

Maids Moreton CE School



Curriculum Forecast Autumn Term 2026

KS2 – Kestrels Class

Class Teacher: Mrs Littlewood

English	We are starting the year off looking at the novel 'Holes'. We will be reading this book in both our English and Guided Reading lessons, focussing on the skills of reading and inference in Guided Reading and writing and grammar skills in English. Our English lessons will link to the story where we will learn grammatical features such as active and passive verb forms, expanded noun phrases, subordinate and relative clauses and a range of punctuation. We will use these within our pieces of writing; narrative writing, informal letters and dialogue. While continuing to read 'Holes' in Guided Reading, we will look at another book in English which links to our history unit on 'Ancient Egypt'. Here we will read the book about the discovery of Tutankhamun's tomb, writing a recount from the perspective of Howard Carter as well as a biography of 'King Tut'. In the second half of the term, we will be linking our English and our Guided Reading again, focussing on journalistic writing and formal writing through the book 'The Boy in the Tower'. We will then link our final unit of the term to our geography learning on the 'Amazing Americas' by researching and writing non-chronological reports.
Maths	Number and place value Y5: reading, writing, ordering numbers to 1,000,000, rounding numbers to the nearest 10, 100 or 1,000, partitioning numbers within 1,000,000, powers of 10, powers of 10 more or less than a given number, Roman numerals to 1000. Number and place value Y6: reading, writing, ordering and comparing numbers to 10,000,000, powers of 10, rounding any number, negative numbers. Addition and subtraction Y5: mental addition and subtraction strategies, formal written subtraction with numbers with more than four digits, using rounding to estimate and check answers, using the inverse operation, multistep addition and subtraction problems. Multiplication and division Y5: multiples, factors, common multiples/factors, prime numbers, square numbers, cube numbers, multiply and divide by 10, 100 and 1,000. Addition, subtraction, multiplication and division Y6: add and subtract any integers, common factors and multiples, rules of divisibility, prime numbers to 100, square and cube numbers, multiply using standard written method, short division, long division, multi-step problems involving multiplication and division, order of operations (BIDMAS), mental calculations. Fractions Y5: equivalent fractions, converting mixed numbers to improper fractions and vice versa, comparing and ordering fractions less than 1, adding and subtracting fractions. Fractions Y6: equivalent fractions and simplifying fractions, compare and order fractions with different numerators/denominators, add and subtract any fractions, add and subtract mixed numbers, solve problems involving adding and subtracting fractions, multiply and divide fractions by integers, multiply fractions by fractions, fractions of amounts. Converting units Y5: convert between grams/kilograms, millimetres/centimetres/metres, convert between metric and imperial units, convert units of time, use timetables. Converting units Y6: convert and calculate with metric measures, miles and kilometres, imperial measures.

Science	Animals including humans: For the first half term, we are learning about animals including humans, specifically the circulatory system. We will learn about and describe the function of the three main parts of the circulatory system including the heart, blood vessels and blood. We will describe their jobs, discussing ways in which nutrients and water are transported around the body. We will link our learning to exercise and how important exercise is for the heart but also think about some negative impacts on the heart including the impact of drugs and alcohol. Light: After half term, we will be moving on to Light, learning how we see, thinking about light travelling from light sources to objects then to our eyes. We will understand reflection and refraction and how different objects can reflect or refract light by creating and investigating periscopes and carrying out investigations using water to investigate refraction. We will learn about the spectrum of colour and how light enables us to see the spectrum of colour.
Computing	Our first computing unit is 'Online Safety'. Here we will learn about cyberbullying, and learn good strategies to deal with cyberbullying. We will learn about people online and social media and the impact this can have on shaping people's ideas. Our second unit on the term is 'Spreadsheets' where we will be using Windows Excel to learn how to enter data into a spreadsheet and then manipulate this data; adding to and editing, ordering and presenting data. We will round off our learning with creating a spreadsheet to calculate a spending budget.
History	We begin the term with our History learning on 'The Ancient Egyptians'. We will be learning about what life was like for the Ancient Egyptians including the way they worked, mummification, their beliefs including Gods and Goddesses and their hieroglyphic writing. We will learn about the pharaohs, specifically Tutankhamun and the discovery of his tomb.
Geography	After half term, we will move on to Geography, with our unit on 'Amazing Americas'. We will be learning about the different countries and states in both North and South America and use geographical terminology such as Northern or Southern Hemisphere, Tropics, lines of longitude and latitude to describe the locations of different places across the Americas. We will learn about the weather and climate of different regions across the Americas and make comparisons between different places in the Americas as well as comparisons with the UK.
Religious Education	Are Saints encouraging role models?: For the first half of the term, we will be looking specifically at saints, identifying what is a saint; looking at some of the early saints, for example St Peter and St Paul. We will be learning about the difference between Jesus and saints and comparing Christian saints to saints of other religions or none. We will look specifically at some local saints, for example St Edmund and St Rumbold and how these saints have impacted our community. Is "God made man", a good way to remember the Christmas story?: Linking specifically to Christianity, after half term, we will be learning about the difference between the biblical Christmas story and the secular Christmas story. We will look at the view that Christians have of the Christmas story and how the bible and Christmas carols tell this story. We will look at art that depicts the Christmas story and then reflect on the true meaning of Christmas.
PE [Games, gymnastics and dance]	In PE this term, we are learning the striking and fielding skills associated with rounders as well as dribbling, passing and shooting skills in basketball. In dance, we are linking movements and sequences, to the Ancient Egyptians and learning a Scottish Highland Fling. In gymnastics, we are developing our flexibility, poise and control when linking different movements together, including balances, rolls, leaps and jumps.
Design and Technology	'Marbolous Structures' will give the children the opportunity to develop their understanding of more complex free standing structures and how they can be strengthened and reinforced. The children will use what they have learnt to design, build and evaluate their own marble runs. - Using cardboard and different joining materials, children will gain knowledge and understanding about how to join and shape materials. - The children will apply these skills to design their own marble run, going on to create it using a range of different materials. - Finally, the children will test and evaluate their marble runs against their design criteria.

Art	During our exploration of the art of Ancient Egypt the children will further develop and refine skills acquired in previous units to create their own images and models in the style of artefacts from the time. - Observational drawing of faces using pencil and charcoal. - Drawing Egyptian masks in pen - Creating our own clay faces and models using paper and papier mache. - Share and reflect upon the work of artists such as Leger, Hackney and the photographer Man Ray.
French	Where in the World? In this unit, we will be learning to name countries and continents in French and to use phrases associated with these. In the second half of term, we will be learning terminology for the body and how to express if we are feeling unwell. We will also learn to describe ourselves in terms of physical features and describe items of clothing.
Music	Our first music unit is based around 'The Fresh Prince of Bel Air'. Here we will learn to listen and appraise different songs, discussing style, what can be heard (vocalists/instruments etc) and structure of the songs. We will learn to sing the song and play notes of the instrumental on both glockenspiels and recorders. We will then have a go at creating our own compositions that can be played with the song.
PSHE and Citizenship	In the Autumn term, our PSHE unit is 'The Working World'. Here we will learn about responsibilities both now and in the future including chores at home and jobs in the future. We will learn about enterprising and how things you want cost money as well as a basic introduction in debt and what this means.

PE

PE will take place on a **Monday** and a **Wednesday**. 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 [from Autumn 2] and a waterproof jacket.

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.

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.

Spellings

This year, we are approaching spelling slightly differently in order to support children in developing a deeper understanding of spelling patterns and applying these independently. Spelling words will be sent home each Monday and tested the following Monday. Children will continue to be assessed on 10 spellings; however, 5 of these will be words provided for children to practise, focusing on the specific spelling pattern or form being taught, while the remaining 5 will be 'mystery spellings'. The mystery spellings will follow the same spelling pattern or form but will be unfamiliar to the children. This approach will ensure that children are not simply memorising a list of words, but are developing the ability to recognise and apply spelling patterns when encountering unknown words. Alongside this, we will support children's spelling development through personalised and individualised approaches, with children being recognised and rewarded for applying their spelling knowledge accurately within their written work.

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. In UKS2, the children may record their reading themselves, but please ensure they write a little note about what they have read. 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.

We thank you for your ongoing support.

Mrs Littlewood