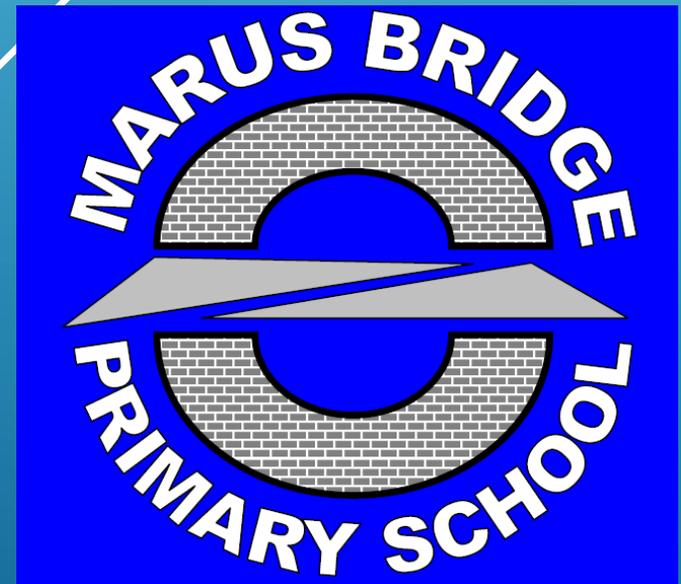
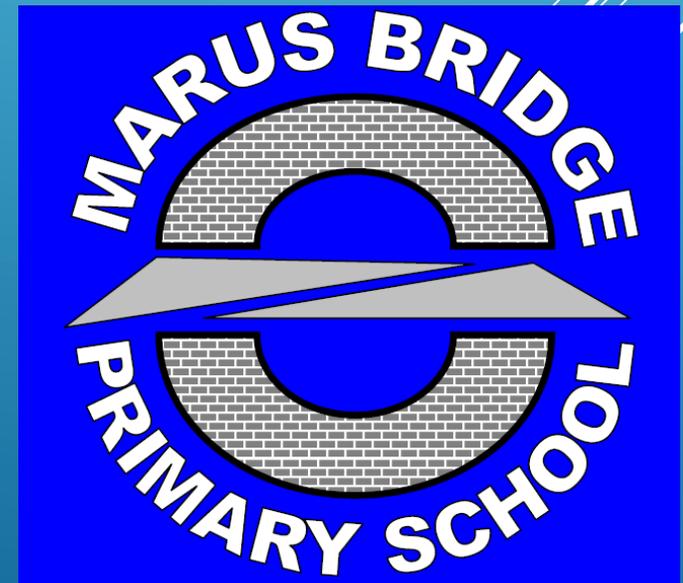


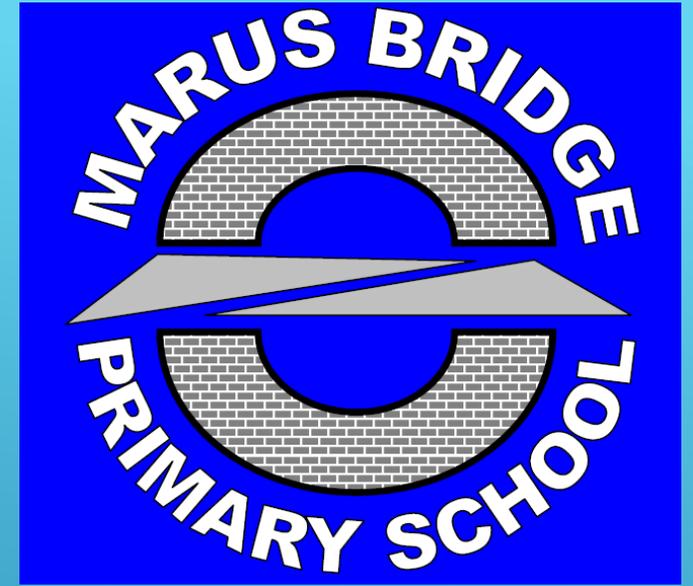
CREATIVE CURRICULUM



- ▶ At Marus Bridge we aim to offer a well-balanced and broad based curriculum. This education is not only academic, but includes cultural, social, spiritual and physical development and growth.
- ▶ Our curriculum holds the development of literacy and numeracy at its heart, alongside developing the attributes for children to be independent learners, as these are the essential life skills for every child to be able to access future learning. We aim to provide our children with practical, hands-on learning opportunities; these enable children to experience learning in a meaningful way that reflects their interest and needs. We tailor learning to provide children with opportunities to develop skills and explore concepts. These will allow them to build their knowledge and understanding through topics that will capture their interest and stimulate their imagination.

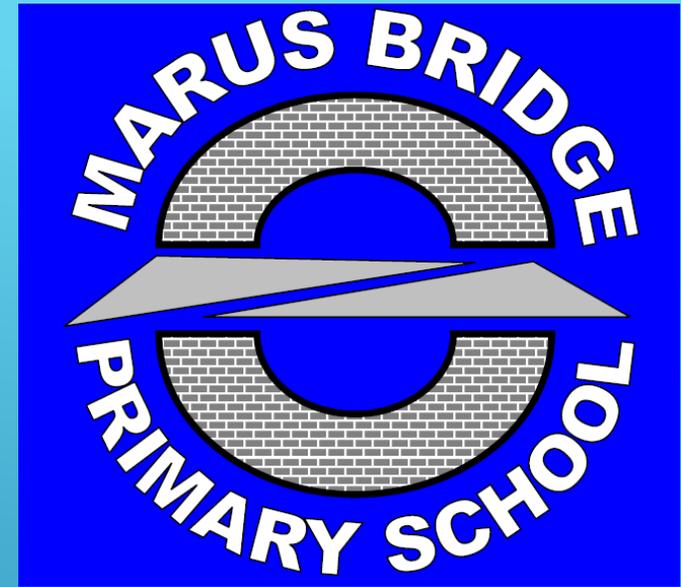


- **National curriculum and much, much more.**
- **Cross curricular topics and celebrations of diversity.**
- **Bridge Builders: it's about learning, it's about children.**

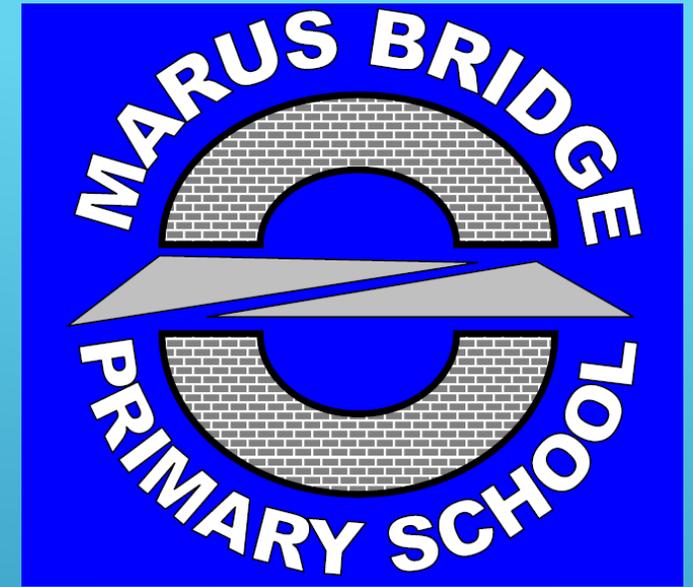


Our curriculum:

- **Is broad and balanced**
- **Has opportunity to achieve success in many different areas**
- **prepares our pupils for life beyond Marus Bridge**
- **Supports life in modern Britain: RE, SMSC, DLLRT**

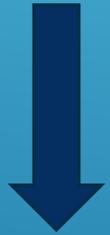


- ▶ Each topic starts with a 'WOW!' experience
- ▶ The children's learning is also celebrated at the end of each topic: exhibitions, plays, continue parents' afternoons.
- ▶ English and Maths skills in all
- ▶ Special days, such as 'Art' Curriculum Day or 'Science' Curriculum Day
- ▶ Bridge builders fits perfectly alongside this new creative curriculum.



Curriculum Drivers in all our learning:

- 🌀 Engagement and enjoyment
- 🌀 Social, moral and spiritual wellbeing
- 🌀 Active and outdoor learning



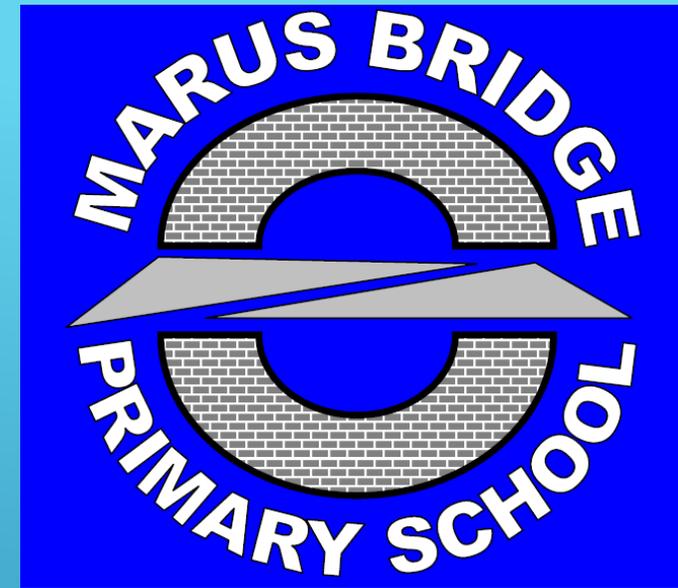
Children's interests



**Year Group
themes and NC
objectives**



**MUST BE
Child-
focused**



KS1 Planning Example

Marus Bridge Primary School – Home Planner

Children will be covering

English

Y1 Spelling and Grammar

Combine words to make sentences.
Separate words using finger spaces.
Form lower case letters correctly and in the correct direction, using the correct starting and ending points.
Use syllables to divide words when spelling.

Y2 Spelling and Grammar

Demarcate most sentences with capital letters and full stops.
Use question marks appropriately.
Use capital letters for proper nouns and the personal pronoun I.
Use sentences with different forms in writing.
Segment spoken words into phonemes and record these as graphemes, spelling many correctly.

Reading

Children in year 1 will look at the work of the author Julia Donaldson.

Children in year 2 will look at the work of the author Jill Tomlinson and the story book Mr Bliss.

All children will take part in the Reading Challenge and be encouraged to read at home at least four times a week with an adult.

Science

Y1-Animals including humans

Children will learn about a variety of common animals describing and comparing their structure.
They will work scientifically to investigate taste using the vocabulary sweet, salty, bitter, sour.

Y2-Human health and growth

Children will learn about the basic needs for human survival.
They will work scientifically to investigate the effect of exercise on their pulse rate.

History

In History we will investigate changes within living memory, including significant historical events, people and places in our own locality.

Y1 will explain how they have changed since they were born. They will spot old and new things in a picture as well as asking questions about old and new objects.

Y2 will find out things about the past from talking to an older person. They will give examples of things that were different when their grandparents were children.

R.E.Myself

Children in year 1 and year2 will think about how they are welcomed into the world. They will talk about things they like and consider who they belong to. They will know about events in their lives and consider their feelings creatively.

Computing

Children in year 1 and year 2 will be taught about E-safety.

They will be taught about the common uses of information technology beyond school and to use technology purposefully. They will explore illustrating an e-book.

Year One and Year Two

Music Ourselves

Y1children will use their voices to speak, sing or chant. They will clap short rhythmic patterns.

Y2 children will sing and follow a medley and play simple rhythmic patterns on an instrument.

Art / Design Technology

Food Technology-Children in year 1 and year 2 will make a pie with a mashed potato top.

Portraits-children will explore the use of different grades of pencil in their drawings. Children in year 1 will create a painting and then exhibit it. Children in year 2 will create a painting in the style of another artist.

Mathematics

Year 1

Count, read and write numbers to 100.
Count in multiples of 2,5 and 10.
Read and write numbers from 1 to 20 in numerals and words.
Use number bonds and related subtraction facts within 20.
Add and subtract 1 digit and 2 digit numbers to 20.
Begin to solve problems involving multiplication and division using concrete objects, pictures and arrays.
Recognise, find and name a half of an object, shape or quantity.
Measure and begin to record lengths and heights.
Measure and begin to record time.
Recognise and name some common 2-D shapes.

Year 2

Count in steps of 2, 3 and 5 from 0.
Count in steps of 10 from any given number.
Recognise the place value of each digit in a 2 digit number.
Read and write numbers to 100 in numerals and words.
Recall and use addition and subtraction facts to 20 fluently.
Add and subtract numbers using concrete objects, pictorially and mentally.
Show that the addition of 2 numbers can be done in any order.
Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables.
Write simple fractions.
Tell and write the time to five minutes and draw hands on a clock face to show these times.
Estimate and measure length and height using appropriate standard units.
Interpret and construct simple pictograms, tally charts and block graphs.

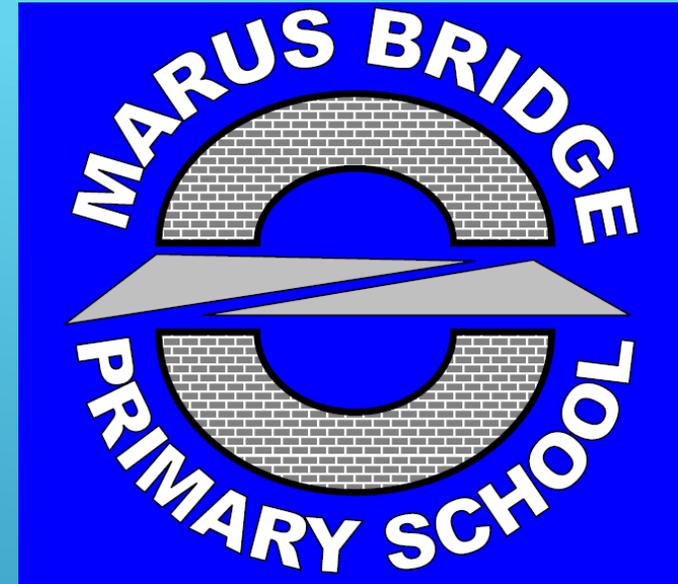
PE / Games

All children will be taught the importance of being active and how to exercise safely.

Y1 and Y2 children will take part in two PE sessions weekly. They will be taught to remember and repeat simple sequences in both dance and gymnastics.
All children will take part in inter-class competitions.

Geography

Y1 will explain where they live and tell someone their address. They will keep a weather chart and answer questions about the weather.
Y2 will say what they like and dislike about where they live. They will find where they live in a UK map and explain about the facilities a village, town or city may need.



LKS2 Planning Example

Marus Bridge Primary School – Home Planner

Children will be covering

English

WRITING -Children will:

Write a narrative with a clear structure, setting, characters and plot.

Make improvements by proposing changes to grammar, vocabulary and punctuation to improve consistency e.g. accurate use of pronouns in sentences.

Compose sentences using a wider range of structures linked to the grammar objectives

Proof read to check for errors in spelling and punctuation

Spelling, punctuation and grammar – children will:

Use subordination (using *when, if, that, or because*) and co-ordination (using *or, and, or but*).

Orally rehearse structured sentences or sequences of sentences.

Identify nouns, verbs, adjectives and adverbs

Use conjunctions, adverbs and prepositions to express time, place and cause

Use the perfect form of verbs to mark relationships of time and cause.

Science - Animals including Humans Skeletons and Movement

-Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

-Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (e.g. name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to name some of the vital organs protected).

-Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move & protect their vital organs.

History – Ancient Britain

-What do I already know about The Stone Age and what do I want to know about The Stone Age?

-What humans needed to survive in the Stone Age

-Understand what was found at Skara Brae and why it is important

-What copper mining meant to the people of the Bronze Age

R.E. Judaism

Children will study the roles and ways of Jewish life and compare / contrast to the religion Christianity.

Computing

Children will be taught about E-safety.

They will have Weekly lessons in basic word processing skills. Children will use these skills to edit and improve writing at least once per half term

Year Three and Year Four

Geography

-Use the correct geographical words to describe a place.

-Use basic ordnance survey map symbols.

-Use grid references on a map.

-Use an atlas by using the index to find places.

-Describe how volcanoes are created.

-Locate and name some of the most famous volcanoes.

-Describe how earthquakes are created.

-Name and locate the capital cities of neighbouring European countries.

Art / Design Technology

-Use digital images and combine with other media in
-Use ICT to create art which includes my own work and that of others

-know about famous cave paintings

-sketch using charcoal.

-make paint like Stone Age people might have.

-create a wash as a background to my art work.

-Use Stone Age painting techniques.

Mathematics

Place Value of each digit in numbers up to 3 digits (Y4 4digits)
Read and write all numbers up to 1000

Multiply and divide whole numbers by 10 (Y4 \times and \div 100 also)
I can compare and order numbers up to 1000 (Y4 beyond 1000 and with 2dp)

Reading scales

Know all number pairs for all numbers 0-20 (Y4 factor pairs)

(Y4 count backwards through zero including negative numbers)
Partition to double and halve numbers

Find 10 or 100 more or less than any 3digit number (Y4 1000 more/less)

Round numbers to nearest 10 and 100 (Y4 round to 10,100 and 1000 and decimals with 1decimal place to whole number)

Add numbers with up to 3 digits (written method) (Y4 4 digits and decimals with 1decimal place)

Know standard units of measure for length – look at perimeter
Subtract numbers with up to 3 digits

Inverse methods (addition and subtraction)

Mental strategies for addition and subtraction (2 and 3 digit numbers)

We will have weekly mental maths lessons in addition to the daily maths hours focussing on times tables and division facts including rapid recall. These sessions also develop quick mental strategies

PE / Games

All children will be taught the importance of being active and how to exercise safely.

Children will take part in two PE sessions weekly one of which may be swimming. Rugby will be completed for non-swimmers for this one session, the other sessions will be Gymnastics or dance. Explore, copy and repeat simple skills and actions.

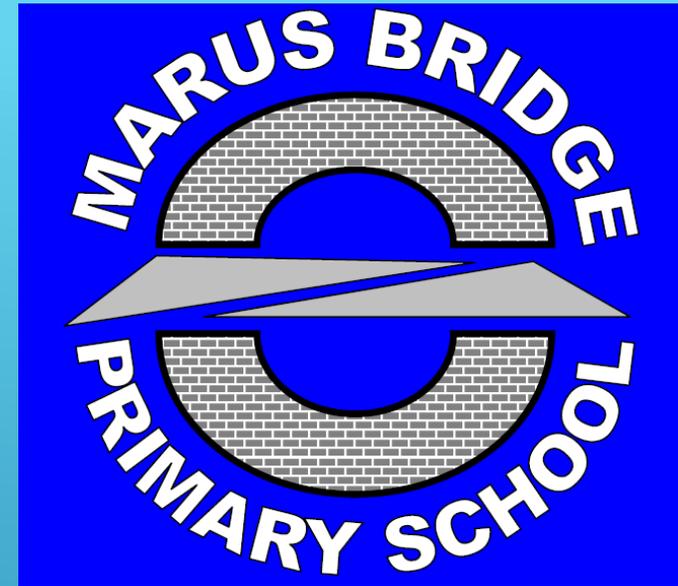
Remember and repeat simple sequences in dance or gym, copy and remember actions in a sequence, begin to move with increasing control and care and make a short dance/gym sequence by putting some movements together.

Music

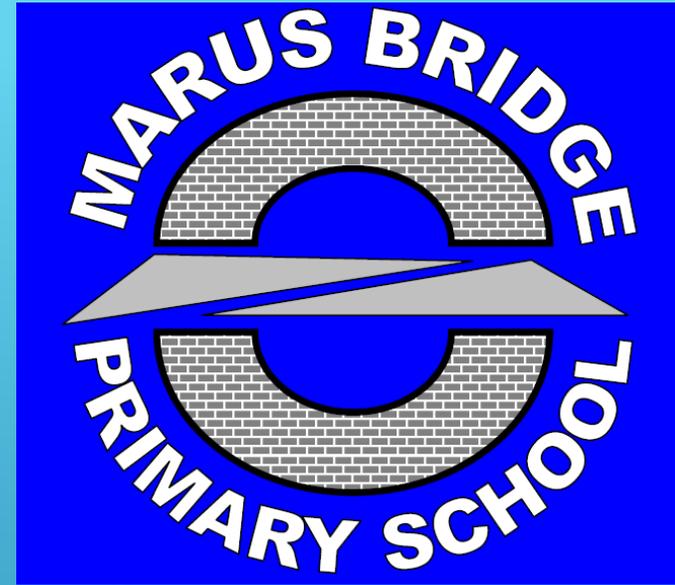
Children will practise with their brass instruments.(Y4)

Children will develop their ability to perform in singing sessions.(Y3/4)

Human Body scheme of work using instruments (Music Express)(Y3)



UKS2 Planning Example



Marus Bridge Primary School – Home Planner (UKS2)

Art / Design

- Design, make and evaluate a model
- Follow and refine initial plans
- Show that you consider culture and society in planning and design
- Ensure products have a high quality finish, using art skills where appropriate
- Collect information, sketches and resources and present ideas imaginatively in a sketch book

Numeracy

- Mental calculation strategies (focus on \times and \div)
- Efficient written methods of calculating (\times and \div)
- Apply knowledge of efficient written methods to solving multi-step problems (including all four calculations).
- Identify equivalent fractions, decimals and percentages.
- Find fractions and percentages of amounts (including money and measures).
- Compare and add fractions with similar denominators.
- Find co-ordinates and apply on all four quadrants
- Rotational symmetry, translations and reflection.
- Measure and calculate perimeters and areas of composite rectilinear shapes plus area of triangles.
- Revise Roman Numerals to 100.
- Solve varied missing number problems.
- Problem solving opportunities consistent with each learning objective.

Computing

- Design a solution by breaking up a problem
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices
- Word Process writing / Mathematics Challenges

History – Non-European Society

- Children will study a Non-European society (Benin, West Africa)
- Children will make comparisons to their own life and that of an African child
- Children to apply maths skills to complete an analysis of statistical information to compare West Africa and the United Kingdom
- Children to write a letter/e-mail to a West African child.

Literacy

Book Unit – Journey to Jo'Burg

- **Global Issues:** Current Affairs
- Discursive writing – Yvonne Fovargue (EU Referendum/New Prime Minister/Relationship with EU and implications of 'leaving'.
- **Comparative Report:** Use data, research and ICT to produce a comparative report that clearly outlines similarities and differences between West Africa and the United Kingdom.
- **Stories with Flashbacks:** Use switches in time phases to express the emotions and feelings of an African child experiencing a 'national disaster'.
- **ICT, Write a letter/e-mail:** Write a letter/e-mail to express the different viewpoints between an African and British pupil.
- **Earth and Space:** Non-chronological report on the International Space Station

SPAG

- Passive and Active Voice
- Subjunctive Form
- Adjectives, verbs, adverbs and varied nouns
- Varied use of parenthesis
- Expanded noun-phrases
- Weekly spelling homework and tests
- Subordinating and Coordinating Conjunctions

PE / Games

- **Games:** Improve skills of: travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space.

Science

Earth and Space:

- Describe movement of the Earth and planets relative to the Sun.
- Describe the movement of the moon relative to the Earth.
- Describe the Earth, Sun and Moon as spherical bodies.
- Explain day and night in relation to Earth's rotation.
- AT1 – GRAVITY – Build and launch a rocket!
- AT1 – Investigate how an eclipse occurs. Investigate how the Earth's orbit affects our seasons around the world.

PSHE and SMSC

- Visit from a Local MP – Yvonne Fovargue to discuss democracy, the EU and the future for our children.
- Visit from Refat Mahmood to discuss accepting other cultures and equality
- Whole school vote – Head Boy/Head Girl
- Discussion: Why is it okay to lose?
- Competing fairly and respecting opponents.
- Develop life skills: resilience, problem-solving including money/measure/health/living

MFL:

- Be holding simple conversations with our peers.
- Be reading a short story and answering questions in both English and French.
- Writing a short paragraph about ourselves.
- Make links with a school in France and write to a Pen Pal.

HOW CAN YOU GET INVOLVED?

- 🌀 Listen to your child read 4 times a week
- 🌀 Come along to our parent afternoons/workshops
- 🌀 Come along to Parent consultations
- 🌀 Let us know your thoughts on ParentView
- 🌀 Help your child with homework
- 🌀 Support your child with Bridge Builders

