

HAZEL CLASS – LONG TERM PLANNING 2026/2027

Autumn 2 nd half- 7 weeks	
BIG QUESTION	What was The Great Fire of London?
PROJECT OUTCOME	Recognise why The Great Fire of London is a significant historical event.

STEAM LEARNING		
MATHS	<p>Complete work on Addition and Subtraction from Autumn 1. Add three 1 digit numbers. Add and subtract to the next 10 and across a 10. 10 more 10 less. Add and subtract 2 two digit numbers, not across a 10 <i>and</i> across a 10. Missing number problems. Shape Recognise and name 2D and 3D shapes. Count sides and vertices on 2D shapes. Count edges, vertices and faces on 3D shapes. Sort 2D and 3D shapes. Lines of symmetry. Make patterns with 2D and 3D shapes.</p>	PLACE VALUE ADD & SUBTRACT MULTIPLY & DIVIDE FRACTIONS MEASUREMENT GEOMETRY STATISTICS ALGEBRA RATIO AND PROPORTION
ENGLISH	<p>Debate Use the Talk4Writing model to learn from model text 'Playtime should be banned'. Innovate the model- 'Trick or treating should be banned'. Identify arguments for and against fireworks. Debate the topic 'Should fireworks be banned?'</p> <p>Poetry Read and explore the poem 'The Great Fire' by Sue Cowling. Create a text map to orally recite the poem.</p> <p>Texts to enhance topic work- Complete quizzes, comprehension questions and activities. 'Vlad and The Great Fire of London' and 'Toby and The Great Fire of London'.</p>	NARRATIVE BIOGRAPHY DISCURSIVE ARGUMENT/DEBATE EXPLANATION INSTRUCTIONS NEWSPAPER REPORT NON-CHRONOLOGICAL REPORT PERSUASIVE WRITING RECOUNT POETRY
SCIENCE	<p>Materials Distinguish between an object and the material from that which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Make a suitable home for marshmallow person Bob, in forest school, from a set of criteria. Compare and group together a variety of everyday materials on the basis of their simple physical properties. INVESTIGATE how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials for particular uses.</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
HISTORY	<p>The Great Fire of London Describe how the fire started. How many houses were destroyed? Name a famous eyewitness to the event. When did this happen? What factors played a key part in the spread of the fire? Add the Great Fire to a timeline. Explain why it was a significant event. Discuss the effect that the fire had on people's daily lives. Compare London before and after The Great Fire. Significant people- Thomas Farriner, Samuel Pepys and Christopher Wren.</p>	SETTLEMENTS BELIEFS CULTURE PASTIMES LOCATION MAIN EVENTS FOOD FARMING TRAVEL EXPLORE CONFLICT SOCIETY ARTEFACTS
GEOGRAPHY	<p>Fieldwork Explore the local area to observe physical and human features. Collect simple data using notes, drawings, or tally charts. Record observations clearly using pictures, symbols, or labels. Identify patterns in the local environment, such as land use or buildings. Discuss what has been learned from visiting and studying the local area.</p>	LOCATION PHYSICAL FEATURES HUMAN FEATURES DIVERSITY PHYSICAL PROCESSES HUMAN PROCESSES TECHNIQUES

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ART	<p>In the Dark of Night- Painting and Drawing Use dark colours to create night-time pictures. Explore light and shadow using paint or pastel. Create star patterns using printing or splatter techniques. Draw night animals using simple lines and shapes. Discuss how artists show night scenes in their work.</p>	<p>MEDIA AND MATERIALS TECHNIQUES EFFECTS COLOUR THEORY EMOTIONS ARTISTS AND ARTISANS STYLES AND PERIODS VISUAL LANGUAGE PROCESS</p>
DESIGN TECHNOLOGY	<p>There is no DT planned for this half term.</p>	<p>TECHNICAL KNOWLEDGE PRACTICAL KNOWLEDGE DESIGN INSPIRATION DESIGN PROCESS FOOD CONSTRUCTION TEXTILES SHEET MATERIALS</p>
COMPUTING	<p>Creating media Taking photographs. Landscape or portrait. What makes a good photograph? Lighting. Effects. Is it real?</p>	<p>E-SAFETY HANDLING DATA MULTIMEDIA PROGRAMMING TECHNOLOGY IN OUR LIVES</p>
PHYSICAL EDUCATION	<p>Dance- Unit 1 How to move like Penguin Small. How to move like a polar bear. How to move like a snowman. How to move like the sea using canon. How to make an ending to a dance. How to perform a class dance with beginning, middle and end.</p>	<p>ATHLETICS GAMES GYMNASTICS DANCE HEALTH AND FITNESS OUTDOOR AND ADVENTUROUS SWIMMING</p>
MUSIC	<p>Learn songs to sing in the Christmas Nativity performance.</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>
RELIGIOUS EDUCATION	<p>Christianity Why does Christmas matter to Christians? How do you celebrate Christmas? Why is God important to Christians? What is the Christian Christmas story? Retell the Nativity story. Take part in a Nativity performance.</p>	<p>CHRISTIANITY HINDUISM ISLAM JUDAISM BUDDHISM SIKHISM NON-RELIGIOUS VIEWS</p>
PSHE AND CITIZENSHIP	<p>Connecting with others: Safe and kind relationships How are we all different and the same? How are families different and the same? How can I show my feelings kindly and calmly? How can I let others know what is okay and not okay for me? Who can I talk to if something does not feel right? What should I do if someone is being unkind again and again?</p>	<p>RIGHTS AND RESPONSIBILITIES HEALTH AND WELL-BEING DRUGS AWARENESS RELATIONSHIPS RSE LIVING IN THE WIDER WORLD (SMSC)</p>

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