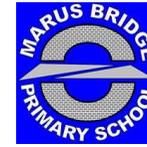




# Marus Bridge Primary School

## Curriculum Overview Early Years



Subject	Autumn 1	Autumn 2	Spring 1&2	Summer 1	Summer 2
<b>Communication and Language</b>	EKLAN Strategies Communication Friendly Spaces (Elizabeth Jarman) Circle Time Blank levelled questioning Story Talk Talking tables.				
	<p>I can maintain attentions and concentrate sitting quietly during an activity.</p> <p>I can listen and do for a short time.</p> <p>I can respond to instructions involving a two part sequence.</p> <p>I understand humour.</p> <p>I am able to follow a story without pictures or props.</p> <p>I can listen and respond to ideas expressed by others in conversation.</p> <p>I can extend my vocabulary by exploring the meaning of new words.</p> <p>I use language to imagine and recreate roles and experiences in play situations.</p> <p>I can link statements to a main theme,</p>	<p>I can maintain attentions and concentrate sitting quietly during an activity.</p> <p>I can listen and do for a short time.</p> <p>I can respond to instructions involving a two part sequence.</p> <p>I understand humour.</p> <p>I am able to follow a story without pictures or props.</p> <p>I can listen and respond to ideas expressed by others in conversation.</p> <p>I can extend my vocabulary by exploring the meaning of new words.</p> <p>I use language to imagine and recreate roles and experiences in play situations.</p> <p>I can link statements to a main theme,</p>	<p>I can listen attentively in a range of situations.</p> <p>I can listen to stories, accurately anticipating key events and respond to what I hear with comments.</p> <p>I can give attention to others and responds appropriately whilst engaged in another activity.</p> <p>I can follow instructions involving several ideas or actions. I can answer how and why questions.</p> <p>I can express myself effectively showing an awareness of listeners needs.</p> <p>I can use past, present and future forms accurately when talking about events that have happened.</p> <p>I can develop my own narratives by</p>	<p>I can listen attentively in a range of situations.</p> <p>I can listen to stories, accurately anticipating key events and respond to what I hear with comments.</p> <p>I can give attention to others and responds appropriately whilst engaged in another activity.</p> <p>I can follow instructions involving several ideas or actions. I can answer how and why questions.</p> <p>I can express myself effectively showing an awareness of listeners needs.</p> <p>I can use past, present and future forms accurately when talking about events that have happened.</p> <p>I can develop my own narratives by</p>	<p>I can listen attentively in a range of situations.</p> <p>I can listen to stories, accurately anticipating key events and respond to what I hear with comments.</p> <p>I can give attention to others and responds appropriately whilst engaged in another activity.</p> <p>I can follow instructions involving several ideas or actions. I can answer how and why questions.</p> <p>I can express myself effectively showing an awareness of listeners needs.</p> <p>I can use past, present and future forms accurately when talking about events that have happened.</p> <p>I can develop my own narratives by</p>



# Marus Bridge Primary School

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	<p>I use talk to organise ideas. I introduce a storyline to my play.</p>	<p>I use talk to organise ideas. I introduce a storyline to my play.</p>	<p>connecting ideas or event.</p>	<p>connecting ideas or event.</p>	<p>connecting ideas or event.</p>
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# Marus Bridge Primary School

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<b>Personal and Social Development</b>	Collaborative Learning , Key Person Group Time , Making Relationships, Behaviour – school rules, Rewards – Teddy to go home daily, Stepping stones – 1-10. Get to 10 and they get a prize, Tidy up challenge.				
	<p>I can initiate conversations and attend to and take into account what others say.</p> <p>I can explain own knowledge and understanding and ask questions of others.</p> <p>I can take steps to resolve conflicts with others.</p> <p>I am confident to speak to others about own needs, wants, interests and opinions.</p> <p>I can describe self in positive terms and talk about abilities.</p> <p>I understand that my actions affect other people.</p> <p>I am aware of boundaries set and behaviour expectations in the setting.</p> <p>I am beginning to solve problems without aggression.</p>	<p>I can initiate conversations and attend to and take into account what others say.</p> <p>I can explain own knowledge and understanding and ask questions of others.</p> <p>I can take steps to resolve conflicts with others.</p> <p>I am confident to speak to others about own needs, wants, interests and opinions.</p> <p>I can describe self in positive terms and talk about abilities.</p> <p>I understand that my actions affect other people.</p> <p>I am aware of boundaries set and behaviour expectations in the setting.</p> <p>I am beginning to solve problems without aggression.</p>	<p>I can play cooperatively, taking turns with others. I can take account of one another's ideas and how to organise an activity. I can show sensitivity to others needs and feelings, and form positive relationships with adults and children.</p> <p>I can try new activities and say why I like some activities more than others.</p> <p>I am confident to speak in a familiar group.</p> <p>I can talk about my ideas and I can choose my resources I need for my chosen activities.</p> <p>I can say when I do or don't need help.</p> <p>I can talk about how I show feelings and talk about my behaviour and its consequences.</p> <p>I can work as part of a group or class and understand the rules.</p> <p>I can adjust my behaviour to different situations.</p>	<p>I can play cooperatively, taking turns with others. I can take account of one another's ideas and how to organise an activity. I can show sensitivity to others needs and feelings, and form positive relationships with adults and children.</p> <p>I can try new activities and say why I like some activities more than others.</p> <p>I am confident to speak in a familiar group.</p> <p>I can talk about my ideas and I can choose my resources I need for my chosen activities.</p> <p>I can say when I do or don't need help.</p> <p>I can talk about how I show feelings and talk about my behaviour and its consequences.</p> <p>I can work as part of a group or class and understand the rules.</p> <p>I can adjust my behaviour to different situations.</p>	<p>I can play cooperatively, taking turns with others. I can take account of one another's ideas and how to organise an activity. I can show sensitivity to others needs and feelings, and form positive relationships with adults and children.</p> <p>I can try new activities and say why I like some activities more than others.</p> <p>I am confident to speak in a familiar group.</p> <p>I can talk about my ideas and I can choose my resources I need for my chosen activities.</p> <p>I can say when I do or don't need help.</p> <p>I can talk about how I show feelings and talk about my behaviour and its consequences.</p> <p>I can work as part of a group or class and understand the rules.</p> <p>I can adjust my behaviour to different situations.</p>



Marus Bridge Primary School  
Curriculum Overview Early Years



Physical Development	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 Little Movers.				
	<p>I can experiment with different ways of moving.</p> <p>I can jump off an objects and land appropriately.</p> <p>I can negotiate space successfully when playing racing and chasing games.</p> <p>I can travel with confidence under, over and through equipment.</p> <p>I show increasing control over and object in pushing, patting, throwing, catching or kicking it.</p> <p>I use tools to effect and change materials.</p> <p>I can handle tools, objects construction and malleable materials with control.</p> <p>I show a preference for a dominant hand.</p> <p>I begin to use anticlockwise movements and retrace vertical lines.</p>			<p>I can show good control and coordination in large and small movements. I can move in a range of ways, safely negotiating space. I can handle equipment and tools effectively, including pencils for writing.</p> <p>I know the importance for good health and a healthy diet and talk about ways to keep healthy and safe.</p> <p>I can manage my own basic hygiene and personal needs, including dressing and going to the toilet independently.</p> <p>I know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</p> <p>I can manage my own basic hygiene and personal needs successfully dressing</p>	



# Marus Bridge Primary School

## Curriculum Overview Early Years



	<p>I begin to form recognisable letters.</p> <p>I can use a pencil and hold it effectively to form recognisable letters, most are which correctly form.</p> <p>I eat a healthy range of foodstuffs and understand the need for variety in food.</p> <p>I am usually dry and clean during the day.</p> <p>I show understanding about good practices with regard to exercises, eating, sleeping and hygiene can contribute to god health.</p> <p>I understand the need for safety when tackling new challenges and manage some risks.</p> <p>I understand how to transport and store equipment safely.</p> <p>I practice some safety measures without direct supervision.</p>			and going to the toilet independently.	
P.E	Introduction to PE	GYMNASTICS	Developing Coordination	Sending and receiving	Sports Day



# Marus Bridge Primary School

## Curriculum Overview Early Years



<b>Literacy</b>	<p><b>All About Me</b> Elmer Ruby's Worry</p> <p><b>Autumn</b> We're going on a bear hunt. We're going on a leaf hunt.</p> <p>I can continue a rhyming string. I can hear and say initial sounds. I can segment the sounds in simple words and blend them together and I know which letters represents some of them. I can link sounds to letters, naming and sounding the letters of the alphabet. I can read simple words and sentences. I use vocabulary and forms of speech that are increasingly influenced by my experience of books. I enjoy a range of books.</p>	<p><b>Julia Donaldson</b> Room on the Broom Potions – instructions. The Gruffalo The Gruffalo's child Stick Man Elf on the Shelf</p> <p>I can continue a rhyming string. I can hear and say initial sounds. I can segment the sounds in simple words and blend them together and I know which letters represents some of them. I can link sounds to letters, naming and sounding the letters of the alphabet. I can read simple words and sentences. I use vocabulary and forms of speech that are increasingly influenced by my experience of books. I enjoy a range of books. I know that information can be retrieved from books and computers.</p>	<p><b>Spring 1</b> <b>Dinosaurs</b> Dear Dinosaur  Mr Wolf's Pancakes</p> <p><b>Spring 2</b>  Jack and the Flum Flum Tree. Sharks / Islands / Fruits. Handa's Surprise.</p> <p>I can continue a rhyming string. I can hear and say initial sounds. I can segment the sounds in simple words and blend them together and I know which letters represents some of them. I can link sounds to letters, naming and sounding the letters of the alphabet. I can read simple words and sentences. I use vocabulary and forms of speech that are increasingly</p>	<p><b>Traditional Tales</b> Little Red Hen Little Red Riding Hood Gingerbread Man Billy Goats Gruff Goldilocks Jack and the Beanstalk</p> <p>I can read and understand simple sentences. I can use phonics knowledge to decode regular words and read them aloud accurately. I can read some common irregular words. I can demonstrate understanding when talking to others about what I have read. I use my phonics knowledge to write words in ways which match my spoken sounds. I can write some irregular common words. I can write simple sentences that can me read by myself and others. I can spell some words correctly and others are phonetically plausible.</p>	<p><b>Planting and Growing</b> Oliver's Vegetables Supertato The Enormous Turnip</p> <p><b>Minibeasts.</b> Superworm. Spinderella</p> <p>I can read and understand simple sentences. I can use phonics knowledge to decode regular words and read them aloud accurately. I can read some common irregular words. I can demonstrate understanding when talking to others about what I have read. I can write some irregular common words. I can write simple sentences that can me read by myself and others.</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years



	<p>I know that information can be retrieved from books and computers.</p> <p>I give meaning to marks as I draw, write and paint.</p> <p>I begin to break to flow of speech into words.</p> <p>I can continue a rhyming string.</p> <p>I can hear and say initial sounds.</p> <p>I can segment the sounds in simple words and blend them together and I know which letters represents some of them.</p> <p>I can link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>I use some clearly identifiable letters to communicate meaning, representing sounds correctly and ins sequence.</p> <p>I can write my own name and other things such as labels and captions.</p>	<p>I give meaning to marks as I draw, write and paint.</p> <p>I begin to break to flow of speech into words.</p> <p>I can continue a rhyming string.</p> <p>I can hear and say initial sounds.</p> <p>I can segment the sounds in simple words and blend them together and I know which letters represents some of them.</p> <p>I can link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>I use some clearly identifiable letters to communicate meaning, representing sounds correctly and ins sequence.</p> <p>I can write my own name and other things such as labels and captions.</p> <p>I attempt to write short sentences in meaningful contexts.</p>	<p>influenced by my experience of books.</p> <p>I enjoy a range of books.</p> <p>I know that information can be retrieved from books and computers.</p> <p>I give meaning to marks as I draw, write and paint.</p> <p>I begin to break to flow of speech into words.</p> <p>I can continue a rhyming string.</p> <p>I can hear and say initial sounds.</p> <p>I can segment the sounds in simple words and blend them together and I know which letters represents some of them.</p> <p>I can link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>I use some clearly identifiable letters to communicate meaning, representing sounds correctly and ins sequence.</p> <p>I can write my own name and other things</p>		<p>I can spell some words correctly and others are phonetically plausible.</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years



	<p>I attempt to write short sentences in meaningful contexts.</p>		<p>such as labels and captions.</p> <p>I attempt to write short sentences in meaningful contexts.</p>		
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# Marus Bridge Primary School

## Curriculum Overview Early Years

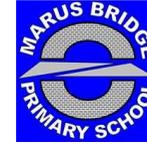


<b>Mathematics</b>	<p>Numbers to 5 (4 weeks) Sorting (1 week) 1 more (1 week)</p> <p>I can recognise some numerals of personal significance. I can recognise numbers 1-5. I can count 3 or 4 objects by saying one number name for each of them. I can count actions or objects which cannot be moved. I can select the correct numeral to represent 1-5 objects. I can use the language of more and fewer. I can find the total number of items in 2 groups by counting all of them. I can say the number that is one more than a given number. I can find one more or one less from a group of up to 5 objects then 10 objects. I can record using marks that they can interpret and explain.</p>	<p>Numbers 5-10 Positioning (1 week) 1 less (2 weeks) 2D shape (1 week) Comparing quantities (2 weeks) Time – My day (1 week)</p> <p>I can use the language of more and fewer. I can find the total number of items in 2 groups by counting all of them. I can find one more or one less from a group of up to 5 objects then 10 objects. I can record using marks that they can interpret and explain. I can begin to identify my own maths problems based on my own fascinations and experience's I am beginning to use mathematical names for solid 3D shapes and flat 2D shapes and mathematical terms to describe shapes. I can select a particular named shape.</p>	<p>Numbers 10-15 / 15-20 Number bonds to 5 (1 week) Addition to 10(2 weeks) Number bonds to 10(3 weeks) Subtraction to 10(1 week) Length/Height(1 week) Weight/volume(2 weeks) Measure (1 week) 3D shape (1 week)</p> <p>I can count object to 10 and beyond 10. I can count 6 from a larger group. I can select the correct numeral to represent 6-10 objects. I can count an irregular arrangements of 10 objects. I can estimate objects and check by counting. I can find the total number of items in 2 groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p>	<p>Place value to 20 (2 weeks) Doubling (1 week) Exploring patterns (1 week) Counting on and back ( 1 week)</p> <p>I can count reliably with numbers from one to 20, place them in order and say which is more or one less than a given number. I can use quantities and objects to add and subtract two single digit numbers and count on or back to find the answer. I can solve problems including doubling halving and sharing. I can use everyday language to talk about size, weight, capacity position, distance, time and money to compare quantities and objects and to solve problems. I can recognise and create and describe patterns. I can explore characteristics of objects and shapes and use mathematical language to describe them.</p>	<p>Halving and Sharing (2 weeks) Counting in 2s, 5s and 10s (1week) Money (2 weeks) Time ( 1 week)</p> <p>Revisit and Review</p> <p>I can solve problems including doubling halving and sharing. I can use everyday language related to money. I can use everyday language to talk about size, weight, capacity position, distance, time and money to compare quantities and objects and to solve problems. I can recognise and create and describe patterns. I can explore characteristics of objects and shapes and use mathematical language to describe them.</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years



	<p>I can begin to identify my own maths problems based on my own fascinations and experience's.</p> <p>I can familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>I can describe my relative position such as behind or next to.</p> <p>I can familiar objects and common shapes to create and recreate patterns and build models.</p> <p>I can use everyday language related to time.</p> <p>I can order and sequence familiar events.</p> <p>I can measure short periods of time in simple ways.</p>	<p>I can order two items by length or height.</p> <p>I can order two items by weight or capacity.</p> <p>I can use everyday language to talk about size, weight, capacity position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>I can recognise and create and describe patterns.</p> <p>I can explore characteristics of objects and shapes and use mathematical language to describe them.</p>		
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# Marus Bridge Primary School

## Curriculum Overview Early Years



<p style="text-align: center;"><b>Understanding the World: The World</b></p>	<p style="text-align: center;"><u>My New School</u></p> <p>I can find out about, visit and experience special places within our new school.</p> <p>I can find out where we eat our lunch, run around, do PE, take the register and where I have my lessons.</p> <p>I can share places that are special to us and our families outside school.</p> <p style="text-align: center;">Visit to the Library</p>	<p style="text-align: center;"><u>Autumn</u></p> <p>I can comment and ask questions about the natural world we live in.</p> <p>Talk about some of the things we have observed such as plants and natural objects.</p> <p>I can go on an Autumn walk and talk about the changes.</p> <p style="text-align: center;"><u>Freezing and Melting</u></p> <p>I can talk about changes in materials.</p> <p>I can predict what will happen and explain why.</p>	<p style="text-align: center;"><u>Spring</u></p> <p>I can comment and ask questions about the natural world we live in.</p> <p>Talk about some of the things we have observed such as plants and natural objects.</p> <p>I can go on a Spring walk and talk about the changes.</p> <p style="text-align: center;"><u>Floating and Sinking</u></p> <p>I can predict which materials will float or sink.</p> <p>I can explore different materials.</p> <p>I can talk about features of my own environment and how environments may vary from one another.</p> <p>I know about similarities and difference in relation to places, objects, materials and living things.</p> <p>I can make observations of animals and plants and explain why some things occur</p>	<p style="text-align: center;"><u>Planting and Growing</u></p> <p>I can plant seeds and observe how they grow.</p> <p>I know what a plant needs to grow.</p> <p style="text-align: center;"><u>Materials</u></p> <p>Cakes/porridge.</p> <p>I know about similarities and difference in relation to places, objects, materials and living things.</p> <p>I can make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p style="text-align: center;"><u>Minibeasts</u></p> <p>I can observe caterpillars change into butterflies.</p> <p>I can order pictures to show the lifecycle of a butterfly.</p> <p style="text-align: center;"><u>Around the World</u></p> <p>I can talk about different places.</p> <p>I know about similarities and difference in relation to places, objects, materials and living things.</p> <p>I can talk about features of my own environment and how environments may vary from one another.</p> <p>I can make observations of animals and plants and explain why some things occur and talk about changes.</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years



			and talk about changes.		
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# Marus Bridge Primary School

## Curriculum Overview Early Years



<p><b>Understanding the World: People and Communities</b></p>	<p>Recognising and getting to know our school, who works here and what they do for us.</p> <p>Introducing the ideas of a multi faith community.</p> <p>Harvest</p> <p>I can enjoy joining in with family customs and routines.</p>	<p>Diwali Advent The Christmas Nativity</p> <p>I know about the similarities and differences between myself and others and among families, communities and traditions.</p> <p>I can talk about past and present events in my own life and the lives of my family members.</p>	<p>Celebrations New Year Chinese New Year Shrove Tuesday Easter Story</p> <p>I can talk about past and present events in my own life and the lives of my family members.</p> <p>I know that other children don't always do the same things, and are sensitive to this.</p> <p>I know about the similarities and differences between myself and others and among families, communities and traditions.</p>	<p>St Georges Day</p> <p>People who help us.</p> <p>I can talk about past and present events in my own life and the lives of my family members.</p> <p>I know that other children don't always do the same things, and are sensitive to this.</p> <p>I know about the similarities and differences between myself and others and among families, communities and traditions.</p>	<p>Transition to Year 1</p> <p>I can talk about past and present events in my own life and the lives of my family members.</p> <p>I know that other children don't always do the same things, and are sensitive to this.</p> <p>I know about the similarities and differences between myself and others and among families, communities and traditions.</p>
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# Marus Bridge Primary School

## Curriculum Overview Early Years



<p>Understanding the World: Technology</p>	<p>I can complete a simple program on a computer. I can use ICT hardware to interact with age appropriate software.</p>	<p>I can complete a simple program on a computer. I can use ICT hardware to interact with age appropriate software.</p>	<p>I understand that a range of technology is used in different places such as home and schools. I can select and use technology for different purposes.</p>	<p>I understand that a range of technology is used in different places such as home and schools. I can select and use technology for different purposes.</p>	<p>I understand that a range of technology is used in different places such as home and schools. I can select and use technology for different purposes.</p>
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## Curriculum Overview Early Years



<b>Expressive Arts and Design</b>	<p>I can begin to build a repertoire of songs and dances.</p> <p>I can explore the different sounds of instruments.</p> <p>I can explore what happens when I mix colours.</p> <p>I can experiment making different textures.</p> <p>I understand how media can be combined to create new effects.</p> <p>I can manipulate materials to achieve a planned effect.</p> <p>I can construct with a purpose in mind using a variety of resources.</p> <p>I can use simple tools and techniques.</p> <p>I can select my resources and adapt my work.</p> <p>I can select tools and techniques needed to shape, assemble and join materials.</p> <p>I can create simple representations of events, people and objects.</p> <p>I can initiate new combinations of</p>	<p>I can begin to build a repertoire of songs and dances.</p> <p>I can explore the different sounds of instruments.</p> <p>I can explore what happens when I mix colours.</p> <p>I can experiment making different textures.</p> <p>I understand how media can be combined to create new effects.</p> <p>I can manipulate materials to achieve a planned effect.</p> <p>I can construct with a purpose in mind using a variety of resources.</p> <p>I can use simple tools and techniques.</p> <p>I can select my resources and adapt my work.</p> <p>I can select tools and techniques needed to shape, assemble and join materials.</p> <p>I can create simple representations of events, people and objects.</p> <p>I can initiate new combinations of</p>	<p>I can sing songs, make music, and dance, and experiment with ways of changing them.</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can use what I have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>I can represent my own ideas, thought and feelings through design and technology, art, music, role play and stories.</p>	<p>I can sing songs, make music, and dance, and experiment with ways of changing them.</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can use what I have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>I can represent my own ideas, thought and feelings through design and technology, art, music, role play and stories.</p>	<p>I can sing songs, make music, and dance, and experiment with ways of changing them.</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can use what I have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>I can represent my own ideas, thought and feelings through design and technology, art, music, role play and stories.</p>
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# Marus Bridge Primary School

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	<p>movement and gesture in order to express and respond to feelings, ideas and experiences. I can choose particular colours for a particular purpose. I can introduce a storyline or narrative into my play. I can play alongside others who are engaged in the same theme. I can play cooperatively as part of a group to develop and act out a narrative.</p>	<p>movement and gesture in order to express and respond to feelings, ideas and experiences. I can choose particular colours for a particular purpose. I can introduce a storyline or narrative into my play. I can play alongside others who are engaged in the same theme. I can play cooperatively as part of a group to develop and act out a narrative.</p>			
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<b>British Values</b>	Myself and my family	Diwali Remembrance Day Advent The Nativity Christmas	Shrove Tuesday Chinese New Year Easter	Mother's Day Easter Sunday St Georges Day	Father's Day Around the World
<b>Learning Outside the Classroom</b>	Library Trip – no cost		Spring Walk - no cost		End of year trip
<b>Parents Afternoon / workshops</b>	Parents welcome workshop - Meet your child's key Worker Phonics/reading Workshop	Nativity Christmas Crafty	Grandparents afternoon Mother's Day Afternoon	Maths Workshop Father's Day Afternoon	Sports Day Assembly
<b>Visitors</b>		October 31 <sup>st</sup> Dan the Critter Man? Staff in role as a Witch Santa	Staff in role as Jack, Rose, Stu, Granny	Staff in role as Little Red Riding Hood and the 3 Little pigs.	