

Chestnut Class Curriculum Map for Summer 2 – June 2025

Main areas of learning	
Subject	Main Learning Focus
English	<p>Finishing: Persuasive speeches and letters: Malala’s magic pencil by Malala Yousafzai and illustrated by Kerascoet Greta and the giants by Zoe Tucker and Zoe Persico</p> <p>To explore and discuss the benefits of going to school to support a persuasive speech/letter on the topic. To assess the effectiveness of my own and others’ writing and suggesting improvements. To plan, write, edit and publish a persuasive letter.</p> <p>Poetry: Marshmallow Clouds by Red Kooser and Connie Wanek</p> <p>To discuss and record ideas. To create noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. To use figurative language. To compose, orally rehears and publish free-form poetry.</p> <p>Poetry: Poems by Valerie Bloom</p> <p>To plan and draft free range poems. To write a range of short poems inspired by Valerie Bloom.</p>
Maths	<p>Measurement and statistical reasoning 2: time, timetables and time graphs Operational reasoning: understanding and applying the four operations Proportional reasoning 3: finding fractions of continuous quantities</p>
Science	<p>Enquiry skills (linked to a topic chosen by the children)</p> <p>To research. To observe changes over time. To seek patterns. To conduct comparative and fair tests. To identify, classify and group.</p>
Computing	<p>Repetition in Games</p> <p>Using loops to create shapes - To develop the use of count-controlled loops in a different programming environment Different Loops - To explain that in programming there are infinite loops and count-controlled loops Animate your Name - To develop a design that includes two or more loops which run at the same time Modifying a Game - To modify an infinite loop in a given program Designing a Game - To design a project that includes repetition Creating your Games - To create a project that includes repetition</p>
Geography	<p>Earning a Living</p> <p>To be able to group jobs into sectors. To explore industries of the UK. To find out how people earn a living in other parts of the world. To find out about unemployment and its effects. To find out children around the world who help earn a living for their families.</p>
PSHE	<p>Changing Me Year 3</p> <p>To understand how babies grow. To understanding a baby’s needs. To explore outside and inside body changes. To discuss family stereotypes. To challenge my ideas and prepare for transition.</p> <p>Year 4</p> <p>To explore being unique. To explore babies and parenthood. To introduce puberty and menstruation. To explore confidence in change. To accept change and prepare for transition and environmental change.</p>
My Happy Mind	<p>Engage</p> <p>We are learning about what activities we engage in. We are learning how to feel good. We are learning how we can feel good and do good. We are learning what Big Dream Goals are. We are learning how perseverance and resilience help us. We are learning how to keep focussed on our goals. We are recapping everything we have learnt about ourselves this year. We are reflecting on how positive habits help us to be at our best.</p>
PE	<p>Challenge Sport – Cricket Get Set 4 PE – Athletics</p> <p>To develop stamina and an understanding of speed and pace in relation to distance.</p>

	<p>To develop power and speed in the sprinting technique.</p> <p>To develop technique when jumping for distance.</p> <p>To develop power and technique when throwing for distance.</p> <p>To develop a pull throw for distance and accuracy.</p> <p>To develop officiating and performing skills.</p>
Music	<p>Herts Music – Cornets</p> <p>Learning to play, perform and read music</p>
Design & Technology	<p>Seasonal food</p> <p>To cook using British ingredients available all year round.</p> <p>To know how seasonal fruits in Britain are grown and processed.</p> <p>To understand why vegetables form an important part of a healthy and varied diet.</p> <p>To find out about how seasonally produced meat can form part of a healthy diet.</p> <p>To know how fish are caught or reared, processed and used in healthy meals.</p> <p>To show what you have learned about eating seasonal food as part of a healthy, varied diet.</p>
R.E.	<p>Identity and Belonging</p> <p>To think about the things that help us shape our sense of identity.</p> <p>To consider the ways in which we express our identity.</p> <p>To consider differences between the beliefs of different groups and communities, and how we can show tolerance and understanding.</p> <p>To explore ways in which a sense of belonging is shaped by our relationships and environment.</p> <p>To consider some of the responsibilities of belonging to a global community.</p> <p>To consider the importance of sharing in our global community.</p>
French	<p>Bon Anniversaire - Rigolo 1 Unit 6</p> <p>To recognise and ask for various snacks</p> <p>To give opinions about food</p> <p>To know the numbers 21-31</p> <p>To know the months of the year</p>
Outdoor Learning	<p>In Chestnut we will be outside any opportunity the learning lends itself to the outdoors come rain or shine to enhance the children’s learning experience and mental and physical wellbeing.</p>