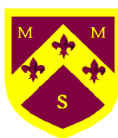


Maids Moreton CE School



Curriculum Forecast Summer Term 2025

KS2 – Kestrels Class

Class Teachers: Mrs Littlewood

English	<p>We are starting off the term, linking our guided reading with our English with a unit on ‘Goodnight Mr Tom’ by Michelle Magorian. This also links with our history learning on WWII. Throughout this unit, the children will develop their narrative writing, incorporating dialogue within narrative to enhance and move on the action. The children will then write a political speech, developing their understanding of formal writing and writing in the passive voice. Continuing with our historical theme for the term, we will then look at famous figures within WWII by reading extracts from Anne Frank: The Diary of a Young Girl and extracts from Winston Churchill’s speeches and biography. Within this unit, we will write diary entries and biographies using accurate grammatical structures and high level punctuation such as commas to mark clauses, parenthesis through brackets, dashes or commas and semi-colons.</p> <p>In the second half of the term, we will begin reading our new guided reading text: ‘The Explorer’ by Katherine Rundell and in our English lessons practice our formal writing through writing newspaper articles and blogs, as well as narrative writing through character descriptions and diary entries. To end the year, we will learn about the life of Marie Curie and write a biography.</p>
Maths	<p>Shape Y5: understand and use degrees, classify, estimate and measure a range of angles, draw lines and angles accurately, calculate angles around a point and on a straight line, understand lengths and angles in shapes, understand regular and irregular polygons and 3D shape.</p> <p>Shape Y6: measure and classify angles, calculate angles on a straight line or around a point, vertically opposite angles, angles in a triangle including calculating missing angles, angles in quadrilaterals and other polygons, circles and nets of 3D shapes.</p> <p>Position and Direction Y5: read and plot coordinates, translation of shapes with and without coordinates, lines of symmetry and reflection in horizontal and vertical lines.</p> <p>Position and Direction Y6: read and plot coordinates in four quadrants, solve problems involving coordinates, translation and reflection.</p> <p>As this is the end of the Year 6 curriculum, children will then complete their SATs assessments. After the SATs, Year 6 children will take part in a range of fun, project-based activities which will enhance their enterprise and business skills as well as skills to support them later in life such as holiday planning, budgeting, understanding of annual salary vs take-home pay, paying bills and mortgages.</p> <p>Decimals Y5: add and subtract decimals within and across 1, add and subtract decimals with the same and with different numbers of decimal places, decimal sequences, multiply and divide by 10, 100 and 1000, multiply and divide decimals.</p> <p>Negative numbers Y5: understand negative numbers, count through zero in ones and multiples, compare and order negative numbers and find the difference between negative numbers.</p>

	<p>Converting units Y5: understand units of measurement, convert units of length, convert between metric and imperial.</p> <p>Volume Y5: understand cubic centimetres, compare and estimate volume and estimate capacity.</p>
Science	<p>Living things and their habitats: For the first half term, we are learning about living things and their habitats with a specific focus on classifying organisms. We will be classifying animals based on their characteristics and then learning about Carl Linnaeus and his invention of the Linnaean System of classification. We will then learn about microorganisms and their characteristics, learning specifically about helpful and harmful microorganisms such as yeast and mould. We will finally classify organisms that we have found within our local habitat.</p> <p>Electricity: After half term, we will be moving on to electricity. Throughout this learning, we will be learning about the major discoveries made by scientists in the field of electricity. We will look at the symbols used when representing simple circuits in a scientific diagram and observe and explain the effect of different volts in a circuit. We will plan our own investigation that will give reasons for variations in how different components of a circuit function including bulbs, buzzers and switches.</p>
Computing	<p>Know your network: Throughout this unit, we will be learning about computer networks. We will begin by understanding what a network is and the advantages and disadvantages of computer networks. We will identify the difference between LAN (local area network), MAN (metropolitan area network) and WAN (wide area network) as well as topology and how topology networks work. We will also learn about the differences between the Internet and the World Wide Web, how computers send and receive information as well as gain an understanding of what cloud computing.</p> <p>Filmmaking: Throughout this unit, we will be developing our understanding of filmmaking by working towards creating a short documentary film. The children will research their chosen topic, learning how to provide accurate crediting of sources, write a script and use digital recording devices to record their documentaries. Once filmed, the children will then edit their films using video editing software.</p>
History	<p>World War II: The first half of the Summer term is focused on The Second World War in history. Here we will learn about key events from the war and learn why the war began. We will learn about evacuee children; why and where they were evacuated to. We will also discuss rationing and how people adapted to deal with the reduced product availability during the war. We will learn about the significance of the role of women during the war, identifying wartime jobs and describing what their work involved. We will also learn about the Holocaust, discussing what it was and think about some of the events that happened during this time. This subject, will of course, be treated sensitively and respectfully, taking into account the children's age and maturity, however as this is a difficult but important part of the unit, please be prepared for potential further discussion at home should the children wish to talk about it.</p>
Geography	<p>Trade and Economics: For the second half of the term, we will be moving on to Geography. Here we will be learning about trading and economics in the context of the UK. We will learn about the UK's trade links with other countries, discussing what we trade and who with. We will learn about fair trade, and the global supply chain and then also learn about how trading has changed throughout history.</p>
Religious Education	<p>Can we know what God is like?: For the first half of the term, we will be focusing on how Christians and Muslims believe God to be like. We will reflect on whether we can truly know someone fully and whether the Christian and Islamic views of their respective Gods are all the same or whether they can differ due to different perspectives and takes from religious stories and symbols.</p> <p>Does it matter what we believe about creation?: Throughout this unit, which will take place in the second half of the summer term, we will learn about the creation stories of the Christian faith as well as other world faiths. We will compare and contrast these and then reflect on whether people's beliefs about creation impacts the way they treat the environment and those within it.</p>
PE [Games, gymnastics and	<p>Outdoor:</p> <p>Striking and fielding: Throughout this unit, we will learning the skills of a striking and</p>

dance]	<p>fielding game, focusing specifically on cricket. We will learn how to effectively catch and throw the ball, how to bat in cricket and how to perform a cricket bowl.</p> <p>Athletics: Throughout this unit, we will refine our skills in athletics, competing in running events and field events, including javelin, shot put and long jump.</p> <p>Indoor:</p> <p>Circuit training: Within this unit, we will be learning how to exercise safely and how exercise can boost mental wellbeing. We will exercise at different levels of intensity and work on improving our physical strength. We will also develop our leadership skills by leading another individual and a group in a training session.</p> <p>Dance: In this unit, we will be building on our understanding of WWII in history, by learning movements that build upon a themed dance, we will also learn a popular dance from this time in history; the jive.</p>
Design and Technology	<p>In the second half of the term the children will be working together to apply their understanding of computing to program a floor robot. They will explore a range of adventure maps and use these to create their own original designs. They will research how floor robots move on different types of materials and use this knowledge to create obstacles. They will investigate joining techniques to make a scale adventure map and then test and evaluate the effectiveness of their maps and obstacles.</p>
Art	<p>For the first half of the term, the children will be refining their key skills such as use of a pencil to sketch, layering colour, printing, sculpture and paper modelling. We will also be exploring the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau. The children will create patterns with natural resources such as leaves, shaping and joining paper to resemble plants, using their own sketches as ideas for sculptural work and making and evaluating 3D models.</p>
Music	<p>Music takes place during the first half of the term and is based around the song ‘Dancing in the Street’ by Martha & the Vandellas. Throughout the unit, we will be listening and appraising a range of songs, listening carefully to identify the genre of music as well as the different instruments used and the structure of the song. We will take part in vocal and instrumental warm ups, learning to sing and play instruments along with the song. We will then develop our composition skills, using the notes we have learnt to compose our own rhythms.</p>
PSHE and Citizenship	<p>First Aid: In the second half of the term, we will be exploring basic first aid knowledge. Throughout this unit, we will explore many areas including breathing difficulties and how we can support a casualty struggling with asthma, anaphylaxis and choking. We will also look at basic life support techniques, such as the recovery position and CPR. Later in the unit, we will learn about how to support a casualty with a head injury, severe bleeding or minor burns as well as supporting those with fractures, suffering from heart attacks or seizures.</p> <p>After the SATs assessments, Year 6 will take part in additional PSHE lessons based around transition into secondary school. These lessons will aim to alleviate any worries the children may have as well as feeling confident with facing the new challenges secondary school may present.</p>
French	<p>Family, Pets and Homes</p> <p>The children will be building upon their vocabulary to describe members of their family, pets and rooms and items in the home. They will learn how to change adjectives to the feminine and masculine forms.</p> <p>That’s Tasty</p> <p>The children will learn how to order food for breakfast, lunch and dinner in cafes and restaurants in France.</p>

PE

PE will take place on a **Monday** and a **Friday**. On these days, your child must come to school in their PE kit, with suitable sporting trainers. (These must not be fashion trainers, i.e. no high-tops/Converse etc). For your child’s comfort and safety please ensure they have the appropriate clothing (school PE T-shirt, school

PE shorts, trainers and the school PE sweatshirt and tracksuit bottoms in colder weather. Jewellery should not be worn during these lessons or at any other time during the school day. Please make sure your child is able to take out their own earrings for PE or ensure these are not worn on PE days. If for any reason your child cannot participate in a PE lesson please let us know via email or at the door during drop-off.

Playtimes/lunchtime and Forest School

The children access the field and Forest School area as often as we can. Please ensure they have the necessary clothing in school at all times: wellington boots.

Library

Children will now visit the school library each **Tuesday** where they can choose a book to take home for the week. Please ensure your child returns the book the following Tuesday to enable them to borrow a new book and to replenish our stocks. As per last year, children are allowed to visit the library to change their 'reading for pleasure' book as often as they need as well as ensuring they take home a 'skills' book from the classroom.

Year 6 SATs Week

SATs will take place from the 12th to the 15th May 2025. For these 4 days, children in Kestrels class are to enter into the Sparrows classroom, and Sparrows will be in Kestrels. This will allow for a prompt start to the tests which will take place in the hall and library. During this time, Year 5 will be completing the equivalent end of year assessments.

How can you help at home?

Homework

Homework books will be sent home each **Wednesday** and should be returned by the following **Tuesday**. This will include daily reading, spellings practice and a main homework task. Although the multiplication tables check has taken place in Year 4, it is useful to continue to practice on TTRS as part of weekly homework to ensure quick recall of multiplication and related division facts.

If you have provided your child with a lot of support to complete the task, it would be very helpful for you to note this down discretely at the bottom of the page.

Year 6 children may receive additional homework during the week that will have a different 'due in' time. This is to prepare the children for secondary school where they will receive multiple pieces of homework throughout the week due in on different days.

Spellings

Every **Monday**, the children are given a list of words to practice at home using the 'Look, Say, Cover, Write, Check' method (this sheet does not need to be returned). We will have a spelling skills lesson on the Wednesday and then a spelling test every **Friday**.

Reading

To promote fluency, prosody, comprehension and inference, please listen to your child read as often as possible asking questions and talking about the book they are reading to help develop their understanding. Some pointers to the type of questions we would recommend is on the inside cover of your

child's reading record. Please use the reading record to communicate your observations with school – this can be as simple as a note to say you've read and doesn't have to be lengthy. Children who read at least four times a week will be entered into the weekly reading raffle.

Parent Mail

If there are any messages regarding things going on in class we will send it out via Parentmail, so please make sure you check the app or turn your notifications on.

If you have any further questions please do not hesitate to catch us at the classroom door before or after school, or email the office for a more appropriate time to meet if necessary.

Thank you for your ongoing support.

Mrs Littlewood