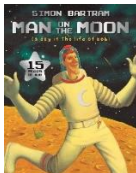


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| Fruit Bats Creative Curriculum Overview Term 3 2025-26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| At Marshfield, our learning is driven by...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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| <b>Sustainability:</b><br>In our drive for sustainability, we will: <ul style="list-style-type: none"><li>• Think about how we can look after our world better than people have done in the past.</li><li>• Understand that electricity can be wasted and how to save electricity.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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that there are similarities and differences between life in this country and life in other countries.</li><li>• Learn that people have different beliefs and celebrate special times in different ways.</li><li>• Understand the reasons why people in the past acted as they did.</li></ul>                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Creativity:</b><br>To nurture creativity, we will: <ul style="list-style-type: none"><li>• Sing songs together with movements/ playing instruments to the steady beat.</li><li>• Understand how musical sounds/instruments can be used to represent a theme or idea.</li><li>• Develop our drawing skills</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                 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| Areas of learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| <b>Communication &amp; Language EYFS</b> <ul style="list-style-type: none"><li>• Describe events in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li><li>• Use new vocabulary in different contexts.</li></ul> <b>Literacy EYFS</b> <ul style="list-style-type: none"><li>• Read individual letters by saying the sounds for them.</li><li>• Blend sounds into words, to read short words made up of known GPCs</li><li>• Read some digraphs/ trigraphs.</li><li>• Read a few common exception words.</li><li>• Read simple phrases and sentences.</li><li>• Re-read books to build up confidence, fluency, understanding and enjoyment.</li></ul> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing.</li><li>• Form lower-case and capital letters correctly</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s</li><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li><li>• Re-read what they have written to check that it makes sense.</li></ul> | <b>ENGLISH Year 1</b><br><b>Narrative and Non-Chronological Reports</b> <ul style="list-style-type: none"><li>• Use coordination to join simple sentences (and)</li><li>• Use subordination (because)</li><li>• Use adjectives to describe nouns, spelling – er and –est words correctly</li></ul> <ul style="list-style-type: none"><li>• Use headings and sub-headings</li><li>• Use the present tense in non-fiction</li><li>• Begin to use question marks</li></ul>  | <b>Maths EYFS</b><br><b>Number</b> <ul style="list-style-type: none"><li>• Explore the composition of numbers to 10.</li><li>• Subitise <i>[fast recognition of amounts without counting]</i></li><li>• Automatically recall number bonds for numbers 0–10.</li></ul> <b>Shape</b> <ul style="list-style-type: none"><li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li><li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li></ul> | <b>MATHS Year 1</b><br><b>Fractions</b> <ul style="list-style-type: none"><li>• Recognise, find and name 1/2 as one of two equal parts of an object, shape or quantity</li><li>• Recognise, find and name 1/4 as one of two equal parts of an object, shape or quantity</li></ul> <b>Measure</b> <ul style="list-style-type: none"><li>• Begin to measure and record lengths using a ruler (all lengths multiples of 10cm, up to 1m)</li><li>• Begin to measure and record masses using scales (all masses multiples of 10g)</li><li>• Begin to measure and record capacities using jugs (all capacities multiples of 10ml)</li></ul> <ul style="list-style-type: none"><li>• Compare and describe lengths and heights (long/short, tall/short, double/half)</li><li>• Compare and describe mass (heavy/light)</li><li>• Compare and describe capacity and volume (full/empty, more than, less than, half, full, quarter)</li></ul> | <b>TOPIC (Year 1)</b><br><b>History</b> <ul style="list-style-type: none"><li>• We will learn about the first Moon landing and its significance as a global, historical event.</li><li>• We will learn about the life of Neil Armstrong and his contribution to the first Moon landing.</li><li>• We will identify similarities and differences between ways of life and exploration in different periods by learning about Christopher Columbus and his 'discovery' of the 'new world' in the 15th Century and comparing this to the Moon landing in the 20th Century.</li><li>• We will learn where Armstrong and Columbus' historical events fit within a chronological framework.</li><li>• We will understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li></ul> <b>Art – Spirals</b> <ul style="list-style-type: none"><li>• We will build an understanding about how we can make marks on a drawing surface.</li><li>• We will explore how to hold a drawing tool, and move our bodies, to affect the drawings we make.</li><li>• We will begin to explore mark making and experiment with how we can use the marks we make in our drawings.</li><li>• We will learn that we can make drawings from action/imagination as well as through observation.</li><li>• Through our drawings we will talk about what we can see and how it makes us feel.</li></ul> <b>Science – Seasons</b> <ul style="list-style-type: none"><li>• Observe changes across the four seasons (winter)</li><li>• Observe and describe weather associated with the seasons and how day length varies.</li></ul> <b>Music – Famous People</b> <ul style="list-style-type: none"><li>• We will build our confidence in singing, saying chants and rhymes and simple use of instruments.</li><li>• We will develop our music skills and begin to discriminate between different sounds and instruments.</li><li>• We will discover musical textures through hearing 'early' instruments.</li><li>• We will create 'sound-pictures' using body percussion and voices.</li></ul> <b>Computing: Digital Citizenship (Safer Internet Day)</b> <ul style="list-style-type: none"><li>• Know when and why to take breaks from device time.</li><li>• Consider the feelings of people around them, even when engaged in fun online activities.</li><li>• Learn why it's important to be aware and respectful of people while using devices.</li><li>• Discover that the internet can be used to visit faraway places and learn new things.</li><li>• Compare how staying safe online is similar to staying safe in the real world.</li><li>• Explain rules for travelling safely on the internet.</li></ul> |
| <b>PE</b><br>Equipment Control and Coordination with Mr Hull<br><br>Gymnastics with Mrs Tilley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>PSHE (Jigsaw)</b><br><br>Dreams and Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Religion and Worldviews</b><br>Who is Jewish and what do they believe? 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| Our Christian value for term five is <b>Perseverance</b> :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| "I can do all things through Him who strengthens me." (Philippians 4.13)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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