

# HAZEL CLASS – LONG TERM PLANNING 2025/2026

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| <b>Summer 1<sup>st</sup> half- 6 weeks</b> |                                       | <b>STEAM FOCUS: GLOBAL AWARENESS/COMPUTING</b> |  |
| <b>BIG QUESTION</b>                        | How is Australia different to the UK? |  |  |
| <b>PROJECT OUTCOME</b>                     | Write a postcard from Australia.      |  |  |

| <b>STEAM LEARNING</b> |  |  |   |
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| <b>MATHS</b>          | <p><b>Mass, capacity and temperature</b><br/>                     Compare mass.<br/>                     Measure in grams and kilograms.<br/>                     Four operations with mass, volume and capacity.<br/>                     Compare volume and capacity.<br/>                     Measure in millilitres and litres.<br/>                     Temperature.</p> <p><b>Begin work on Fractions- to be continued in Summer 2</b><br/>                     Equal and unequal parts.<br/>                     Recognise a half, a quarter and a third.<br/>                     Find a half, a quarter and a third.<br/>                     Find the whole.<br/>                     Unit fractions and non-unit fractions.<br/>                     The equivalence of a half and two quarters.<br/>                     Recognise and find three-quarters.<br/>                     Count in fractions up to a whole.</p> |  | <p>PLACE VALUE<br/>                     ADD &amp; SUBTRACT<br/>                     MULTIPLY &amp; DIVIDE<br/> <b>FRACTIONS</b><br/> <b>MEASUREMENT</b><br/>                     GEOMETRY<br/>                     STATISTICS<br/>                     ALGEBRA<br/>                     RATIO AND PROPORTION</p>  |
| <b>ENGLISH</b>        | <p><b>Write a postcard from Sydney, Australia.</b></p> <p><b>Text focus- 'Wombat goes walkabout' by Michael Morpurgo.</b><br/>                     Write a diary entry from the wombat's perspective.<br/>                     Infer character's thoughts and feelings.<br/>                     Sequence narrative.<br/>                     Write from the perspective of other characters.<br/>                     Write a fact file about wombats.</p>  |  | <p>NARRATIVE<br/>                     BIOGRAPHY<br/>                     DISCURSIVE ARGUMENT/DEBATE<br/>                     EXPLANATION<br/>                     INSTRUCTIONS<br/>                     NEWSPAPER REPORT<br/>                     NON-CHRONOLOGICAL REPORT<br/>                     PERSUASIVE WRITING<br/> <b>RECOUNT</b></p>  |
| <b>SCIENCE</b>        | <p><b>Living things and their habitats (2)</b><br/>                     Compare animals in familiar habitats with those found in less familiar habitats.<br/>                     Compare animals that live in Australia.<br/>                     How are animals suited to their environments?<br/>                     What animals are found in The Great Barrier Reef?</p>  |  | <p>WORKING SCIENTIFICALLY<br/>                     PLANTS<br/>                     ANIMALS INCLUDING HUMANS<br/>                     ROCKS, EVOLUTION AND INHERITANCE<br/> <b>LIVING THINGS AND THEIR HABITATS</b><br/>                     MATERIALS<br/>                     STATES OF MATTER<br/>                     LIGHT<br/>                     SOUND<br/>                     ELECTRICITY<br/>                     FORCES<br/>                     SEASONAL CHANGES, EARTH &amp; SPACE</p> |
| <b>HISTORY</b>        | <p><b>There is no planned history for this half term.</b></p>  |  | <p>SETTLEMENTS<br/>                     BELIEFS<br/>                     CULTURE PASTIMES<br/>                     LOCATION<br/>                     MAIN EVENTS<br/>                     FOOD FARMING<br/>                     TRAVEL EXPLORE<br/>                     CONFLICT<br/>                     SOCIETY<br/>                     ARTEFACTS</p>  |
| <b>GEOGRAPHY</b>      | <p><b>Continent focus- Australia</b><br/>                     The Great Barrier Reef<br/>                     Sydney<br/>                     Use of Digimaps to explore Sydney.<br/>                     Use map symbols.<br/>                     Key questions- <i>What is the population of Sydney? What jobs can people do in Sydney? What are the buildings like in Sydney? What landmarks are there?</i><br/>                     Aboriginal people</p>   |  | <p>LOCATION<br/> <b>PHYSICAL FEATURES</b><br/> <b>HUMAN FEATURES</b><br/>                     DIVERSITY<br/>                     PHYSICAL PROCESSES<br/>                     HUMAN PROCESSES<br/>                     TECHNIQUES</p>  |

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| <p><b>ART</b></p>                  | <p><b>Australian aboriginal art</b><br/>                 Look at pieces of aboriginal art.<br/>                 Recognise how aboriginal art tells a story.<br/>                 Explore use of colour.<br/>                 Mix colour to recreate colours used.<br/>                 Paint a piece of art in the aboriginal style.</p>   | <p>MEDIA AND MATERIALS<br/>                 TECHNIQUES<br/>                 EFFECTS<br/>                 COLOUR THEORY<br/>                 EMOTIONS<br/>                 ARTISTS AND ARTISANS<br/> <b>STYLES AND PERIODS</b><br/>                 VISUAL LANGUAGE<br/>                 PROCESS</p>   |
| <p><b>DESIGN TECHNOLOGY</b></p>    | <p><b>Sewing</b><br/>                 Make a puppet of an Australian animal.<br/>                 Create a template.<br/>                 Practise basic stitches.<br/>                 Join two pieces together.</p>  | <p>TECHNICAL KNOWLEDGE<br/>                 PRACTICAL KNOWLEDGE<br/>                 DESIGN INSPIRATION<br/>                 DESIGN PROCESS<br/>                 FOOD<br/>                 CONSTRUCTION<br/> <b>TEXTILES</b><br/>                 SHEET MATERIALS</p>   |
| <p><b>COMPUTING</b></p>            | <p><b>Pictograms</b><br/>                 Counting and comparing.<br/>                 Enter the data.<br/>                 Creating pictograms.<br/>                 What is an attribute?</p>  | <p>E-SAFETY<br/> <b>HANDLING DATA</b><br/>                 MULTIMEDIA<br/>                 PROGRAMMING<br/>                 TECHNOLOGY IN OUR LIVES</p>   |
| <p><b>PHYSICAL EDUCATION</b></p>   | <p><b>Hit Catch Run! Unit 2</b><br/>                 To time our run around the bases to stay 'safe'.<br/>                 Kick a ball into space using different parts of the foot.<br/>                 Respond to how a ball is bowled when hitting.<br/>                 Bowl underarm in a game with accuracy.</p>  | <p>ATHLETICS<br/> <b>GAMES</b><br/>                 GYMNASTICS<br/>                 DANCE<br/>                 HEALTH AND FITNESS<br/>                 OUTDOOR AND ADVENTUROUS<br/>                 SWIMMING</p>  |
| <p><b>MUSIC</b></p>                | <p><b>Australian aboriginal music</b></p>  | <p>SINGING<br/> <b>LISTENING TO MUSIC</b><br/>                 PULSE AND RHYTHM<br/>                 MELODY AND ACCOMPANIMENT<br/>                 CONTROL OF INSTRUMENTS<br/>                 COMPOSITION<br/>                 READING AND WRITING NOTATION<br/>                 PERFORMANCE SKILLS<br/>                 EVALUATING AND APPRAISING</p> |
| <p><b>RELIGIOUS EDUCATION</b></p>  | <p><b>What is the 'good news' Christians believe Jesus brings?</b><br/>                 Who is Jesus?<br/>                 Who are the disciples?<br/>                 Forgiveness and peace.<br/>                 Visit to All Saints Church.</p>   | <p><b>CHRISTIANITY</b><br/>                 HINDUISM<br/>                 ISLAM<br/>                 JUDAISM<br/>                 BUDDHISM<br/>                 SIKHISM<br/>                 NON-RELIGIOUS VIEWS</p>  |
| <p><b>PSHE AND CITIZENSHIP</b></p> | <p><b>E-Safety</b><br/>                 Understand that not everything online is true.<br/>                 Recognise what personal information is and why it should be kept private.<br/>                 Understand the importance of keeping passwords secret.<br/>                 Recognise kind and unkind behaviour online.<br/>                 Know how to report something online that makes me feel unsafe.</p> | <p><b>RIGHTS AND RESPONSIBILITIES</b><br/>                 HEALTH AND WELL-BEING<br/>                 DRUGS AWARENESS<br/>                 RELATIONSHIPS<br/>                 RSE<br/>                 LIVING IN THE WIDER WORLD (SMSC)</p>   |