



Claypool Primary School

At Claypool everyone is valued, inspired and nurtured on their individual journey of success.

Autumn 2 2025

Silver Birch Class

Subject	Themes	Key Learning Objective/Enquiry based questions
English	Spoken language	• Ask relevant questions • Build vocabulary • Maintain attention and participate actively in collaborative conversations • Participate in discussions, presentations, performances, role-play, improvisations and debates
	Reading comprehension	• Identify and discuss themes and conventions • Make comparisons within and across books • Draw inferences (characters’ feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors’ language choice
	Writing composition	• Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proofread for spelling and punctuation errors
Mathematics	Fractions	• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths; • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number • Compare and order fractions whose denominators are all multiples of the same number • Add and subtract fractions with the same denominator, and denominators that are multiples of the same number
Science	Materials and their properties	• Compare and group everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how we might separate mixtures, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on the bicarbonate of soda.
PE	Wrestling	• To develop flexibility, strength, technique, control and balance. • To listen and collaborate as part of a team. • To perform movements with control and in a safe manner. • To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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	Dance	• To perform dances using a range of movement patterns • To show good timing and posture. • To create and develop a 32 count motif. • To change level and direction. • To work collaboratively with others. • To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
DT	Electrical Systems: Wobble Bots	• Identify some simple elements of a circuit (battery, wires, bulb, motor and switch) and explain their function. • Explain that for electricity to flow around a circuit, it must be closed. • Describe a motor as an electrical circuit component that changes electricity into movement. • Provide examples of motorised products that use movement to rotate or spin different parts. • Make a product that uses a motor. • Design a motorised product for a particular purpose. • Determine appropriate design criteria based on the function of the proposed product. • Explain design choices based on the desired functionality of a product. • Create an innovative motorised product based on knowledge of existing products. • Discuss the effectiveness of a product while considering the design criteria.
Beliefs and Values	Why do people have to stand up for what they believe in?	• What can inspire people to stand up for their beliefs? • How can we stand up for what we believe in? • Focus on the meaning of Christmas through our rehearsals for the carol concert.
Computing	Quizzing (Purple Mash)	• To explore different types of quizzes and identify their features, strengths and weaknesses. • To explore the features of 2Quiz and experiment with creating quiz questions. • To explore additional features of quizzes, such as title screens and content pages. • To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic. • To be able to refine, test and share completed quizzes.
Geography	What is life like in the Alps?	• Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, ‘What is life like in the Alps?’
Music	Rhythm Builders (continued)	• Exploring Rhythmic Texture • Creating And Notating Musical Texture • Learning songs for our Christmas carol concert
Personal, Social and Health Education	Families and relationships	• Exploring and questioning the assumptions we make about people based on how they look. • Exploring our positive attributes and being proud of these (self-respect).



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Key dates this half term: 12.11.25 From 3.30- 5.15pm Movie Night 14.11.25: Children in Need Day 20.11.25: From 2pm Toy sale for parents and carers 3.12.25: 3.45pm or 5.30pm Christmas Bingo 12.12.25: 9:00am rehearsal Christmas concert 15.12.24: 2:00pm and 5:30pm Christmas Carol Concert 12.12.25: From 3.30pm Christmas Fair 16.12.25: Christmas Party Afternoon 17.12.25: Cherry & Hazel Trip to Albert Halls/ School reports sent out 18.12.25: Festive Thursday		