



# Marus Bridge Primary School

## Curriculum Overview Early Years



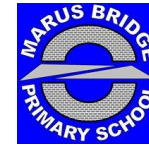
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Main Theme	It's good to be me.	Nursery Rhymes	Above and Under the Clouds.	The Great Outdoors	What a wonderful World.	Houses and Homes
I wonder ...	I wonder do you want to be friends?	I wonder why do squirrels hide their nuts?	I wonder are we there yet?	I wonder are eggs alive?	I wonder can we explore it?	I wonder what materials I use?
Lines of enquiry	All about me, my family, It's good to be me! Starting school, my new class, New beginnings, staying healthy, food, human body, How have I changed? What am I good at? Following instructions to make bread.	People who help us, careers, What do you want to be when your older? Birthdays, special events, Diwali, Halloween, Bonfire Night, Christmas.	Winter, different types of weather, animals in the winter, Where in the World? Chinese New Year. Shrove Tuesday. Space, Our local area, recycling.	Plants, exploring food (healthy choices), gardening, Mini beasts (insects), caterpillar egg hatching. plants, growing. Lifecycles, Real experiences of eggs hatching.  Easter	St George's Day Transport, sharks, Islands and faraway places. Jamacia, pollution in oceans and on the beach. Foods that grow in different countries.	Ourselves – growing and moving on. Houses and homes, materials, forces, recycling.
Bridge Builder's	I can make somebody I know smile (E.g., using manners, a compliment, drawing a picture)	I can be trusted to wash my hands when needed (E.g., before eating, after using a bathroom)	I can make new friends and talk about who I like to play with.	I can get myself dressed for school.	I can try to improve my balance (E.g., riding a bike/scooter etc.)	I can explore my garden and help to plant a new flower or tree

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	<p>The Everywhere Bear</p> <p>Avocado Baby</p> <p>The Little Red Hen</p> 	<p>Emily Brown and the Thing.</p> <p>Think Big.</p> <p>The Gingerbread Man</p> 	<p>Blue Penguin</p> <p>Astro Girl</p> <p>Somebody Swallowed Stanley.</p> 	<p>Luna Loves Gardening.</p> <p>Yucky Worms.</p> <p>Jack and the Beanstalk</p> 	<p>Jack and the Flum Flum Tree.</p> <p>Clean up</p> 	<p>The Three Little Pigs</p> <p>The Can Caravan</p> <p>In Every House on Every Street.</p> 



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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Sub Texts (Some may change due to children's interests and needs)	<p>Fiction: Owl Babies, Once there were giants, The Smartest Giant in Town, The Colour Monster, The Rainbow Fish, The Big Book of Families, Pete the cat. – rocking in my new school shoes, Ruby's Worry, Happy in our Skin, Not Now Bernard, Meesha Makes friends,</p> <p>Poetry: A great big cuddle – Michael Rosen. Ten little fingers and ten little toes – Mem Fox. Singing songs and Traditional rhymes – Head shoulders knees and toes. If you're happy and you know it.</p>	<p>Fiction: Funny Bones, Stick Man, Little Glow. The Nativity Story. The Snowman.</p> <p>Non – Fiction: What Do Grown-ups Do All Day? While you are sleeping. Peppa Pig - Peppa's Diwali Rama and Sita: The Story of Diwali</p> <p>Poetry: Stick Man. Twas the Night Before Christmas. Nursery Rhymes.</p> <p>Song: Jingle Bells, Rudolph the Red Nose Reindeer, The Twelve Days of Christmas, We wish you a merry christmas.</p>	<p>Fiction: Chinese New Year. The Great Race. The Runaway Wok. Mr Wolf's Pancakes. 5 Little Bunnies. How to Catch a Star – Oliver Jeffers Whatever Next - Jill Murphy</p> <p>Non – Fiction: 10 things I can do to help my world</p> <p>Here We Are – Oliver Jeffers</p> <p>Look inside Space</p> <p>Poetry: Once upon a star.</p> <p>Songs: Twinkle Twinkle Little Star.</p>	<p>Fiction: The Very Hungry Caterpillar, What the ladybird heard, First Facts Bugs /Flip Flap Minibeasts, Pip and Egg, Am I yours?</p> <p>Non – Fiction: Bug Hotel Life cycles – egg to butterfly.</p> <p>Poetry: Caterpillar Cake. Super Worm Tasty Poems, Jill Bennett, illustrated by Nick Sharratt (Oxford University Press)</p> <p>-There's a worm at the bottom of my garden -Incy Wincey Spider</p>	<p>Fiction: Pete the cat and the treasure mat. Handa's Surprise.</p> <p>Non – Fiction: Atlases, Little People Big Dreams – David Attenborough Surprising Sharks. Shark Information.</p> <p>Poetry: When I was one... Snail and the Whale</p>	<p>Fiction: Hansel &amp; Gretel, Errol's Garden.</p> <p>Non – Fiction: Inside my body DK publishing. House and homes.</p> <p>Poetry: In Our Houses Song (Twinkl)</p>



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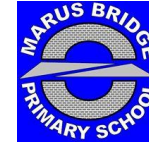


<b>Communication and Language</b>	<p><b>Educational Programme: Communication and Language</b></p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<b>Ongoing</b>	<p>EKLAN Strategies Communication Friendly Spaces (Elizabeth Jarman) Circle Time Blank levelled questioning Story Talk Talking tables, Wellcomm. Colourful Semantics</p> <p>Tier Language Development</p> <p>Tier 1- Basic words i.e., name labelling/names/ places in school.</p> <p>Tier 2- Common words/high frequency words. Confident word users</p> <p>Tier 3 Words from themes, topics and gathered from books.</p>					
<b>Themes</b>	<p><b>Autumn 1</b></p> <p>Feelings Talking about themselves what do they like? Talking about experiences, family.</p>	<p><b>Autumn 2</b></p> <p>Nursery Rhyme Week.</p>	<p><b>Spring 1</b></p> <p>Reflecting on the Christmas holidays. Learning about Chinese New Year and comparing to what we know. Exploring space. Learning about recycling and our local area.</p>	<p><b>Spring 2</b></p> <p>World Book Day. Easter. Riddles and rhymes about minibeast.</p>	<p><b>Summer 1</b></p> <p>Story Land / Character Visits / Adventure.</p>	<p><b>Summer 2</b></p> <p>Where do you live?</p>
<b>Objectives</b>	<p><b>Listening, Attention and Understanding</b></p> <p>Understand a question or instruction that has two parts. Daily routines e.g., tidy up time, challenges... instruction. Understand 'why' questions. Why do you think he/she feels...? Understand how to listen carefully and why</p>		<p><b>Listening, Attention and Understanding</b></p> <p>Hold conversation when engaged in back-and forth exchanges with their teacher and peers. Listen carefully to and learn rhymes, poems, and songs. Listen</p>		<p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask</p>	



# Marus Bridge Primary School

## Curriculum Overview Early Years



listening is important Learn new vocabulary linked to daily routine / theme. See UW: Me and My Family Autumn Celebrations Begin to engage in story time. Join in with repeated refrains/ rhyme words Listen to and begin to talk about stories to build familiarity and understanding Discuss characters, events, setting ... character, happened Listen carefully to rhymes and songs and begin to pay attention to how they sound Learn rhymes, songs & poems.

**Speaking**

Use new vocabulary throughout the day. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Begin to articulate their ideas and thoughts in well-formed sentence Express □ Ideas to friends □ Book talk. Begin to connect one idea or action to another using a range of connectives... because, although, but... Begin to describe events in some detail • Develop social phrases Routines of the day ... greetings, How are you? Friendship ... Would you like to...? Begin to retell a simple story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Focused & linked texts – within small world / role play

to and talk about stories to build familiarity and understanding Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Begin to understand humour e.g., nonsense rhymes

**Speaking**

Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Articulate their ideas & thoughts in well-formed sentence Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Develop and use social phrases with confidence Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words

questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g., nonsense rhymes/jokes Jimmy Jones Jokes for 5 year Olds

**Speaking**

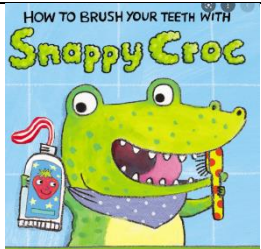


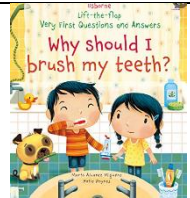
Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes, and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.



# Marus Bridge Primary School

## Curriculum Overview Early Years



<b>Personal and Social Development</b>	<p><b>Educational Programme: Personal, Social and Emotional Development</b></p> <p>Children's personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<b>Ongoing</b>	<p>Collaborative Learning, Making Relationships, Behaviour – school rules, Rewards – Teddy to go home daily, Tidy up challenge.</p>					
<b>Themes</b>	<p><b>Autumn 1</b></p> <p>School rules Making relationships Feelings Building Relationships Favourite Songs Feelings Similarities and Differences Kind Hands</p>	<p><b>Autumn 2</b></p> <p>Autumn Walk. Police visit What do I want to be when I grow up? Birthdays</p>	<p><b>Spring 1</b></p> <p>Stereotypes, treating each other fairly.</p>	<p><b>Spring 2</b></p> <p>Teamwork/Right wrong (stealing) Healthy Me.</p>	<p><b>Summer 1</b></p> <p>Talent show Dreams and Goals.</p>	<p><b>Summer 2</b></p> <p>Changing me. Transition into Year 1. Memories and best bits of Reception.</p>
<b>Oral Hygiene</b>	<p><b>Hygiene- Oral Hygiene</b></p> <p>Information to parents healthy lunch boxes. Link to access advice on dental health for parents <a href="https://www.elfh.org.uk/programmes/childrens-oralhealth/">https://www.elfh.org.uk/programmes/childrens-oralhealth/</a> Show good tooth brushing technique</p>					



# Marus Bridge Primary School

## Curriculum Overview Early Years



	demonstrations in class to children and talk about brushing twice a day as part of daily routine.					
School Values	Kindness and Respect	Trust	Friendship	Responsibility	Determination	Outdoor Learning
Diversity	Different Families We are all different – Happy in our Skin.  Black History Month	Exploring different celebrations – Christmas, Diwali.	Stereotypes – girls can be astronauts or a footballer too – Astro Girl.	Diverse characters in story books – Luna Loves Gardening.	Compare different cultures (Jamaica) – Clean Up  Pirate Mums	Different types of homes. Different lifestyles (Travellers) - The Can Caravan
No Outsiders	The Family Book	Blue Chameleon	Red Rockets and Rainbow Jelly	You Choose	Hello Hello	Momma Mama and Me
Think equal	Marvellous me These Feelings The Weather Inside Me Ted the Tiger Tamer	The Secret Adventures of Anonymouse Curly the Chameleon Ahmed's Journey Faisal's Not himself	Biyu the Brave Pea Thabo and the trees Passing Clouds Yoshi is different	Nisha and the Tiger Fransico's Family Zelda goes on holiday The Monster in the smoke	Nothando's Journey Reha to the rescue A tiny seed Our home	Gokul's Game My Dream in the drawer Sydney the seahorse Deji and Nnedi and the very large cushion
Objectives	<b>Self-Regulation and Executive Function</b> Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share. How to compromise and negotiate to solve problems. Use - book talk, puppets, real life experiences. Begin to express feelings and consider the feelings of others. Identify and name emotions ... emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited. Link book character's emotion to own experiences ... expression, mood, feeling/emotions Begin to set own goals and show resilience and perseverance in the face of challenge. Set			<b>Self-Regulation and Executive Function</b> Express feelings and consider the feelings of others. Set own goals and show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially and emotionally Think about the perspectives of others.		<b>Self-Regulation and Executive Function</b> Show an understanding of their own feelings and those of others, and think flexibly, inhibit impulsive behaviour Set and work towards simple goals, being able to wait for what they



# Marus Bridge Primary School

## Curriculum Overview Early Years



	<p>a shared goal with a friend Begin to identify and moderate own feelings socially and emotionally. Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves.</p> <p><b>Managing Self</b> Manage own self-care needs ... fasten. Independent use of □ zips □ buttons □ coats □ shoes Develop confidence to try new activities and show independence. Access all types of enhancements (indoors &amp; outdoors) Know and begin to talk about the different factors that support their overall health and wellbeing: 5 ways to healthy lifestyles Talk about importance of daily exercise and healthy eating ... exercise, healthy / unhealthy, heartbeat, fit Building Relationships Begin to see self as a valuable individual, Describe self, positively ... proud, special, love (use books: 'Happy in Our Skin' &amp; 'My Hair') Begin to build constructive and respectful relationships. Use social language to develop friendships.</p> <p><b>Building Relationships</b> Begin to see self as a valuable individual. Describe self, positively ... proud, special, love (use books: 'Happy in Our Skin' &amp; 'My Hair') Begin to build constructive and respectful relationships. Use social language to develop friendships.</p>	<p><b>Managing Self</b> Manage own self-care needs. Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time,' having a good sleep routine. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b> See self as a valuable individual Build constructive and respectful relationship Mental Health Week (eg of Feb)</p>	<p>want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly being a safe pedestrian</p> <p><b>Building Relationships</b> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. Continue</p>
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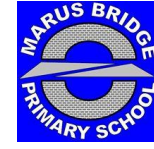


						to see self as a valuable individual.
Physical Development	<p>Educational Programme: Physical Development</p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.</p>					
Ongoing	Using outdoor zones and resource boxes Developing fine motor skills – Funky Fingers Developing gross motor skills using physical area outside Dough Disco Write Dance Doodle sticks, PE (Physical Education) lessons.					
Themes	<p><b>Autumn 1 Dance</b></p> <p>Explore and copy basic body actions and rhythms. Negotiate space confidently, using appropriate strategies. Use their bodies to respond to stories, topics, and music.</p>	<p><b>Autumn 2 Fun and Games</b></p> <p>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Moves freely and with pleasure and confidence in a range of skilful ways. Shows understanding when counting objects to 10 and beginning to count beyond 10.</p> <p><b>Dance</b></p>	<p><b>Spring 1 Ball Skills</b></p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Can play in a group, extending and elaborating play ideas within the group. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Shows increasing</p>	<p><b>Spring 2 Ball Skills</b></p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Can play in a group, extending and elaborating play ideas within the group. Begins to accept the needs of others and can take turns</p>	<p><b>Summer 1 Fitness</b></p> <p>Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Working With Others</b></p> <p>Can play in a group. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Keeps play going by responding</p>	<p><b>Summer 2 Fitness</b></p> <p>Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Working With Others</b></p> <p>Can play in a group. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Keeps play going by responding to what others are saying or doing. Runs skilfully and</p>



# Marus Bridge Primary School

## Curriculum Overview Early Years

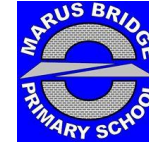


	<p><b>Movement Development</b></p> <p>Travels with confidence and skill in a range of movements when using equipment. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Moves freely and with pleasure and confidence in a range of skilful ways. Runs skilfully and</p>	<p>Explore and copy basic body actions and rhythms. Negotiate space confidently, using appropriate strategies. Use their bodies to respond to stories, topics, and music</p>	<p>control when throwing and catching a large ball.</p> <p><b>Throwing and Catching</b> Showing increased control when catching a ball. Shows increasing control over an object, pushing, pasting, throwing, catching, or kicking it. Moves freely and with pleasure and confidence in a range of skilful ways. Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</p>	<p>and share, sometimes with the support of others. Shows increasing control when throwing and catching a large ball.</p> <p><b>Me and Myself</b> Ability to dress themselves with support if necessary. Moves freely and with pleasure and confidence in a range of skilful ways. Engages in conversation with others. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Ability to link sounds to letters, naming and sounding</p>	<p>to what others are saying or doing. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</p>	<p>negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years



	<p>negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</p>			<p>the letters of the alphabet.</p>		
<p><b>Objectives</b></p>	<p><b>Gross Motor Skills</b>            Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Engage in and develop confidence in actions Begin to develop overall body-strength, balance, co-ordination, and agility. Use above actions, within obstacle courses ... balance, obstacle, spatial, prepositions. Set own physical challenge ... challenge, goal            Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... straight, upright, flat            Begin to combine different movements with ease and fluency. Change movements / directions quickly            Further develop and refine a range of ball skills including: throwing, catching, kicking Use different sizes / types of balls – in pairs Further develop the skills they need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene.</p> <p><b>Fine Motor Skills</b>            Use a comfortable grip with good control when holding pens and pencils Consolidate tripod grip Continue to develop small motor skills so that they can use a range of tools competently, safely, and</p>	<p><b>Gross Motor Skills</b>            Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Engage in and develop confidence in actions. Begin to develop overall body-strength, balance, co-ordination, and agility. Use above actions, within obstacle courses ... balance, obstacle, spatial, prepositions. Set own physical challenge ... challenge, goal Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... straight, upright, flat Begin to combine different movements with ease and fluency Change movements / directions quickly. Further develop the skills they need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene</p> <p><b>Fine Motor Skills</b>            Use a comfortable grip with good control when holding pens and pencils. Consolidate tripod grip. Continue to develop small motor skills so that they</p>	<p><b>Gross Motor Skills</b>            Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Understand rules and reasons Further develop and refine a range of ball skills including: throwing, catching, kicking Use different sizes / types of balls – in pairs.</p> <p><b>Fine Motor Skills</b>            Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>			



# Marus Bridge Primary School

## Curriculum Overview Early Years



	<p>confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons *Ensure regular engagement and develop confidence in use of tools... grip, steady, snip, twist, curve, straight</p>	<p>can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. Ensure regular engagement and develop confidence in use of tools... grip, steady, snip, twist, curve, straight.</p>	
Literacy	<p>Educational Programme: Literacy</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>		
Objectives	<p><b>Autumn</b></p> <p><b>Word Reading</b>            Read individual letters by saying the sounds for them.            Blend sounds into words, so that they can read short words made up of known letter – sounds correspondences.            Read some letter groups that respects one sound and say the sounds for them.            Read a few common exception words matched to the school's phonics programme.</p> <p><b>Comprehension</b>            Begin to retell simple stories in their own words and some recently introduced vocabulary.            Recall key events within a text.            Talk about main characters from a story.</p>	<p><b>Spring</b></p> <p><b>Word Reading</b>            Read simple phrases and sentences made up of words and known letters sound correspondences and, where necessary, a few exception words.            Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Comprehension</b>            Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.            Retell a story – beginning, middle and end.            Take on the role of characters using some story language.</p>	<p><b>Summer</b></p> <p><b>Word Reading</b>            Say a sound for each letter in the alphabet and at least 10 digraphs.            Read words consistent with their phonic knowledge by sound-blending.            Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Comprehension</b>            Demonstrate understanding of what has been read to them by retelling stories and narratives using their</p>



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## Curriculum Overview Early Years

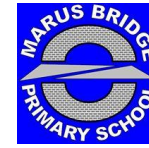


<p><b>Writing</b> Write name correctly using correct letter formation. Use some of their print and letter knowledge in early writing. Begin to spell words by identifying sounds and writing sound to symbol. Begin to write lists and captions.</p>	<p>Talk about like / dislikes of texts, rhymes, and poems. Begin to anticipate key events in stories.</p> <p><b>Writing</b> Form most lower-case and capital letters correctly. Write captions / phrases and begin to write a simple sentence. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sounds- letter correspondences using capital letter and full stop. Re – read what they have written to check that it makes sense.</p>	<p>own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p> <p><b>Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years

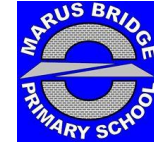


<b>Sounds Write</b>	<p>SoundsWrite Autumn – Units 1,2,3.</p> <p>1: To segment sounds in words with the structure CVC            2: To blend sounds in words with the structure CVC            3: To manipulate sounds in words with the structure CVC            4: To manipulate sounds in words with the structure CVC</p> <p>Week 2/3 - Unit 1 – aimst            Week 3/4 - Unit 2 – nop            Week 5/6 - Unit 3 – b</p>	<p>SoundsWrite Autumn – Units 3,4,5.</p> <p>1: To segment sounds in words with the structure CVC            2: To blend sounds in words with the structure CVC            3: To manipulate sounds in words with the structure CVC            4: To manipulate sounds in words with the structure CVC</p> <p>Week 1/2 - Unit 3 – bchg            Week 3/4 - Unit 4 – defv            Week 5/6 - Unit 5 – klru            Week 7 – Consolidation/ Assessment</p>	<p>SoundsWrite Spring – Units 5,6,7</p> <p>1: To segment sounds in words with the structure CVC            2: To blend sounds in words with the structure CVC            3: To manipulate sounds in words with the structure CVC            4: To manipulate sounds in words with the structure CVC            5: Begin to understand two letters can represent one sound.</p> <p>Week 1/2 - Unit 5 (k, l, r, u)*            Week 3/4 - Unit 6 (j, w, z)*            Week 5/6 - Unit 7 (x, y, ff, ll, ss, zz)*</p>	<p>SoundsWrite Spring - Units 8,9,10.</p> <p>1: To segment sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.            2: To blend sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.            3: To manipulate sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.            4: To manipulate sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.</p> <p>Week 1 – Unit 8 VCC and CVCC words            Week 2/3 -Unit 9 CCVC Words            Week 4 /5 - Unit 10 CCVCC CVCCC CCCVC words</p>	<p>SoundsWrite Summer - Unit 11:</p> <p>1: To segment sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.            2: To blend sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.            3: To manipulate sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.            4: To manipulate sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.            5. Some spellings are written with two different letters.</p> <p>Sh            Ch            Th            Ck            Wh            Ng            Qu            tch</p>	<p>SoundsWrite Summer - Bridging and consolidation</p> <p>1: To segment sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.            2: To blend sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.            3: To manipulate sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.            4: To manipulate sounds in words with the structure CVCC, CCVC, CCVCC, CCCVC.            5. Some spellings are</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years

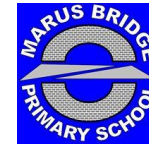


						<p>written with two different letters.</p> <p>6. A sound can be represented by more than one spelling.</p> <p>Alternative spellings:</p> <ul style="list-style-type: none"><li>• &lt;ch&gt; &lt;tch&gt;</li><li>• &lt;c&gt; &lt;k&gt; &lt;q&gt; &lt;ck&gt;</li><li>• &lt;w&gt; &lt;wh&gt;</li></ul>
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# Marus Bridge Primary School

## Curriculum Overview Early Years



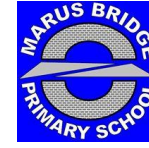
<b>Mathe matics</b>	<p>Educational Programme: Mathematics</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go,' talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>First4 Maths</b>	<p><b>Cardinality &amp; Counting</b></p> <p>1.1 Accurate counting of sets of objects 1-5 NB S1 episodes 9 &amp; 10 (1:1 correspondence, cardinality)</p> <p>1.2 Subitising 1-3 NB S1 episodes 1-4 (Introducing 1, 2 and 3)</p> <p>1.3 Numeral Recognition to 5</p> <p style="text-align: center;"><b>Composition</b></p> <p>1.1 Conceptual subitising - noticing numbers within numbers</p> <p style="text-align: center;"><b>Comparison</b></p> <p>1.1 Compare sets 1-5 using vocab of more / fewer / most /fewest</p> <p style="text-align: center;"><b>Shape/Space</b></p>	<p><b>Cardinality &amp; Counting</b></p> <p>2.1 Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10</p> <p>2.2 Subitising 1-5 NB S1 episodes 6 &amp; 7 (Introducing 4 and 5)</p> <p style="text-align: center;"><b>Composition</b></p> <p>2.1 Applied conceptual subitising NB S1 episode 11 (Stampolines)</p> <p>2.2 Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model NB S1 episode 12 (Whole of me)</p>	<p><b>Cardinality &amp; Counting</b></p> <p>3.1 Counting backwards 10-1 &amp; ordering numbers 10-1</p> <p style="text-align: center;"><b>Composition</b></p> <p>3.1 Systematic approach to partitioning sets of objects 1-5 including on part whole model NB S1 episode 14 (Holes)</p> <p style="text-align: center;"><b>Comparison</b></p> <p>3.1 Find 1 less using sets of objects on tens frame and on a number track</p> <p style="text-align: center;"><b>Measures</b></p> <p>3.1 Height</p>	<p style="text-align: center;"><b>Composition</b></p> <p>4.1 Recall number bonds for numbers 1-5</p> <p>4.2 Partitioning and recombining sets of objects 6-9</p> <p>Including on part whole model and tens frame NB S2 episodes 1-5 (Introducing 6-10)</p> <p style="text-align: center;"><b>Measures</b></p> <p>4.1 Length</p> <p style="text-align: center;"><b>Shape/Space</b></p> <p>4.1 Representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across)</p> <p style="text-align: center;"><b>Pattern (alongside Comparison)</b></p> <p>4.1 Numerical Patterns – staircase patterns linked to</p>	<p><b>Cardinality &amp; Counting</b></p> <p>5.1 Counting beyond 10 noticing pattern in ones</p> <p style="text-align: center;"><b>Composition</b></p> <p>5.1 Systematic approach to splitting and recombining 10 including on tens frame and part whole model</p> <p>5.2 recall some number bonds for 10 NB S2 Episode 13 (Blast Off!)</p> <p style="text-align: center;"><b>Measures</b></p> <p>5.1 Mass</p> <p style="text-align: center;"><b>Shape/Space</b></p> <p>5.1 3D shapes</p>	<p><b>Pattern</b> (alongside Composition &amp; Comparison)</p> <p>6.1 Symmetry/reflections – link to doubles</p> <p>6.2 Share fairly (comparison), Use part whole model to partition numbers where both parts are the same (Composition) and Look at halving as inverse of doubles (Pattern) NB S2 episode 9 (Double</p>





# Marus Bridge Primary School

## Curriculum Overview Early Years

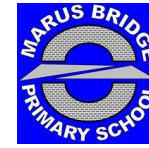


	<p>1.1 2D shapes and their properties</p> <p><b>Pattern</b></p> <p>1.1 Simple AB patterns (complete, copy, make own and spot/correct errors in patterns)</p>	<p><b>Comparison</b></p> <p>2.1 Compare numbers using vocab of more/less</p> <p>2.2 Find 1 more using sets of objects on tens frames and on a number track</p> <p><b>Pattern</b></p> <p>2.1 identifying unit of repeat – AB &amp; ABC patterns</p>	<p><b>Shape/Space</b></p> <p>3.1 Spatial vocabulary (in front, behind, in between, on, in, under, first second, third)</p> <p><b>Pattern</b></p> <p>3.1 More complex patterns – ABB, ABBC</p> <p>3.2 Generalising pattern and transferring to another format e.g. link pattern of shapes to movements</p>	<p>finding 1 more/1 less using a mental numberline (Comparison)</p> <p>NB S2 episodes 6 &amp; 7 (Just add one &amp; ten green bottles)</p>	<p>properties of shapes</p> <p><b>Patterns</b></p> <p>5.1 Numerical patterns odds &amp; evens</p> <p>NB S2 episode 11 (Odds &amp; Evens)</p>	<p>Trouble)</p> <p>Cardinality &amp; <b>Counting</b> 6.1</p> <p>Counting beyond 20 noticing pattern in tens</p> <p><b>Measures</b> 6.1</p> <p><b>Capacity</b> 6.2</p> <p><b>Time –</b></p> <p>sequence of events</p> <p><b>Shape/Space</b></p> <p>6.1</p> <p>Relationships between shapes</p> <p>Possible extension</p> <p>Sharing between more than two (comparison)</p> <p>NB S2 episode 8 (Counting Sheep)</p> <p>Splitting into more than 2 parts on a part whole model (composition)</p> <p>NB S2 episode 10 (The three threes)</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years



<b>Object ives</b>	<p><b>Number/ Numerical Pattern</b> Children will have a deep understanding of numbers 1-3. Recite numbers to 10. To count forwards and backwards from any number. Count objects, actions, and sounds. Count objects in an irregular arrangement. Subitize 3 or 4 objects. Link the number symbol (numeral) with its cardinal number value up to 3. Compare quantities to 5 more than, less than, fewer, who has more/less. Understand one more/ one less than to 3. Explore composition of numbers to 3. Begin to explore number bonds to 3.</p> <p><b>Shape, Space and Measure</b> Know names for 2D shapes. Select, rotate, and manipulate shapes to develop spatial reasoning skills.</p>	<p><b>Number/ Numerical Pattern</b> Children will have a deep understanding of numbers 1-5. Recite numbers to 10. To count forwards and backwards from any number. Count objects, actions, and sounds. Count objects in an irregular arrangement. Subitize to 5. Link the number symbol (numeral) with its cardinal number value up to 5. Compare quantities to 5 more than, less than, fewer, who has more/less. Understand one more/ one less than to 3. Explore composition of numbers to 5.</p> <p><b>Shape, Space and Measure</b> Know names for 2D shapes. Select, rotate, and manipulate shapes to</p>	<p><b>Number/ Numerical Pattern</b> Children will have a deep understanding of numbers to 8. Recite numbers to 20. Count backwards from 10. To count forwards and backwards from any number. Count objects, actions, and sounds. Count objects in an irregular arrangement. Begin to estimate number of objects up to 10 then check by counting. Subitize to 5. Link the number symbol (numeral) with its cardinal number value up to 8. Compare quantities to 10. Understand one more/ one less to 10. Explore composition of numbers to 8. Recall number bonds to 5.</p>	<p><b>Number/ Numerical Pattern</b> Children will have a deep understanding of numbers to 10. Recite numbers to 20. Count backwards from 15. To count forwards and backwards from any number. Count objects, actions, and sounds. Count objects in an irregular arrangement. Begin to estimate number of objects up to 10 then check by counting. Subitize to 5. Link the number symbol (numeral) with its cardinal number value up to 10. Compare quantities to 10. Understand one more/ one less to 10. Explore composition of numbers to 10. Recall number bonds to 5. Find the total number of items (up to 10) in two groups by counting all of them together. Find the number of items (up to 10) in a group by takeaway/subtraction.</p>	<p><b>Number/ Numerical Pattern</b> Children will have a deep understanding of numbers to 10, including the composition of each number. Subitize to 5. Automatically recall number bonds for numbers 0-5 and some to 10 including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than. Less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds,</p>	<p><b>Number/ Numerical Pattern</b> Children will have a deep understanding of numbers to 10, including the composition of each number. Subitize to 5. Automatically recall number bonds for numbers 0-5 and some to 10 including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than. Less than or the same as</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years



	<p>Continue and copy repeated patterns. Compare length, weight, and capacity. Order 2-3 items by length/weight.</p>	<p>develop spatial reasoning skills. Continue and copy repeated patterns.</p>	<p>Find the total number of items (up to 10) in two groups by counting all of them together. Find the number of items (up to 10) in a group by takeaway/subtraction .</p> <p><b>Shape, Space and Measure</b> Compare length, weight, and capacity. Order 2-3 items by length/weight.</p> <p>Begin to order and sequence familiar events. Measure short periods of time.</p>	<p><b>Shape, Space and Measure</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</p>	<p>double facts and how quantities can be distributed equally.</p> <p><b>Shape, Space and Measure</b> Select, rotate, and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns. Compare length, weight, and capacity. Measure short periods of time.</p>	<p>the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>Shape, Space and Measure</b> Select, rotate, and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>
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# Marus Bridge Primary School

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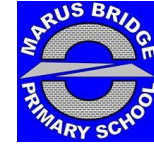


						<p>Continue, copy, and create repeating patterns. Compare length, weight, and capacity. Measure short periods of time.</p>
Under stand ing the World	<p>Educational Programme: Understanding the world Involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting key members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
Them es	<p><b>Autumn 1</b> My Family When I was a baby – How have I changed? School Community Library Visit Harvest Food Banks People who help us</p> <p><b>History:</b> It’s good to be me</p> <p><b>Science:</b> Animals including humans (Humans)</p>	<p><b>Autumn 2</b> Remembrance Day – Captain Tom. Black History Month Woodland: habitats, Autumn. Night and day. Nocturnal animals. Trees / leaves (We are Going on a Leaf Hunt). Autumn Walk. Birthdays, special events, Halloween, Diwali Bonfire Night, Christmas.</p>	<p><b>Spring 1</b> Chinese New Year. Space. What do astronauts do? Our planet. recycling. Under the Sea Toys from the past</p> <p><b>History:</b> Toy’s Through Time</p> <p><b>Science:</b> Earth and Space</p>	<p><b>Spring 2</b> Plants, exploring food (healthy choices), gardening, Mini beasts (insects), caterpillar egg hatching. St George’s Day</p> <p><b>RE –</b> Special times/ Special Stories</p> <p><b>Science:</b> Animals including humans (Animals) Lifecycles, Real experiences of eggs hatching.</p>	<p><b>Summer 1</b></p> <p><b>History:</b> People who help us</p> <p><b>Science:</b> Changing materials</p> <p><b>Science:</b> Living things and their habitats plants Planting seeds in different conditions – light and dark. Which will grow best?</p>	<p><b>Summer 2</b> Aspirations for the children what do you want to be your older.</p> <p><b>RE:</b> Special times/ Special Stories</p> <p><b>Science:</b> Animals including humans (Animals)</p>



# Marus Bridge Primary School

## Curriculum Overview Early Years



	<p>Following instructions to make bread – Know that some materials can be changed.</p>	<p>Ice experiment. Salt heat.</p> <p><b>RE</b> Special times/ Special Stories What times are special to different people and why?</p> <p><b>Science:</b> Light Changing materials</p> <p><b>Geography –</b> Weather</p>		<p><b>Science</b> Living things and their habitats Animals – Minibeasts</p> <p><b>Geography –</b> Where is our food grown?</p>		<p><b>Science:</b> Forces</p> <p><b>Geography – Our local area.</b> Town environment. Where do I live? Where do I visit locally?</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years



<b>Objectives</b>	<p><b><u>Past and Present</u></b>          Begin to make sense of their own life – story and family’s history.          Begin to comment on images of familiar situations in the past. When mum and dad were little ... past, history, long ago.          Talk about members of their immediate family and community.          Sequence events in their own timeline.          Name and describe people who are familiar to them.          Comment on images of familiar situations in the past.          Compare and Contrast characters from stories, including figures from the past.</p> <p><b><u>People, Culture and Communities</u></b>          Talk about members of the immediate family and community. Describe family members ... grandparent. Older, younger.          Understand that their nay many different types of families.          Name and describe people who are familiar to them. People in their local/ school community lolly pop person, office staff.          Begin to understand that some places are special to members of their community          Talk about special places they go with their family.          Places of worship visited by children.          Recognise some environments that are different to the one in which they live.</p>	<p><b><u>Past and Present</u></b>          Compare and Contrast characters from stories, including figures from the past.</p> <p><b><u>People, Culture and Communities</u></b>          Talk about members of their immediate family and community.          Name and describe people who are familiar to them.          Begin to understand that some places are special to members of their community          Recognise that people have different beliefs and celebrate special times in different ways.          Recognise some similarities and differences between life in this country and life in others.</p> <p><b><u>The Natural World</u></b>          Explore the natural world around them. Describe what they can see, hear, and feel whilst outside.          Understand the effect of changing seasons on the natural world around them-          Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.          Talk about the season Winter.</p> <p>Recognise some similarities and differences between life in this country and life in others.          Recognise some environments that are different from the one in which they live.</p>	<p><b><u>Past and Present</u></b>          Talk about the lives of people around them and their roles in society.          Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.          Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities</u></b>          Describe their immediate environment using knowledge from observation, discussion, stories, non – fiction texts and maps.          Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.          Recognise some environments that are different from the one in which they live.          Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non – fiction texts and maps.          Recognise some similarities and differences between life in this country and life in others.</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years



Begin to recognise that people have different beliefs and celebrate special times in different ways.

Understand how different people celebrate birthdays. Develop a knowledge and awareness of other festivals. Harvest, Diwali, Christmas. To investigate the local area.

Understand how different people celebrate birthdays.

To begin to use directional language (left, right, near, far).

### **The Natural World**

Explore the natural world around them.

Describe what they see, hear, and feel whilst outside. Leaf shape, size, and colour words. Long, spiky, gold, rust, orange.

Understand the effect of changing seasons on the natural world around them- Autumn.

Recognise some similarities and differences between life in this country and life in others.

Recognise some environments that are different from the one in which they live.

Recognise some environments that are different from the one in which they live.

### **The Natural World**

Explore the Natural world around them, making observations and drawing pictures of animals and plants.

Know the similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p>Books</p>	  	 	  	  		
<p>Expressive</p>	<p>Educational Programme: Expressive Arts and Design</p>					





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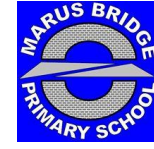
## Curriculum Overview Early Years



Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.
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Marus Bridge Primary School  
Curriculum Overview Early Years



Themes	<b>Autumn 1</b> <b>Music:</b> Exploring Sounds Link to Science: Sound <b>Art:</b> Self Portraits	<b>Autumn 2</b> <b>DT:</b> Cooking and Nutrition Soup <b>Drama:</b> Learning songs for the Christmas Play. Acting out their roles for the school Christmas Play. <b>Christmas Cards.</b>	<b>Spring 1</b> <b>Music:</b> Music and Movement <b>Art:</b> Splatter Monsters <b>Dance/Drama</b> Chinese New Year explore through dancing, songs, artwork, stories, and role play.	<b>Spring 2</b> <b>Art:</b> Sculpture. Make crispy cakes for Easter. Easter Cards. Mother's Day Cards	<b>Summer 1</b> <b>DT:</b> Structures Boats <b>Music:</b> Musical Stories Make a musical instrument.	<b>Summer 2</b> Make a house for the Three Little Pigs. <b>Design Technology:</b> Textiles Bookmarks
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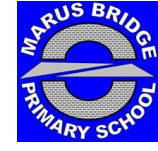
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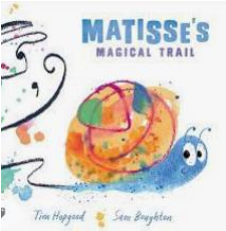
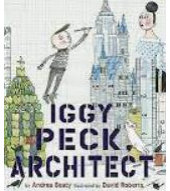


<b>Objectives</b>	<p><b>Creating With Materials</b> Drawing with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in drawings and paintings. Continue to explore colour and colour mixing. Safely use and explore a variety of materials and tools. Explore new techniques. Talk about creations. Begin to return to and build upon previous learning.</p> <p><b>Being Imaginative and Expressive:</b> Take part in simple pretend play. Begin to develop complex stories using small world equipment. Begin to develop storylines in their pretend play – including those linked to focus text ... story language, character, beginning, middle, end. Begin to listen attentively, move, and talk about music, expressing their feelings, and responses. How does the music make me feel? Emotions vocabulary. Begin to watch and talk about dance and performance art. What type of dance/ music is it? Adjectives to describe music e.g., happy, sad, slow, fast, bouncy. Watch live music/ dance performances linked to festivals. Sing in a group of their own. Engage in circle and partner songs. Begin to make own verse for familiar song. Explore and engage in music making, performing solo or in groups.</p>	<p><b>Creating With Materials</b> Explore and use a variety of artistic effects to express their ideas and feelings. Return to a build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills.</p> <p><b>Being Imaginative and Expressive:</b> Listen attentively, move to, and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p> <p><b>Tool use:</b> Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p>	<p><b>Creating With Materials</b> Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive:</b> Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and when appropriate try to move in time with music.</p> <p><b>Tool use:</b> Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p>
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Marus Bridge Primary School  
Curriculum Overview Early Years

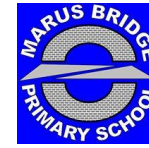


	<p>Invent and dance/ play music to show different emotions.</p> <p><b>Tool use:</b> Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p>			
Books				



# Marus Bridge Primary School

## Curriculum Overview Early Years



<b>Comp uting</b>	<p><b><u>E-Safety</u></b> Talk about good &amp; bad choices in real life e.g., taking turns, saying kind things, helping others, telling an adult if something upsets you. Play appropriate games on the Internet. Talk about good and bad choices when using websites – being kind, telling a grown up. if something upsets us &amp; keeping ourselves safe by keeping information private.</p> <p><b><u>Programming</u></b> Help adults operate equipment around the school, independently operating simple equipment. Use simple software to make things happen. Press buttons on a floor robot and talk about the movements. Explore options and make choices with toys, software, and websites.</p> <p><b><u>Multimedia</u></b> Use a mouse to rearrange objects and pictures on a screen. Recognise text, images and sound when using ICT. Use a camera or sound recorder to collect photos or sound. Use paint programs to create pictures. Begin to use a keyboard see - programming. Develop an interest in ICT by using age-appropriate websites or programs.</p> <p><b><u>Technology in Our Lives</u></b> Recognise purposes for using technology in school and at home Understand that things they create belong to them and can be shared with others using technology. Recognise that they can use the Internet to play and learn.</p> <p><b><u>Data Handling</u></b> Collect information as photos or sound files.</p>					
<b>Comp uting</b>	Technology in Our Lives	Multimedia	Programming	E Safety	Data Handling	
<b>Spanis h</b>	<p><b>Listening and joining in</b></p> <p>Joining in, saying hello, goodbye and thanks.</p>	<p><b>Celebration Days</b></p> <p>Days of the week.</p>	<p><b>Counting and Singing</b></p> <p>Counting 1-10.</p>	<p><b>Rainbows</b></p> <p>Colours</p>	<p><b>Families and Rhymes</b></p> <p>Say name for family members.</p>	<p><b>Joins in with stories and performance</b></p> <p>Greetings, colours, counting 1-10.</p>



# Marus Bridge Primary School

## Curriculum Overview Early Years



British Values	Birthdays Favourite Songs	People who help us. Diwali Remembrance Day Advent The Nativity Christmas Bonfire Night	Shrove Tuesday Chinese New Year	Easter Mother's Day	St Georges Day	Father's Day
Learning Outside the Classroom Visits and Visitors	C&L/UTW Geography Library Trip  PSED Teddy Bear's Picnic.	UTW Science Pumpkin Picking.  UTW Geography Woodland/ Autumn Walk  C&L Trip to the pantomime.	UTW Science/ Geography Winter Walk / walk to the letter box.	UTW Science Spring Walk  UTW Ducklings	UTW RE Visit to St Paul's Church  UTW Science Visit from Curious Critters	End of year Imagine That!
Parents Afternoon / workshops		Parents Evening Nativity Christmas Crafty	Grandparents' afternoon	Mother's Day Afternoon Parents Evening	Maths Workshop	Sports Day Father's Day Afternoon End of year Assembly
Visitors		People who help us. Santa Visit			Staff in role as Jack, Rose, Stu, Granny. Dan the Critter Man	3 Little Pigs & Big Bad Wolf.