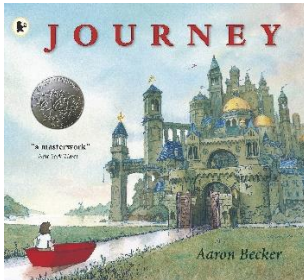
		 Marshfield CE VC Primary School Learning together, inspiring each other, achieving our best “Life in all its fullness” Fruit Bats Creative Curriculum Overview Term 6 2025-26							
At Marshfield, our learning is driven by...									
Sustainability: In our drive for sustainability, we will: • Think about how we can look after our world better than people have done in the past. • Understand how electricity is a better source of energy than gas.		Diversity and Difference: In our drive to understand diversity and difference, we will: • Understand that there are similarities and differences between life in this country and life in other countries • Recognise some environments that are different to the one in which we live. • Understand the reasons why people in the past acted as they did. • Recognise that some people believe God created the world and so we should look after it.		Creativity: To nurture creativity, we will: • Develop our design knowledge and skills by selecting and using tools and materials to make models. • Listen to music/songs by great musicians. • Hold longer notes when singing. • Improvise within music using clapping and tuned percussion.					
Areas of learning									
Communication & Language EYFS • Hold conversation when engaged in back-and-forth exchanges. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions. • Listen attentively and respond to what they hear with relevant questions, comments and actions. • Make comments about what they have heard and ask questions to clarify their understanding. • 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. Literacy EYFS • Use nouns when writing and use the term ‘noun’. • Write sequences of linked sentences. • Begin to demarcate sentences using a capital letter and full stop. • Begin to use words to join ideas together in a sentence (and). • Sequence sentences to form simple non-fiction texts. • Spell the 11 non-negotiable words for EYFS (I, a, to, the, no, go, he, she, me, be, we)		ENGLISH Year 1 Poetry and Narrative • Use powerful adjectives • Use onomatopoeia • Use ‘story language’ (e.g. ‘Once upon a time...’) • Use the past tense (in narrative) • Sequence sentences to form short narratives • Use coordination (and, so) and subordination (because) • Begin to use exclamation marks • Spell common exception words and compound words 		Maths EYFS Number • Automatically recall (without reference to rhymes, counting or other aids) some number bonds to 10, including double facts. Number Patterns • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Verbally count beyond 20, recognising the pattern of the counting system.		MATHS Year 1 Secure gaps in learning for Number and Place Value and operations (addition, subtraction, multiplication and division): Place Value • Count to 100 (forwards and backwards) • Count across 100 (forwards and backwards) • Read numbers to 100 in numerals • Write numbers to 100 in numerals • Write numbers from 1 to 20 in words Addition • Represent and use number bonds and related addition facts within 20 • Add 1-digit and 2-digit numbers up to 20 (including 0) • Solve one step addition problems (up to 20) Subtraction • Represent and use number bonds and related subtraction facts within 20 • Subtract 1-digit and 2-digit numbers to 20 (including 0) • Solve missing number problems Multiplication & Division • Solve one-step problems (using concrete objects, pictorial representations and arrays)		TOPIC (Year 1) History – How Do We Get There? (Transport Changes) We will: • learn about the first aeroplane flight and its significance as a global, historical event. • learn about the life of The Wright Brothers and their contributions to the inventing, building, and flying the world's first successful aeroplane. • explore how transport has changed over time including changes in recent years to cars: from gas-powered engines to electric vehicles as a way of helping the environment. DT – Mechanisms (wheels & axles) • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. Music – Sun, Sea and Song We will develop these music skills: • High / low / different paces / timbre / texture. • Structure (phrase, chorus, verse). • Breathing, posture, articulation, sound projection. • Practicing, rehearsing and presenting performances with an awareness of the audience. • Listening and recalling sounds with increasing aural memory. • Rehearsal and performance tips. • Singing songs in unison and in two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Call and response. Science – Seasons • Observe changes across the four seasons (summer) • Observe and describe weather associated with the seasons and how day length varies. Computing – Creating Media (Digital Painting) • Explore the world of digital art using a range creative tools. • Create our own paintings, while getting inspiration from a range of other artists. • Think about our preferences when painting with, and without, the use of digital devices.	
PE Cricket/rounders with Mr Hull Multi-skills with Mrs Tilley		PSHE (Jigsaw) Changing Me		RE – Believing What is special about our world? (EYFS) How should we care for others and the world, and why does it matter? (Year 1) <i>Christians & Jewish people</i>		Spanish Transport (e.g. un coche, un autobús, la Bicicleta , un helicóptero, un camión un bote)			
Our Christian value for term five is Trust: “My God is my strength in whom I trust.” (Psalm 18.2)									

