HOLBEACH PRIMARY ACADEMY
UNIVERSITY OF LINCOLN

Magnolia Curriculum Overview
Autumn Term 2 2026: Lest We Forget

HOLBEACH BANK ACADEMY
UNIVERSITY OF LINCOLN

Week Beginning	Reading	English	Maths	PE	History	Art (Week 1-5) DT (Week 6-8)	Computing Teach Computing: Flat-file Databases	PSHE Jigsaw: Being Me in My World	Music	Science	RE	French Language Angels	Outdoor Learning
WB 2nd November 2026	**Class Book:** *Letters from the Lighthouse* by Emma Carroll **Poem of the Term:** *'In Flanders Fields'* by John McCrae **Text type:** War Poetry	**Writing focus:** War Poetry **Grammar:** Figurative Language - metaphors, similes & personification **Spelling:** Unit 4: Silent t **Handwriting**: Stage 3 lessons	**Number: Multiplication and Division A** Multiplication written methods	**Real PE:** Dance Unit 1 Core Unit 2B	*How did WWII affect Holbeach and the local area?* What were the main events of WWII?	Looking at the human form in drawing focusing on proportion and placement.	Creating a paper-based database	I understand there are different perceptions about what normal means.	**Samba:** Learning different rhythms, playing as part of an ensemble and following/ composing a beat.	To recognise that light appears to travel in straight lines TAPS	*How do people know who or what to believe?* Debate the moon landing.	*Les légumes (Vegetables)* Learn how to name and remember the first five (of a total of ten) vegetables in French.	Science Investigation
WB 9th November 2026	**Text type:** War Poetry	**Writing focus:** Diary based on *Letters from the Lighthouse* **Grammar:** Expanded noun phrases **Spelling:** Unit 4: Silent t Special Focus **Handwriting**: Stage 3 lessons:	**Number: Multiplication and Division A** Division written methods	**Real PE:** Dance Unit 1 Core Unit 2B	What was life like in WWII?	Artist study: John Singer Sargent 'Gassed'	Computer databases	I understand how being different could affect someone's life.	**Samba:** Learning different rhythms, playing as part of an ensemble and following/ composing a beat.	To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	Debate the moon landing.	Learn how to name and remember ten vegetables in French.	Outdoor Maths Performance of poems outside

WB 16th November 2026	**Text type:** Diary	**Writing focus:** Diary based on *Letters from the Lighthouse* **Grammar:** Tenses **Spelling:** Unit 5: Words ending …ibly and …ably **Handwriting**: Stage 3 lessons	**Number: Fractions A** Find equivalent fractions	**Real PE:** Dance Unit 1 Core Unit 2B	What was the Blitz?	Development task: painting- mix powder paints in different ratios to make shades and tones	Using a database (1)	Youth court for Y6	**Samba:** Learning different rhythms, playing as part of an ensemble and following/ composing a beat.	To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (focus on parts of the eye)	The design argument.	To revisit all ten vegetables in French and learn how to say “a kilo of…” plus a vegetable in French.	Drama linked to the English
WB 23rd November 2026	**Text type:** Diary	**Writing focus:** Narrative based on *Letters from the Lighthouse* **Grammar:** Complex sentences & relative clauses **Spelling:** Unit 5: Words ending …ibly and …ably Special Focus Homophones **Handwriting**: Stage 3 lessons	**Number: Fractions A** Convert between improper fractions and mixed numbers	**Real PE:** Dance Unit 1 Core Unit 2B	How did WWII affect the landscape in and around Holbeach?	Introducing a design brief and looking at the concept of ‘Make Do and Mend’.	Using a database (2)	I can explain some of the ways in which one person or a group can have power over another.	**Samba:** Learning different rhythms, playing as part of an ensemble and following/ composing a beat.	To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them TAPS INVESTIGATION	Religious experience argument.	Develop further linguistic progression by learning how to formulate a short phrase using “Je voudrais ...” (“I would like…”) plus a quantity of various vegetables. (1)	Science investigation

WB 30th November 2026	**Text type:** Diary	**Writing focus:** Narrative based on *Letters from the Lighthouse* **Grammar:** Parenthesis & expanded noun phrases **Spelling:** Unit 6: Words ending …ent **Handwriting**: Stage 3 lessons	**Number: Fractions A** Compare and order fractions	**Real PE:** Dance Unit 1 Core Unit 2B	How did WWII affect the people of Holbeach? (Visit to the war memorial and church)	Draw an exploded view of a toy with measurements	Using search tools	I know some of the reasons why people use bullying behaviours.	**Samba:** Learning different rhythms, playing as part of an ensemble and following/ composing a beat.	Refraction To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	Moral argument.	Develop further linguistic progression by learning how to formulate a short phrase using “Je voudrais ...” (“I would like…”) plus a quantity of various vegetables. (2)	Local walk to War Memorial & All Saints
WB 7th December 2026	**Text type:** War Narratives	**Writing focus:** Writing in the style of the author **Grammar:** Openers & cohesion **Spelling:** Unit 6: Words ending …ent **Handwriting**: Stage 3 lessons	**Number: Fractions A** Add and subtract fractions with the same denominator	**Real PE:** Dance Unit 1 Core Unit 2B	How did WWII affect the people of Holbeach?	Development task: blanket stitch sampler.	Comparing data visually	I can give examples of people with disabilities who lead amazing lives.	**Samba:** Learning different rhythms, playing as part of an ensemble and following/ composing a beat.	To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (focus on mirrors)	Viewpoints that do not support of God.	Introduction to the conjunction “et” (“and”) so that they can list what vegetables they would like.	Art - movement of people

WB 14th December 2026	**Text type:** War Narratives	**Writing focus:** Non-chronological report (History focus) **Grammar:** Conscious control & complex sentences **Spelling:** Special Focus Orange Words **Handwriting**: Stage 3 lessons	**Number: Fractions A** Add fractions within 1	**Real PE:** Dance Unit 1 Core Unit 2B	How did WWII affect the daily life of Holbeach?	Adding details using a cross stitch or a running stitch.	Databases in real life	I can explain ways in which difference can be a source of conflict and a cause for celebration.	**Samba:** Learning different rhythms, playing as part of an ensemble and following/ composing a beat.	Work scientifically to; design a periscope; using the idea that light appears to travel in straight lines to explain how it works (1)	Extended writing based on *How do people know who or what to believe?*	Revise and consolidate all language covered in the unit and complete the end of unit assessment.	Drama linked to writing