbers
 Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line. This reinforces the concept of fractions as numbers and that they can add up to more than one.

Number and place value

Counts in steps of two, three, and five from 0, and in tens from any number, forward and backward
 Compares and orders numbers from 0 up to 100
 Uses <> and = signs correctly
 Uses place value and number facts to solve problems

Addition and subtraction

Solves problems with addition and subtraction by: 1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and 2. applying an increasing knowledge of mental and written methods. Recalls and uses addition and subtraction

Multiplication and division

Recalls and uses multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers
 Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Fractions

(including decimals)
 Recognises, finds, names and writes fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity
Measurement
 Solves simple problems in a practical context involving addition and subtraction of money of the same unit including giving change

Geometry: position and direction Uses mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics Asks and answers questions about totalling and comparing categorical data

		facts 100		Geometry: properties of shape Compares and sorts common 2-D and 3- D shapes and everyday objects		
Problem solving	<p><u>Method of Solving Problem</u> Continue and explain a more complex repeating pattern</p> <p>Know that there can be more than one answer to a question e.g. I bought a toy for 50p. Which coins could I have used?</p>					
	<p><u>Ways of Recording</u> Record problem solving ideas using drawings, words, numbers and calculations</p>					
	<p><u>Speaking and Listening</u> To explain my ideas using 'because'; to ask a question when stuck; to say what was easy and what was difficult about solving a problem (meta-cognition)</p>					
<u>Science</u>	<p><u>Working Scientifically</u> Use practical scientific methods, processes and skills whilst studying the programme of study. Use simple scientific language to talk about what they have found out and communicate their ideas in a variety of ways. Experience and observe natural phenomena. Look closely at the natural and humanly-constructed world around them. Be curious and ask questions about what they noticed Develop their understanding of scientific ideas by using different types of scientific enquiry to collect information.</p>					
	<u>Uses of everyday materials</u>		<u>Animals (including humans)</u>		<u>Living things and their habitats</u>	
	<p>Identifying properties of materials, what they are used for and the differences between them.</p> <p>Comparing them and their suitability Investigations regarding properties and their uses</p>		<p><u>Plants</u></p> <p>How animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals,</p>		<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a</p>	

		<p>including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>simple food chain, and identify and name different sources of food.</p>
<p><u>History</u></p>	<p>Learn about significant events beyond living memory - George Stevenson and 'The Rocket' ('The Father of the Railways'), Grace Darling (lifeboats) and people's reactions</p> <p>Significant local history - Walton Lifeboat</p> <p>Learn about significant historical events - Remembrance Day</p> <p>Learn about changes within living memory - transport changes - high speed trains, air travel, space exploration - and consequences</p> <p>Use historical evidence to find out about past events -The Titanic & its fate (letters, eye-witness accounts, newspaper reports)</p>	<p>Learn about the lives of significant individuals, comparing aspects of life in different periods - Florence Nightingale /Mary Seacole and Edith Cavell</p>	<p>Learn about significant historical events in the local area - historical attempts to protect the land from the sea. Use sources such as newspapers, photographs, people's memories</p>

<p><u>Geography</u></p>	<p>Discuss why people make journeys and the different modes of transport that can be used.</p> <p>Begin to identify the four countries of UK, the capital cities and seas.</p> <p>Study a small area of the UK (Frinton/Tendring) and compare and contrast with a small area of a contrasting non-European country (Lisbon, Peru). Consider key physical and human features.</p> <p>Locate the 7 seas and 5 continents use atlases and maps to pinpoint their locations.</p>	<p>Use simple compass directions - link to where our food comes from.</p> <p>Identify seasonal/daily weather patterns in UK & location of hot/cold areas in world (link to food growth)</p>	<p>Name, locate and identify the characteristics of UK and seas.</p> <p>Use simple fieldwork skills to study the local area - Beach & Greensward</p> <p>Know some of the physical changes that have taken place due to natural processes - erosion (link to Naze and recent new defences in Clacton)</p>
<p><u>Art and Design</u></p>	<p>Use a range of materials; to develop a wide range of art and design techniques in using colour, pattern, and texture; to learn about a range of artists, craft makers and designers.</p> <p>Peruvian folk art (arperillas, weaving) Cold colours and Titanic inspired painting.</p>	<p>Use a range of materials; to develop a wide range of art and design techniques in using line, shape, form and space; to learn about a range of artists, craft makers and designers.</p> <p>Fruit Faces (Guiseppe Arcumboldo); fruit printing; human form sculpture (Giacometti)</p>	<p>Use a range of materials to design and make products; to develop a wide range of art and design techniques in using colour, pattern, and texture, line shape, form and space; to learn about a range of artists, craft makers and designers.</p> <p>Seascapes (Simon Carter); Fish clay sculptures; sand sculptures</p>

<p><u>Design and Technology</u></p>	<p>Moving Pictures</p> <p>Children to design, make and evaluate moving pictures related to Paddington topic (sliders, hinges, levers and dials).</p>	<p>Moving Vehicles</p> <p>Children to make, design and evaluate a moving vehicle (wheels and axels).</p>	<p>Prepare to Party!</p> <p>To enable pupils to start to apply their understanding about healthy eating and to explore where their food comes from. To plan a dish with consideration for the dietary needs of others and prepare a dish safely and hygienically (designing and making a dish for a party).</p>		<p>Beach Huts</p> <p>Children to design and make a model beach hut, exploring how they can build a stronger and more stable structure.</p>	<p>Puppets</p> <p>Children to investigate puppets and then design, make and create their own sea creatures puppets.</p>
<p><u>Computing</u></p>	<p>Digital Literacy: Use technology safely and respectfully.</p> <p>(Hector’s World)</p> <p>Computer Science: Understand what algorithms are; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs</p> <p>(Beebots)</p>	<p>IT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>(Creating, organising and editing text based on class topic.)</p> <p>Digital Literacy: Recognise common uses for IT outside of school.</p> <p>(Emergency Services)</p>	<p>Computer Science: Understand what algorithms are; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.</p> <p>(Coding games, block programming)</p>	<p>IT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Using digital content to create a Healthy Eating presentation.</p> <p>Digital Literacy: Use technology safely and respectfully</p> <p>(E Safety – sharing information)</p>	<p>Computer Science: Understand what algorithms are; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.</p> <p>(Create animal quiz on 2DIY)</p> <p>IT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>(data handling – animals)</p>	<p>Audio Books</p> <p>IT: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>(Create audio book based on ‘watery world’ theme.)</p> <p>Digital Literacy: Recognise common uses for IT outside of school.</p> <p>(audio books)</p>

<p><u>Physical Education</u></p>	<p><u>Dance</u> 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. 'Noah's Ark' theme</p> <p><u>Basic Skills</u> Improving skills - running, jumping, throwing, catching. Making up own games and participating in simple team games. Working to improve own performance.</p>		<p><u>Gymnastics</u> 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. Performing a range of actions and responding to commands. Evaluate own and others performance.</p> <p><u>General Fitness</u> (link to topic) Simple circuit training - improving my fitness, knowing the importance of exercise as part of a healthy lifestyle</p>		<p>Develop passing and receiving skills using hands and feet. Develop ball manipulation skills using hands and feet, avoiding obstacles, changing direction and speed.</p>	<p>Participate in team games. Competing to score. Applying basic tactics including principles of attacking and defending. Developing an understanding of fair play and sportsmanship.</p>
<p><u>Music</u></p>	<p>Beginner-recorder sessions. Correct positioning and playing. Learning notes B,A,G Simple composition/improvisation</p>	<p>Learning songs and performing in KS1 Christmas Production</p>	<p><i>Hands, feet, Heart</i> - Appraising different music & learning about history/style; focus on pulse, rhythm & pitch; singing together & playing in an ensemble; exploring S African music; improving using 5 notes of C scale</p>	<p><i>I Wanna Play in a Band</i> Appraising different music & learning about style/history; focus on pulse, rhythm & pitch; singing together & playing in an ensemble; improvising using 5 notes of G scale</p>	<p><i>Zootime</i> Appraising different music & learning about style/history; focus on pulse, rhythm & pitch; singing together & playing in an ensemble; improvising</p>	<p><i>Reflect, Rewind, Replay</i> Listen and Appraise - The History of Music. Musical Activities - learn about the interrelated dimensions of music through: Revising different sections of the units that include: games, singing, playing instruments, improvising, composing; The Language of Music; Perform and Share - prepare for a performance</p>
<p><u>RE</u></p>	<p>Special Places</p> <p>Children will consider places that are special to them and our community. They will also learn about special places in Christianity (churches), in Peruvian culture (stone circles) and in homes</p>		<p>Special words and stories</p> <p>Children will begin by discussing stories that are special to them and their families. They will learn about the Bible and stories that Jesus told (plant and food related e.g. The Sower, feeding of the 5000). They will</p>		<p>Special ways of living</p> <p>Children will consider the pattern of their own lives and how they can make a difference in our community and wider world. They will consider the life of a vicar/minister and why Christians attend church. They will investigate patterns of</p>	

	(doorways in Hinduism and Christmas decorations).		also learn about Purim and the story of Esther (Judaism).		prayer (Islam)	
<u>Out of School Learning</u>	Lifeboat Visit	Church & Memorial visit		Birch Hall (Fitness focus)	Beach visit	Zoo visit
<u>Spiritual, Moral, Social and Cultural Education</u>	<p>PSHE Our Happy School</p> <p>1.To learn about what is unique about each other and our class. 2.To learn about our likes and dislikes. 3.To learn about working together.</p>	<p>PSHE Keeping safe: at home and outside</p> <p>1.To learn about keeping safe in the home, including fire safety. 2.To learn about keeping safe outside, including road safety. 3.To learn about people who help keep us safe (including police, fire service).</p>	<p>PSHE Healthy Mind, healthy body</p> <p>1.To learn about the food we eat. 2. To introduce children to the choices that can be made regarding the provenance of food and how to budget.</p>	<p>PSHE Drug, alcohol and tobacco education: medicines and me</p> <p>1.To learn about why medicines are taken and that there can be alternatives to taking medicines. 2.To understand what medicine looks like and how they are used. 3.To learn the safety rules about using and storing medicines.</p>	<p>PSHE My friends and family</p> <p>1. To explore relationships with friends and family. 2. To consider more sensitive issues such as growing and changing and personal hygiene.</p>	<p>PSHE Ready Steady Go</p> <p>1. To help children explore everyday changes and their feelings about them. 2. To help them to view change as a positive aspect of their lives and to develop strategies to cope with it and build resilience.</p>
<u>Class or whole school events</u>	Harvest	Nativity Play Christmas Party and Santa Visit		Music Concert		
<p>Assemblies</p> <p><u>Introduce Fish</u></p> <p><u>Philosophy</u></p>	Harvest	St Andrew's Day 30/11 Remembrance Day Guy Fawkes Christmas	Shrove Tuesday St Valentine's day Chinese New year Year E-safety day	Easter Mothering Sunday St Georges Day St David's Day St Patrick's Day		Environment day Transitions- moving on and changes

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