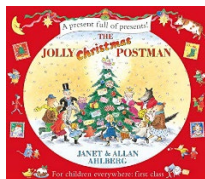
 Marshfield CE VC Primary School Learning together, inspiring each other, achieving our best “Life in all its fullness”		
Fruit Bats Creative Curriculum Overview Term 2 2026-27				
At Marshfield, our learning is driven by...				
Sustainability: In our drive for sustainability, we will: • Think about how we can look after our world better than people have done in the past. • Find out how we can be more sustainable around Christmas (e.g. reusing old Christmas cards)		Diversity and Difference: In our drive to understand diversity and difference, we will: • Understand the reasons why people in the past acted as they did. • Learn about why Christmas is an important celebration for Christians.		
		Creativity: To nurture creativity, we will: • Explore expressive art through painting. • Take part in Nativity performances. • Sing a range of songs and rhymes throughout the week (linked to Christmas).		
Areas of learning				
Communication & Language EYFS • Understand ‘why’ questions. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Connect one idea or action to another using a range of connectives. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Literacy EYFS • Develop their small motor skills so that they can use pencils for writing competently, safely and confidently. • Use some of their print and letter knowledge in their early writing. • Engages in extended conversations about stories, learning new vocabulary. • Write some or all of their name. • Write some letters accurately.	ENGLISH Yr1 Narrative/Non-Fiction • Use ‘and’ to join words in a short list • Use coordination to join simple sentences (and) • Use full-stops at the end of sentences and capital letters at the start of sentences mostly correctly. • Use the past tense (in non-fiction) • Begin to use exclamation marks. 	Maths EYFS Sequencing • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Measures • Make comparisons between objects relating to size, length, weight and capacity. Number • Count objects, actions and sounds (up to 10). • Subitise [fast recognition of amounts without counting] • Link the number symbol (numeral) with its cardinal number value. • Compare numbers. • Count beyond ten. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Says the number that is one more than a given number.	MATHS Year 1 Multiplication • Count in multiples of 2 • Count in multiples of 5 • Count in multiples of 10 • Solve one-step problems (using concrete objects, pictorial representations and arrays) Division • Solve one-step division problems (using concrete objects, pictorial representations and arrays)	TOPIC (Year 1) History • Children will learn about the historical origins of Bonfire Night in 1605 and why it is a national celebration on 5th November every year. They will learn about the ways in which it is celebrated. • Children will learn about why the 11th November is known as Remembrance Day. They will learn why it is a national day of remembrance and how people mark this important date including wearing poppies and holding a 2 minute silence. Art – Expressive Painting • They will learn that that artists sometimes use loose, gestural brush marks to create expressive painting. • They will learn that expressive painting can be representational or more abstract. • They will explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. • They will learn that artists use different techniques to give texture to the painting. • They will learn that artists sometimes use colour intuitively and in an exploratory manner. • They will go on to draw from a colourful still life, finally making expressive and gestural paintings with acrylic paint. • They will learn that we can enjoy, and respond to, the way paint and colour exist on the page. Science – Use of Everyday Materials • Pupils will apply their knowledge from Term 1 to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Pupils will apply their existing knowledge of properties to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - Know why certain materials are used for certain things. - Know what other material could be used instead of a different one. e.g. plastic or wood to make a table - Know which materials are waterproof. - Know that plastic is a very versatile material and can be made to have different properties. - Know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Computing – Programming B: Programming Animations • They will be introduced to on-screen programming through ScratchJr. • They will explore the way a project looks by investigating sprites and backgrounds. • They 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 Body and ball with Mr Hull Yoga with Mrs Tilley		PSHE (Jigsaw) Celebrating Difference	Religion and Worldviews Christianity - Jesus: Why is he so important to Christians?	Spanish Numeros (numbers): Uno, dos, tres , cuatro, cinco, seis, siete, ocho, nueve, diez
Our Christian value for term five is Compassion : “Clothe yourselves with compassion, kindness, humility, gentleness and patience.” (Colossians 3.12)				