

## Maids Moreton CE School



### Curriculum Forecast Summer Term 2026

#### KS1 - Sparrows Class

Class Teachers: Mrs Pallett & Mrs Griffiths

<b>English</b>	<p>We will start the Summer term by looking at <b>“Zoo” by Anthony Browne</b> where the children will develop their understanding of the text using inference and deeper reading comprehension skills. Using the theme of the book, the children will then design their own zoos and create information booklets to describe each area. This will allow them to practice their non-fiction writing as well as some simple persuasive techniques. Continuing with the animal theme (linked to our Science topic) we will then look at <b>Riddles</b> and write clues for the reader to guess the animal they are describing. This will continue their development of using adjectives, adverbs and similes in their writing.</p> <p>In the final half term, we will use the text <b>“A Bear’s Guide to Beekeeping” by Pip Cornell</b> to look at <b>information texts</b> and revise instructions. The children will develop their own guides to care for a different animal and work on using diagrams, subheadings, text boxes, captions and images to make their non-fiction writing interesting to their reader.</p> <p>We will complete the year with a final storytelling unit based on <b>“Emma Jane’s Aeroplane” by Katie Haworth</b> which links nicely to our Geography topic about exploring the world. The focus for Y1 children will be to allow them to continue to work on being independent writers, forming accurate sentences with consistent full stops and capital letters before transitioning to Year 2. The Y2 children will work on the addition of suffixes (-ment, -less, -ful etc), the use of apostrophes and paragraphs to take their writing to the next level.</p>
<b>Maths</b>	<p>During the first part of the Summer Term, the children will be learning about <b>Mass, Weight, Capacity and Temperature</b>. There will be many opportunities for outdoor learning and investigation work during this topic, so the children can enjoy the more practical side of Maths. They will learn how to measure, compare and order, as well as solving open-ended problems and challenges using all four operations.</p> <p>Next the children will move onto explore <b>Place Value</b> of larger numbers up to 100 and revise their understanding of <b>Addition and Subtraction</b>, using jottings. The children will revisit their knowledge of tens and units and begin to solve problems involving these numbers.</p> <p>During the second part of the Summer Term, children will explore <b>Statistics</b> learning how to collect and interpret different types of data.</p> <p>Then we will look at <b>Position and Direction</b>, focusing on moving forwards, backwards, left and right. This topic will allow us to work practically and hopefully enjoy some Summer sunshine! We will complete the term with some consolidation time, allowing us to revisit areas that the children need more practice with and help prepare them for the transition into their next year group.</p>
<b>Science</b>	<p>In the first half of the Summer term, our Science topic will be all about <b>Living Things and Habitats</b>. The children will compare things that are living and dead, identify plants and animals in a range of global habitats and look how at how different animals have adapted to their surroundings. They will investigate microhabitats and explain how the conditions affect the</p>

	<p>number of creatures living there and complete their learning by looking at food chains.</p> <p>In the final half term, we will move into a topic about <b>The Environment</b>. The children will learn to describe the climate and understand how human life is affecting this. They will suggest ways to reduce, reuse and recycle and encourage people to use less energy and water in order to protect the planet. They will also learn about endangered animals, complete experiments, scientific investigations, and then draw simple conclusions from their tests.</p>
<b>Computing</b>	<p>To begin the Summer Term we start our learning with '<b>Presentation Skills</b>'. During this unit, the children will learn and practise important computer skills needed for safe and effective computer use and introduce some further skills needed to create a simple presentation. They will create a slideshow on a topic of their choice, learning how to add slides, text and pictures as well as having a go at adding interesting visual effects. In the final half of the Summer term, the children will focus on '<b>Using and Applying</b>'. This unit will draw upon everything the children have learnt this year in Computing, including using programmes such as Scratch, Paint and PowerPoint. The children will use these programmes in a new context and will complete a final project which links to their Art topic all about the use of colour.</p>
<b>History</b>	<p>In History this term, we will be working on our final unit of the year, <b>Nurturing Nurses</b>. The children will compare hospitals now and in the past and talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell. They will ask and answer questions and use different sources to find out about their lives; providing them with an understanding of the chronology of the historical periods in which the three women lived. By the end of the unit they will be able to recall some key facts about the lives and experiences of the nurses and sequence these correctly as well as explaining their impact on nursing and hospitals today.</p>
<b>Geography</b>	<p>The second half of the Summer term, we will move back into Geography and our final unit, <b>Wonderful World, World Geography</b>. The children will continue to build on their knowledge by naming and locating the world's seven continents and five oceans on a map, as well as identifying the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They will describe simple human and physical features of the continents of the world and explore a journey line using key geographical vocabulary. Finally, they will learn to use compass directions (NESW), locational and directional language and make comparisons between the features of different places.</p>
<b>Religious Education</b>	<p>The first half of the Summer Term will be spent learning about <b>Important People</b>. Pupils will name and describe key figures and leaders who are special to a particular faith community and understand that Jesus is special to Christians. They will talk about what makes a good leader and explain why Jesus was this, as well as identifying the importance of some key religious figures and recognise the influence they make to the lives of believers. We will also be interviewing Reverend Cathy on 20<sup>th</sup> April to learn more about her role.</p> <p>In the second half of the term we will teach the final RE unit for the year <b>Our World: Creation</b>. The children will explain why the Creation story is important to Christians and describe the order in which Christians believe God created the world, also suggesting reasons for this sequence. They will compare creation stories from different religions and science and show awareness that questions about the world and origins cause people to wonder and are difficult to answer. They will finish by identifying ways in which we look after or harm the world (making links to our Science learning) and also retell and explain the significance of the story of Noah's ark.</p>
<b>PE [Games, gymnastics and dance]</b>	<p><b>Gymnastics: Circuits</b></p> <p>Children will learn to change the direction of their movements, perform a variety of jumps, underarm throw towards a target and perform a sequence of movements in a circuit-style set up. They will also focus on the effect of exercise on the body, identify similarities in theirs and others performances and identify which skills require further support. They will learn to score a partner in a positive and constructive manner, as well as taking on board their own feedback and points to improve on.</p> <p><b>Games:</b></p> <p>In Games lessons, during the first half of the Summer Term we will be focusing on <b>Running and Jumping</b>. During this unit the children will practice running at different speeds, move along some basic pathways e.g. curved or straight lines and begin to use the correct technique for jumping as high and as far as they can. They will explore different types of jumps, land safely</p>

	<p>and make simple sequences independently, in pairs and in small groups. In the final half of the Summer Term, we will focus on <b>Animal Olympics</b> where we will practise all the skills needed to become experts at our Sports Day events!</p> <p><b>Dance:</b> In the final half of the term, we will be exploring <b>Eco warriors and the Great Fire of London</b> where the children will be able to perform basic movements to music, and to build a simple themed dance focusing on our themes.</p>
<b>Design and Technology</b>	<p>The final DT unit is always a favourite of the children as they learn all about the creation of <b>puppets</b>. They will evaluate how existing products work before designing a working product thinking about who it is for and what it needs. They will work on demonstrating some accuracy when cutting around a fabric shape and create a puppet that works, following their own design. They will stitch two pieces of fabric together using a running stitch and add features using appropriate materials and techniques. Finally, they will evaluate their finished product against design criteria showing good understanding of what worked well and how it could be improved.</p>
<b>Art</b>	<p>In the second half of the term, children will explore a variety of artists and skills to reflect their learning about <b>Splashes of Colour</b>. They will use mixed media and a range of painting techniques to create a landscape in the style of Monet and then a mosaic collage landscape using colour and texture in the style of Metzinger. They will also understand how to use a variety of tools and methods to create texture and perspective in various forms. Pupils will then create a mosaic animal using the Trencadis technique and finally, make a Gaudi style chimney using salt dough.</p>
<b>Music</b>	<p>To complete our Music learning this year, we will be exploring Latin style music during our <b>Round and Round</b> unit of work. This unit of work will allow children to explore improvising rhythms and begin to create their own. The children will have the opportunity to work with the musical instruments and have time to create their own music using one or two notes.</p>
<b>PSHE and Citizenship</b>	<p>To complete the PSHE learning this year, the children will learn all about the special people in their lives by focusing on <b>Relationships</b>. They will understand the importance of healthy relationships and friendships with others to help us feel happy and be able to describe the qualities in a person that makes them a good friend. They will understand how different behaviours make others feel and think about the different ways in which you can show respect to the people around you. We will also touch on negative behaviour/relationships; understanding what bullying is, knowing when situations are inappropriate and knowing who to talk to you if you are worried about anything/anyone.</p>

## PE

PE lessons take place on **Tuesday (indoor)** and **Friday (outdoor)**. For your child's comfort and safety please ensure he/she has the appropriate PE kit and wears suitable PE trainers on PE days. Jewellery should not be worn during these lessons or at any other time during the school day. If for any reason your child cannot participate in a PE lesson, please let us know.

## Playtimes/lunchtime and Forest School

The children access the field and Forest School area on a frequent basis. Please ensure they have the necessary clothing in school at all times: wellington boots, waterproof jacket and trousers to be worn over their normal coat and school uniform.

## Library

Library day will remain on **Tuesday**.

## Homework

Homework books will be sent home each **Wednesday** and should be returned by the following **Tuesday**. The homework task itself should take approximately 20 minutes to complete and should not be onerous.

### **Spellings**

Each week the children will be looking at a selection of words that match the Phonics sound they are working on that week, as well as some of the High Frequency words relevant to their stage. These words will be the basis of the weekly spelling test. Please encourage and support your child, using the 'Look, Say, Cover, Write, Check' method on the spelling sheet sent home on **Fridays**. These spellings will also be available on 'Spelling Shed' to help to improve accuracy, confidence and vocabulary acquisition using interactive games. A weekly test will happen on **Fridays**.

### **Reading**

To promote fluency and comprehension, 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 of the type of questions to ask can be found on the inside cover of your child's reading record. Please use the reading record to communicate your observations with school. Children who read at least **four times** a week at home will be entered into the weekly reading raffle. Children will have the opportunity to change their reading book on a Monday, Wednesday, and Friday.

Thank you

Mrs Pallett and Mrs Griffiths