

Chestnut Class Curriculum Map for Autumn 1 – September 2025

	Main areas of learning	
Subject	Main Learning Focus	
English	<p>Narrative – Mini Rabbit Not Lost To use conjunctions to join clauses together. To use capital letters, full stops, question marks and exclamation marks to demarcate sentences. To use adjectives to describe a setting. To use the progressive form of verbs in the present and past tense to mark actions in progress. To create settings, character and plot. To assess the effectiveness of their own and others writing and suggest improvements.</p>	<p>Poetry - ‘Words Are Ours’ by Michael Rosen, ‘The Magic Box’ by Kit Wright To compare the two poems with focus on the theme, repetition, length of lines and form. To identify the poetic devices used and identify the features of free verse poetry. To use adjectives to describe the items and use of the comma to list more than one adjective. To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.</p>
Maths	<p>Number and Place Value Reasoning To recognise the place value of 3 or 4 digit numbers. To compare and order numbers up to 1000. To identify represent and estimate numbers.</p>	<p>Mental addition, subtraction and multiplication To add and subtract ones, tens or hundreds from a 3-digit number mentally. To recall facts from 3, 4 and 8 times tables (Y3) up to 12 times tables (Y4).</p>
Science	<p>Rocks, Fossils and Soils To be able to identify naturally occurring rocks and explore their uses. To be able to group rocks according to their characteristics. To be able to plan, carry out and evaluate experiments to compare rocks. To be able to identify rocks that are used for particular purposes. To explore soil and how it is formed. To explore what fossils are and how they are formed. To be able to identify fossilised remains.</p>	
Computing	<p>Connecting Computers To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way that we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network</p>	
History	<p>Stone Age to Iron Age To introduce the definition and time scale of human prehistory. To find out about early humans and the Palaeolithic period. To find out about people who lived in the Mesolithic period. To find out how people lived in the Neolithic period. To find out about how people lived in the Bronze Age. To find out about how people lived in the Iron Age. To recap and summarise the prehistory of Britain.</p>	
PSHE	<p>Being Me in My World To become a class team and understand how my actions and attitudes can impact others. To understand who is in my school community and how I can make a contribution. To understand my rights and responsibilities and how democracy works. To recognise how rewards and consequences motivate people and to understand empathy. To understand how groups come together to make decisions and how I can contribute. To understand how democracy and having a voice benefits the school community.</p>	
myHappyMind	<p>Module 1 – Meet Your Brain How to focus their mind to help them train their brain. About Team H-A-P and their roles in more detail. How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried. Why our Amygdala behaves the way it does and how evolution has shaped how it works. How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise.</p>	

	<p>About Neurons and Neural Pathways and the role they play in learning. How to look after their brains to help them to be at their best.</p>
PE	<p>Challenge Sport - Basketball To develop the attacking skill of dribbling. To protect the ball when dribbling against an opponent. To develop passing and begin to recognise when to use different skills. To use defending skills to delay an opponent and gain possession. To develop technique in the attacking skill of shooting. To apply skills and knowledge to compete in a tournament.</p>
Music	<p>Herts Music – Cornets Learning to play, perform and read music</p>
Art and Design	<p>William Morris To explore the artwork of William Morris. To explore and understand the Arts and Crafts movement. To observe and sketch natural objects. To design a printing block inspired by William Morris. To create and print using a printing block inspired by William Morris.</p>
R.E.	<p>Signs and Symbols To explore the meaning of signs and symbols. To find out how symbolic food can be used to remember important events. To be able to explore and interpret religious metaphors. To learn that religious beliefs and ideas about God can be experienced in different forms, including symbolism. To learn about some common symbols within a place of worship.</p>
French	<p>Rigolo 1 Unit 1 To say hello and goodbye. To ask others and say your own name. To ask other and say how you are. To learn some nouns (musical instruments). To learn numbers 1-10.</p>
Outdoor Learning	<p>We will take our learning outside as often as possible to enhance the children’s learning experiences and wellbeing.</p>