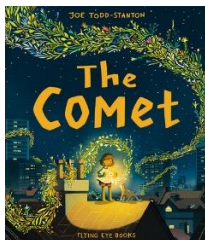


		 Marshfield CE VC Primary School Learning together, inspiring each other, achieving our best “Life in all its fullness”		
Fruit Bats Creative Curriculum Overview Term 4 2025-26				
At Marshfield, our learning is driven by...				
Sustainability: In our drive for sustainability, we will: • Think about how we can look after our natural world in order to protect the physical features around us (e.g. rivers, seas & coastlines). • Develop our understanding of how global warming and climate change are impacting on the weather patterns in UK countries.		Diversity and Difference: In our drive to understand diversity and difference, we will: • Understand that there are similarities and differences between the 4 countries that make up the UK • Know that although the 4 countries make one nation, they all have their own unique cultures as well as geographical differences. • Know similarities and differences between the natural world around us and contrasting environments within the UK. • Learn that people have different beliefs and celebrate special times in different ways.		Creativity: To nurture creativity, we will: • Sing songs together and practise singing with lots of energy and moving in time to the music. • Develop our design and construction skills through DT. • Take part in our Easter service.
Areas of learning				
Communication & Language EYFS • Learn new vocabulary and use new vocabulary throughout the day. • Connect one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Learn and listen carefully to rhymes and songs, paying attention to how they sound. Literacy EYFS • Form lower-case and capital letters correctly. • Write short sentences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Use the tripod grip (in almost all cases) when using a pen/pencil. • 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.	ENGLISH Year 1 Narrative and Persuasion (Advert/Tourism leaflets) • Describe a character (using 'and') • Describe a setting (using 'and') • Use the past tense (in narrative) using –ed words where no change is needed in the spelling • Use coordination to join simple sentences (and, so) • Use subordination (because) 	Maths EYFS Shape • 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. Pattern • Continue, copy and create repeating patterns (AB, ABB, ABBC) Measures • Compare length, weight and capacity. Number patterns • Verbally count beyond 20, recognising the pattern of the counting system.	MATHS Year 1 Geometry: shape properties • Name common 2D shapes (rectangles, squares, circles and triangles) • Name common 3D shapes (cuboids, cubes, pyramids and spheres) Geometry: position and direction • Describe position, direction and movement as a whole turn. • Describe position, direction and movement as a half turn. • Describe position, direction and movement as a quarter turn. • Describe position, direction and movement as a three-quarter turn.	TOPIC (Year 1) Geography We will learn: • The names of the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) and that we live in England. • That each of these countries has a capital city and flag. • The UK includes the island of Great Britain, Northern Ireland and many smaller islands. Great Britain is an island and is surrounded by seas. • How to locate the UK and the 4 countries on maps. • The UK experiences 4 seasons and weather patterns are different in each season. Science – Seasons • Observe changes across the four seasons (spring) • Observe and describe weather associated with the seasons and how day length varies. DT – Free standing structures We will: • Generate ideas based on simple design criteria and our own experiences, explaining what we could make. • Develop, model and communicate our ideas through talking, mock-ups and drawings. • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining our choices. • Select new and reclaimed materials and construction kits to build our structures. • Use simple finishing techniques suitable for the structure we are creating. • Explore a range of existing freestanding structures in the school and local environment. • Evaluate our products by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. Music – Little Red Riding Hood • We will develop our breathing, posture, articulation, sound projection skills. • We will practise high/low/different paces/ timbre and texture • We will learn about the structure of songs (phrase, chorus, verse). • We will sing songs in unison, with clear diction, control of pitch, a sense of phrase and musical expression • We will rehearse and present performances with an awareness of the audience. • We will listen with attention and recall sounds with increasing aural memory. Computing: Digital Writing • Experience using a computer to create and manipulate text. • Familiarise themselves with word processors and how to interact with the computer using a keyboard. • Explore the different tools that can be used in word processors to change the look of the text. • Explore the different fonts available and change the font to change the look of their text. • Talk about whether the changes we have made have improved our writing and will begin to use ‘undo’ to remove changes. • Make comparisons between using a computer for writing and writing on paper.
	PE Team Work and Problem Solving (<i>netball</i>) with Mr Hull Alternative games with Mrs Tilley (e.g. <i>archery/kurling</i>)		PSHE (Jigsaw) Healthy Me	Religion and Worldviews – Christianity: Salvation Why do Christians put a cross in an Easter garden? (EYFS) Why does Easter matter to Christians? (Year 1)
Our Christian value for term five is Courage :				
“Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.” (Joshua 1.19)				
				