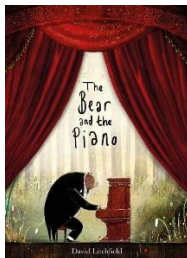


				
Marshfield CE VC Primary School Learning together, inspiring each other, achieving our best "Life in all its fullness"				
Fruit Bats Creative Curriculum Overview Term 5 2025-26				
At Marshfield, our learning is driven by...				
Sustainability: In our drive for sustainability, we will: • Develop our understanding of how some animal species are endangered and what this means. • Discuss ways in which we can protect the natural environment and the wildlife that lives there. • Further our understanding of climate change and how it is impacting on animal habitats.		Diversity and Difference: In our drive to understand diversity and difference, we will: • Understand there are similarities and differences between humans. • To know that there are lots of different types of families. • To learn that groups of people have different beliefs and sacred texts and which stories are special to them.		
Creativity: To nurture creativity, we will: • Develop our artistic knowledge and skills by making sculptures using a variety of media and materials. • Explore instruments, compose music together and begin to use symbols to represent sounds.				
Areas of learning				
Communication & Language EYFS • Listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what we have heard and ask questions to clarify our understanding. • Participate in small group, class and one-to-one discussions, offering our own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Literacy EYFS • Using the tripod grip in almost all cases. • 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. • Demonstrate understanding of what has been read to us by retelling stories and narratives using their 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. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with our phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with our phonic knowledge, including some common exception words.	ENGLISH Year 1 Narrative and Persuasion (Advert/Tourism leaflets) • Describe a character (using adjectives and commas for lists) • Describe a setting (using adjectives and commas for lists) • Use capital letters for people, places and days of the week • Use the past tense (in narrative) using –ed words where no change is needed in the spelling • Use coordination (and, so) and subordination (because) • Begin to use exclamation marks. • Spell plural nouns by adding s and es. 	Maths EYFS Number patterns • Verbally count beyond 20, recognising the pattern of the counting system • Explore and represent patterns within numbers up to 10: - evens and odds - how quantities can be distributed equally - doubling facts Number • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall number bonds up to 5 (including subtraction facts).	MATHS Year 1 Money • Recognise and know the value of different denominations of coins (1p, 2p, 5p, 10p, 20p, 50p, £1, £2) • Recognise and know the value of different denominations of notes (£5, £10, £20, £50) Time • Measure and record time (in hours, minutes, seconds) • Compare and describe time (quicker, slower, earlier, later) • Sequence events in chronological order (before/after, next, first, today, yesterday, etc.) • Use language relating to dates, including days of the week, weeks, months and years • Tell the time to the hour • Tell the time to half past the hour • Write the time to show o'clock • Write the time to show half past	TOPIC (Year 1) Science – Animals (including humans) We will: • notice that animals, including humans, have offspring which grow into adults. • find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Science – Seasons • Observe changes across the four seasons (spring - summer) • Observe and describe weather associated with the seasons and how day length varies. Art – Making Birds (sculpture, drawing, collage) • We will develop our understanding of sculpture and build our making skills. • We will use observational drawing and experimental mark-making together to make art with a variety of media. • We will develop an understanding that there is a relationship between drawing & making –transforming 2D pictures to 3D sculptures. • We will explore how to manipulate our drawings in intuitive ways to make 3D forms. Music – Little Red Riding Hood (continued) • 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: Programming Algorithms • We will be introduced to on-screen programming through ScratchJr. • We will explore the way a project looks by investigating sprites and backgrounds. • We will use programming blocks to use, modify, and create programs. • Learners will also be introduced to the early stages of program design through the introduction of algorithms.
PE Tennis with Mr Hull Alternative games and Athletics with Mrs Tilley		PSHE (Jigsaw) Relationships	Religion and Worldviews Which stories are special and why? (EYFS) What can we learn from sacred books? (Year 1)	Spanish Animals - un perro un gato, una vaca, una oruga, una mariposa, un conejo, un caballo, un elefante I have... Tengo...
Our Christian value for term five is Hope :				
"Be strong and take heart, all you who hope in the Lord." (Psalm 31.24)				
				