



Claypool Primary School

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

Spring 2 2026

Beech Class

Subject	Themes	Key Learning Objective/Enquiry based questions
English	Spoken language	Ask relevant questions. Build vocabulary. Articulate and justify answer. Use spoken language: speculating, hypothesising, imagining and exploring ideas.
	Reading comprehension	Retell stories and consider their particular characteristics. Learn to appreciate rhymes and poems. Recite some rhymes and poems by heart. Draw on what they already know. Check that the text makes sense. Make inferences on the basis on what is being said and done. Predict what might happen on the basis of what has been read so far.
	Writing composition	Say out loud what is going to be written about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what has been written with the teacher or other pupils. Read writing aloud clearly enough to be heard by peers and the teacher. Spell words containing phonemes already taught. Spell common exception words.
Mathematics	Place Value (within 50)	Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Given a number, identify 1 more and 1 less.
	Length and Height	Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time.
	Mass and Volume	Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time. Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time.
Science	Plants	I can identify different plants. I can identify and describe the basic structure of plants. I understand that plants can grow. I can name a variety of plants. I can sort a variety of plants. I can name a variety of common plants that we can eat. I can identify, name and describe the basic structure of deciduous & evergreen trees.

Subject	Themes	Key Learning Objectives/Enquiry based questions
Physical Education	Dance	Show safety, unison and good timing. To move safely in a space and show control in a range of travelling movements. To create a 16-count motif. To give feedback that will help make improvements to a performance.
	Ball Skills: Hands	To understand how we throw an object underarm and why. To understand how we throw an object underarm and why, applying this into a game situation. To be able to work in a team and apply the underarm throw in a competitive situation. To explore different ways of stopping a ball using our hands. To develop the ability to accurately roll a ball towards a target. To consolidate our ability to accurately roll a ball towards a target.
Art and Design	Sculpture and 3D: Paper play	Explore their own ideas using a range of media and use sketchbooks to explore ideas. Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
Beliefs and Values	Why should we care for the world?	To explore who might own the world through a creation story. To investigate why some people believe God created humans last in the Jewish and Christian creation story. To explore the meaning of stewardships by analysing quotes. To investigate what some Muslims believe about caring for the world by exploring stories from Muhammad. To recognise why some people believe it is important to care for the world by exploring ahimsa. To understand the importance of taking care of the world from different worldviews.
Computing	Technology Around Us	To know what the word technology means. To know what technology is used in school. To consider the purposes of technology used in the wider world. To understand the safe use of technology devices.
Geography	What is it like here?	Recognising some human features in their locality. Using an atlas to locate the UK. Use directional language to describe the location of objects in the school. Recognising local landmarks on aerial photographs. Recognising basic human and physical features on aerial photographs. Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. Using simple picture maps and plans to move around the school.
Music	Exploring sounds	Exploring how sounds can be changed Exploring the timbre of instruments Sequencing sounds to tell stories and create effects Using graphic notation to represent sounds Listen to a variety of music Recognise how composers use dynamics, tempo and timbre Learn simple songs, adding facial expressions and actions Compose short sound sequences and perform these to peers

Key dates this half term:

3rd March: Class Photographs

4th March: Book Look from 3.30pm – 5.00pm

5th March: World Book Day – come dressed as your favourite word!

20th March: Willow Class assembly at 9.00am

Red Nose Day for Comic relief – wear something red

23rd March: Downs Syndrome Awareness Day – wear odd socks

26th March: Arts Festival at 9.00am or 5.00pm – more details to follow

27th March: Arts Festival at 9.00am or 2.00pm – more details to follow

30th March: Rock Steady Concert at 9.30am

1st April: Reports sent to Parents/Carers

Non-Uniform day for Easter Eggs

Easter Egg Bingo at 3.30pm or 5.30pm

2nd April: Autism Awareness day

Break the School Rules day – more details to follow