

Fox Class Curriculum Newsletter – Autumn Term 2 2025

Dear Parents,

Welcome back to the second half of our Autumn term in Fox Class! We hope you all enjoyed a restful break and are ready for another exciting half term of learning and creativity. As always, there's lots going on in school, so please keep an eye on the weekly Sway newsletter from Mrs Hurst for key dates, trips and events.

Our PE day remains on a Wednesday. Please ensure your child comes to school wearing their PE kit for our "Active Wednesdays," when all classes across the school enjoy PE sessions — sometimes with visiting coaches.

Homework will continue to be set weekly for Writing and Maths. Books will go home each Thursday and need to be returned by Monday. Each task will link to what we've been learning in class. Spelling sheets will be uploaded to Class Dojo and sent home; our spelling test will continue to take place each Friday. Please continue to hear your child read regularly at home — every time they read, they can earn a Dojo point!

Forest School Fridays are continuing this term. Please send your child in wearing their forest clothes each Friday. The only exception will be on the final Friday of term, when we visit the church for our celebration assembly — on that day, children should wear school uniform.

Please also continue to send a water bottle each day (water only, please). KS2 children may bring a healthy snack such as fruit or a cereal bar for morning break.

Thank you for your continued support.

Best Wishes,
Mark Pickford and the Fox Class Team

Our Curriculum for Autumn 2 2025

English – "October, October" by Katya Balen

Learning Objectives

- • Explore themes of nature, identity and belonging.
- • Write descriptively using figurative language and rich vocabulary.
- • Develop empathy and insight into character emotions.
- • Use varied sentence structures to create mood and atmosphere.

- • Edit writing for cohesion and impact.

Key Vocabulary

Identity, Belonging, Forest, Freedom, Imagery, Metaphor, Simile, Emotion, Description, Perspective

Key Questions

1. How does October feel about living in the forest?
2. How does the author use nature to show emotion?
3. What techniques make writing descriptive and vivid?
4. How can we make readers feel connected to a character?
5. How can editing improve the flow of writing?

Skills

Empathy, Descriptive writing, Editing, Sentence crafting, Understanding character voice

Maths – Multiplication and Division

Learning Objectives

- • Multiply and divide up to 4-digit numbers by 1- and 2-digit numbers.
- • Use formal written methods accurately.
- • Solve problems involving factors, multiples, and prime numbers.
- • Apply knowledge to real-life contexts.
- • Explain reasoning clearly using mathematical vocabulary.

Key Vocabulary

Multiply, Divide, Factors, Multiples, Prime, Quotient, Product, Remainder, Estimate, Efficient

Key Questions

6. What strategies help you multiply large numbers?
7. How do you check your division is accurate?
8. What is the difference between a factor and a multiple?
9. How can estimation help you?
10. How can we use reasoning to solve multi-step problems?

Skills

Reasoning, Problem-solving, Estimating, Calculating, Checking accuracy

Science – Forces

Learning Objectives

- Identify and describe different types of forces (gravity, friction, air resistance, etc.).
- Explore how forces affect motion.
- Investigate how mechanisms (levers, pulleys, gears) use forces.
- Measure forces using equipment like force meters.
- Record and present scientific findings.

Key Vocabulary

Force, Gravity, Friction, Air resistance, Water resistance, Magnetism, Lever, Pulley, Gear, Newton

Key Questions

11. What is a force and how does it change motion?
12. How does friction affect movement?
13. What is gravity and how does it work?
14. How do pulleys and levers help us do work?
15. How can we test and measure forces accurately?

Skills

Investigating, Measuring, Observing, Recording, Evaluating scientific evidence

History – The Titanic

Learning Objectives

- Understand why the Titanic was built and what made it special.
- Explore life on board for different social classes.
- Examine causes and consequences of the disaster.
- Analyse evidence from primary and secondary sources.
- Reflect on lessons learned from the tragedy.

Key Vocabulary

Titanic, Passenger, Crew, Class, Voyage, Iceberg, Disaster, Survivor, Evidence, Source

Key Questions

16. What made the Titanic a significant historical event?
17. How were people treated differently on board?
18. What caused the ship to sink?
19. How do historians know what happened?
20. What lessons can we learn from this event?

Skills

Chronology, Enquiry, Source analysis, Critical thinking, Empathy

Design & Technology – Pulleys and Moving Mechanisms

Learning Objectives

- • Understand how pulleys and levers work.
- • Design and plan a moving object using a pulley system.
- • Select suitable materials and tools.
- • Build and test a working model.
- • Evaluate design effectiveness and suggest improvements.

Key Vocabulary

Pulley, Lever, Mechanism, Axle, Frame, Design, Evaluate, Motion, Tension, Prototype

Key Questions

21. How does a pulley make lifting easier?
22. What materials are best for moving mechanisms?
23. How can we make our models strong and stable?
24. What makes a good design successful?
25. How can we test and improve our designs?

Skills

Designing, Constructing, Testing, Evaluating, Problem-solving

PSHE – Valuing Difference

Learning Objectives

- • Recognise and celebrate differences between people.
- • Understand the importance of respect and inclusion.
- • Identify and challenge stereotypes and discrimination.
- • Build empathy towards others' experiences.
- • Work collaboratively and appreciate diversity.

Key Vocabulary

Respect, Diversity, Inclusion, Equality, Stereotype, Discrimination, Empathy, Culture, Identity, Kindness

Key Questions

26. Why is it important to value difference?
27. How can we challenge unfair treatment?
28. What does respect look like in action?
29. How do our differences make us stronger?
30. How can we make everyone feel included?

Skills

Empathy, Respect, Collaboration, Communication, Critical thinking