



## Claypool Primary School

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

Summer 2 2026

Hazel Class

| Subject            | Themes                   | Key Learning Objective/Enquiry based questions                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English            | Spoken language          | Give well-structured descriptions, explanations and narratives<br>Listen and respond<br>Ask relevant questions<br>Participate in discussions, presentations, performances, role play, improvisations and debates                                                                                                                                                                                                                            |
|                    | Reading comprehension    | Discuss the sequence of events in books and how items of information are related<br>Make inferences on the basis of what is being said and done<br>Ask and answer questions<br>Predict what might happen on the basis of what has been read so far<br>Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently                                                               |
|                    | Writing composition      | Write poetry<br>Write for different purposes<br>Make simple additions, revisions and corrections<br>Evaluate writing with the teacher and other pupils<br>Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently<br>Write for different purposes<br>Proof-read to check for errors in spelling, grammar and punctuation                                                              |
| Mathematics        | Fractions                | Recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity<br>Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$                                                                                                                                                     |
|                    | Statistics               | Interpret and construct simple pictograms, tally charts, block diagrams and simple tables<br>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity<br>Ask and answer questions about totalling and comparing categorical data<br>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers |
|                    | Position and Direction   | Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)                                                                                                                                                                          |
| Science            | Animals including Humans | What do humans need?<br>What are offspring?<br>How do animals change as they grow into adults?<br>Do we all grow the same?                                                                                                                                                                                                                                                                                                                  |
| Physical Education | Team Building<br>Dance   | Teamwork<br>Building trust and communication<br>Exploring simple strategies<br>Explore movement patterns<br>Create movements to represent stories                                                                                                                                                                                                                                                                                           |

| Subject                               | Themes                                          | Key Learning Objectives/Enquiry based questions                                                                                                                                                                                                                                        |
|---------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Design & Technology                   | Mechanisms- making a moving monster             | Pivots, levers and linkages<br>Making linkages<br>Designing a monster<br>Making a monster                                                                                                                                                                                              |
| Beliefs and Values                    | Where do some people talk to God?               | Why are places of worship special?<br>Why do some Muslims go to the mosque?<br>Why do some Christians go to church?<br>Why do some Sikhs go to the gurdwara?<br>How are places of worship similar and different?<br>What makes a place of worship special?                             |
| Computing                             | Route Explorers                                 | To use the direction keys in 2Go to move the turtle along a route.<br>To use units of distance along with the direction keys in 2Go to move along a route.<br>To write instructions to complete more than one step of a route at once.<br>To build up instructions for a longer route. |
| Geography                             | What is it like to live by the coast?           | Where are the seas and oceans around the UK?<br>What is the coast?<br>What are the features of the Jurassic Coast?<br>How do people use Weymouth?<br>How do people use our local coast?                                                                                                |
| Music                                 | Patterns with pitch- exploring pitch and melody | Identifying and describing changes in pitch<br>Copying pitch patterns<br>Creating and notating simple melodies<br>Performing simple musical accompaniments and preparing for performance                                                                                               |
| Personal, Social and Health Education | Safety and the changing body                    | Introduction to the internet<br>Communicating online<br>Secrets and surprises<br>Appropriate contact- My private parts are private<br>Respecting personal boundaries<br>Road safety<br>Staying safe with medicine                                                                      |