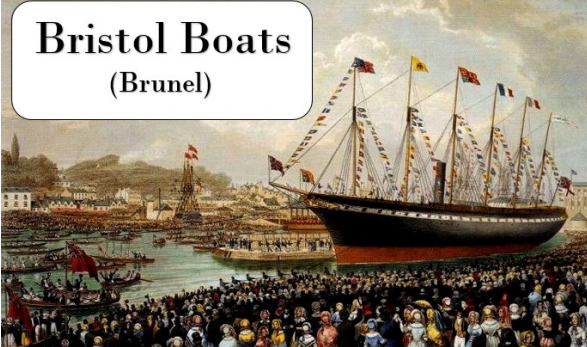
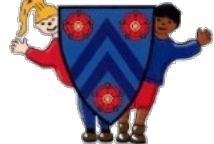


Bristol Boats (Brunel) 		 Marshfield CE VC Primary School Learning together, inspiring each other, achieving our best “Life in all its fullness”						
Fruit Bats Creative Curriculum Overview								
Term 1 2026-27								
At Marshfield, our learning is driven by...								
Sustainability: In our drive for sustainability, we will: • Think about how we can look after our world better than people have done in the past. • Understand how transport has an effect on the natural world around us.		Diversity and Difference: In our drive to understand diversity and difference, we will: • Develop relationships with new members of the school community. • Understand the reasons why people in the past acted as they did. • Learn about the beliefs of religious groups and how they may differ to our beliefs.						
		Creativity: To nurture creativity, we will: • Use nature as a starting point for our art. • Explore artistic composition by arranging things that have been collected. • Take part in Harvest festival performances. • Sing a range of songs and rhymes throughout the week. • Explore music through a variety of styles, genres and moods, through listening, responding, actions, body-percussion and song.						
Areas of learning								
Communication & Language EYFS • Use a wider range of vocabulary. • Use longer sentences of four to six words. • Understand a question or instruction that has two parts. • Start a conversation with an adult or a friend and continue it for many turns. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Literacy EYFS • Show a preference for a dominant hand. • Understands print has meaning. • Understands print has different purposes. • Spots and suggests rhymes. • Counts/claps syllables in words. • Recognises words with the same initial sound (e.g. money & mother).	ENGLISH Yr1 Narrative / Instructions • Use proper nouns (primarily names of people and places) • Use capital letters at the start of sentences • Use full-stops at the end of sentences • Write a sequence of linked sentences	Maths EYFS Number • Develop fast recognition of up to 3 objects ('subitising'). • Recite numbers past 5 • Say one number for each item in order: 1, 2, 3, 4, 5. • Know that the last number reached when counting objects tells you how many there are in total. • Show 'finger numbers' up to 5. • Link numerals and amounts (up to 5) • Experiment with symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. Positional Language • Understand position through words alone. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. Shape • Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select shapes appropriately • Combine shapes to make new ones. Pattern • Talk about and identify the patterns around them using informal language. • Extend and create ABAB patterns. • Notice and correct an error in a repeating pattern.	MATHS Yr1 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. • Identify, represent and estimate numbers using different pictorial representations. • Identify intervals of 1 on a number line. • Use the language: equal to, more than, less than, fewer, most, least. • Identify one more or one less. 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.	TOPIC (Year 1) History • Children will learn about Isambard Kingdom Brunel including which period he lived in and how life was different during the Victorian era compared to today. • They will use a wide vocabulary of everyday historical terms by learning about Brunel's life, the famous things he designed, what makes Brunel and his achievements so significant. • They will know and recognise some significant historical items/places can be still seen today and which are in our locality [<i>Great Western Railway, Box Tunnel, Clifton Suspension Bridge, SS Great Britain</i>]. • Children will be encouraged to ask and answer questions throughout the topic and choose and use historical sources to show that they know and understand key features of events. • They will develop an awareness of the past, using common words and phrases relating to the passing of time. • They will understand some of the ways in which we find out about the past and identify different ways in which it is represented. Art – Explore and Draw • They will learn that artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • They will explore our environment and learn to see with fresh eyes and curiosity. • They will learn that we can use the things we find to draw from, using close observational looking. • They will explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. • They will learn to use the shape of the page, and the way we arrange elements on the page, to create compositions which we like. Science – Everyday Materials • They will learn to distinguish between an object and the material from which it is made. • They will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • They will describe the simple physical properties of a variety of everyday materials. • They will compare and group together a variety of everyday materials on the basis of their simple physical properties. Music – Instruments Together • Children will perform songs, chants and rhymes expressively and gain confidence in their use of voices and language. • They will enjoy taking part in music in a variety of styles, genres and moods, through listening, responding, actions, body-percussion and song. Computing Systems and Networks – IT Around Us • Children will develop their understanding of what information technology (IT) is and will begin to identify examples. • They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. • Children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.				
					PE Movement and Using Space (tag rugby) with Mr Hull Dance with Mrs Tilley		PSHE (Jigsaw) Being Me in My World	
							Religion and Worldviews Creation - Who made the world? (<i>Christians</i>)	
							Spanish - Greetings <i>¡Hola! ¡Buenos días!</i> <i>¡Buenas tardes! ¿Cómo estás? Estoy bien. Gracias.</i>	
					Our Christian value for term five is Justice :			
“Learn to do right. Seek Justice.” (Isaiah 1.17)								
								