

HAZEL CLASS – LONG TERM PLANNING 2025/2026

Autumn 1 st half- 8 weeks		STEAM FOCUS: SCIENCE/MATHS INVESTIGATION	
BIG QUESTION		Can you make a suitable habitat for a living thing?	
PROJECT OUTCOME		Choose suitable materials to create a habitat and environment for a living thing to thrive.	

STEAM LEARNING			
MATHS	<p>Place Value Numbers to 20. Count objects to 100 using 10s. Recognise tens and ones. Use a place value chart. Partition numbers to 100. Write numbers to 100 in words. 10s and 1s on the number line to 100. Compare objects, compare numbers, order objects and numbers. Count in 2s, 5s and 10s. Count in 3s.</p> <p>Addition and Subtraction Bonds to 10 and 100. Related facts and fact families. Add and subtract 1s. Add by making 10. Add and subtract across a 10. Add and subtract 10s. Add and subtract two 2-digit numbers.</p>		<p>PLACE VALUE ADD & SUBTRACT MULTIPLY & DIVIDE FRACTIONS MEASUREMENT GEOMETRY STATISTICS ALGEBRA RATIO AND PROPORTION</p>
ENGLISH	<p>Traditional Tales- using the Talk4Writing approach. <i>Read</i> 'Hansel and Gretel'. <i>Draw</i> a text map of the story. <i>Orally learn and rehearse</i> the story. <i>Innovate</i> the model text. <i>Write</i> a traditional tale, creating own characters and settings. <i>Explore</i> twisted tales- identify similarities and differences- 'Hansel and Gretel' by Bethan Woolvin <i>Experiment</i> with creating a twisted tale.</p> <p>Read a variety of texts and answer comprehension questions using supporting resources from Literacy Shed.</p>		<p>NARRATIVE BIOGRAPHY DISCURSIVE ARGUMENT/DEBATE EXPLANATION INSTRUCTIONS NEWSPAPER REPORT NON-CHRONOLOGICAL REPORT PERSUASIVE WRITING RECOUNT</p>
SCIENCE	<p>Living thing and their habitats. <i>Use of the forest school area once weekly to support learning in Science.</i> <i>Identify</i> characteristics that are essential for keeping living things alive. <i>Recognise</i> habitats and micro-habitats. <i>Observe</i> how living things depend on each other. <i>Compare</i> animals in familiar habitats with those found in less familiar habitats. <i>Sort and classify</i> into categories 'living', 'dead' or 'never alive'. <i>Construct</i> a simple food chain. <i>Record</i> findings and observations that are made.</p>		<p>WORKING SCIENTIFICALLY PLANTS ANIMALS INCLUDING HUMANS ROCKS, EVOLUTION AND INHERITANCE LIVING THINGS AND THEIR HABITATS MATERIALS STATES OF MATTER LIGHT SOUND ELECTRICITY FORCES SEASONAL CHANGES, EARTH & SPACE</p>
HISTORY	<p>There is no planned History for this half term.</p>		<p>SETTLEMENTS BELIEFS CULTURE PASTIMES LOCATION MAIN EVENTS FOOD FARMING TRAVEL EXPLORE CONFLICT SOCIETY ARTEFACTS</p>

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<p>GEOGRAPHY</p>	<p>Local study- Gobowen. Gobowen as a village. Surrounding villages and nearest towns. Compare old photographs of Gobowen to modern day photographs. Study maps of Gobowen. Recognise changes over times. Use maps, atlases, globes, images and aerial photographs. Use of Digimaps. Aim to carry out fieldwork of local area via a walk around Gobowen.</p>	<p>LOCATION PHYSICAL FEATURES HUMAN FEATURES DIVERSITY PHYSICAL PROCESSES HUMAN PROCESSES TECHNIQUES</p>
<p>ART</p>	<p>'In the dark of night'- Van Gogh Copy the technique of using a black wash when painting the night sky. Copy the technique of flicking yellow paint from the bristles of a brush to show light. Explore the technique of adding a different coloured paint to a wet wash. Explain the effects that can be created.</p>	<p>MEDIA AND MATERIALS TECHNIQUES EFFECTS COLOUR THEORY EMOTIONS ARTISTS AND ARTISANS STYLES AND PERIODS VISUAL LANGUAGE PROCESS</p>
<p>DESIGN TECHNOLOGY</p>	<p>There is no planned D&T for this half term.</p>	<p>TECHNICAL KNOWLEDGE PRACTICAL KNOWLEDGE DESIGN INSPIRATION DESIGN PROCESS FOOD CONSTRUCTION TEXTILES SHEET MATERIALS</p>
<p>COMPUTING</p>	<p>'IT around us'- Technology in our lives <i>Recognise</i> the uses and features of information technology. <i>Identify</i> the uses of information technology in the school. <i>Identify</i> information technology beyond school. <i>Explain</i> how information technology helps us. <i>Explain</i> how to use information technology safely. <i>Recognise</i> that choices are made when using information technology.</p>	<p>E-SAFETY HANDLING DATA MULTIMEDIA PROGRAMMING TECHNOLOGY IN OUR LIVES</p>
<p>PHYSICAL EDUCATION</p>	<p>Gymnastics- unit 1 from PE Hub <i>Combine</i> 4 elements into a floor sequence. <i>Create</i> power in a variety of different jumps. <i>Take</i> weight on our hands to move in different ways. <i>Use</i> our flexibility in a bridge and a japana gymnastic shape. <i>Perform</i> a point balance arabesque. <i>Perform</i> a teddy roll.</p>	<p>ATHLETICS GAMES GYMNASISTICS DANCE HEALTH AND FITNESS OUTDOOR AND ADVENTUROUS SWIMMING</p>
<p>MUSIC</p>	<p>Rhythm <i>Play</i> copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. <i>Create</i> rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?) <i>Read</i> and <i>respond</i> to chanted rhythms patterns, and represent them with stick notation including crochets, quavers and crotchets rests. <i>Create</i> and <i>perform</i> their own chanted rhythm patterns with the same stick notation.</p>	<p>SINGING LISTENING TO MUSIC PULSE AND RHYTHM MELODY AND ACCOMPANIMENT CONTROL OF INSTRUMENTS COMPOSITION READING AND WRITING NOTATION PERFORMANCE SKILLS EVALUATING AND APPRAISING</p>
<p>RELIGIOUS EDUCATION</p>	<p>Who is a Muslim and how do they live? <i>Recognise</i> a variety of faiths and how faith is a way of life. Who is Allah? Begin to <i>understand</i> that, for Muslims, prayer is an expression of faith and commitment to Allah. <i>Develop</i> awareness of special routines in their lives. <i>Consider</i> who is important in their lives. Invite Imam from mosque in Church Stretton to talk to Hazel class.</p>	<p>CHRISTIANITY HINDUISM ISLAM JUDAISM BUDDHISM SIKHISM NON-RELIGIOUS VIEWS</p>

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PSHE AND CITIZENSHIP

Families and relationships

Understand that families offer love and support and that different families may be made up of different people.

Consider what friends may be thinking and feeling in different situations.

Recognise some issues that may occur in friendships.

Expectations of manners.

Remembering people who were important but that are no longer here and that this can cause a mixture of emotions.

Explain what gender stereotypes are in relation to careers.

Weekly articles from the UNICEF Rights of the child.

Warm fuzzies and worries.

RIGHTS AND RESPONSIBILITIES
HEALTH AND WELL-BEING
DRUGS AWARENESS
RELATIONSHIPS
RSE
LIVING IN THE WIDER WORLD (SMSC)