

**Chestnut Class Curriculum Map for Autumn 2 – November 2025**

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Subject	Main areas of learning
English	<p><b>Main Learning Focus</b></p> <p><b>Fables - The Koala Who Could; The Lion Inside; The Squirrels Who Squabbled by Rachel Bright and Jim Field</b> To read writing similar to that which we are planning to write in order to learn from its structure. To orally retell known fables. To create settings in a narrative. To create characters in a narrative. To extend sentences with more than one clause using a range of conjunctions. To use conjunctions, adverbs and prepositions to express time and cause. To create my own fable story.</p> <p><b>Non-Chronological Report - Incredible Jobs You've (Probably) Never Heard of by Natalie Labarre</b> To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To use conjunctions, adverbs and prepositions to express time and cause. To use noun or pronouns appropriately for clarity and cohesion and to avoid repetition. To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. To draft and write by organising paragraphs around a theme.</p>
Maths	<p><b>Mental Subtraction</b> Subtraction is not commutative Mental subtraction with no regrouping Regrouping the minuend (the number being reduced) for subtraction Subtracting multiples of ten from 3-digit numbers with regrouping Practising regrouping the minuend Subtracting 2-digit numbers from 2-digit numbers with regrouping Mental subtraction with 2-digit numbers – varied practice.</p> <p><b>Multiplicative reasoning 1: building fact recall</b> Understand that counting up in multiples is also repeated addition Learning multiplication facts through building arrays Learning multiplication facts through visualising arrays (developing recall) Developing counting strategies for 3x and 4x tables Rehearsing and recalling multiplication facts; making links and spotting patterns Division by sharing using manipulatives Division by grouping using manipulatives Linking multiplication and division using arrays Learning division facts through visualising arrays (developing recall) Rehearsing division facts Understanding and finding factors</p>
Science	<p><b>Light and Shadow</b> To recognise that we need light in order to see things. To know that darkness is the absence of light. To know that light is reflected from surfaces. To recognise that light from the Sun can be dangerous. To know some ways to protect our eyes from the Sun. To recognise that we need light in order to see things and that dark is the absence of light. To understand what transparent, translucent and opaque mean. To recognise that shadows are formed when the light source is blocked by an opaque object. To find patterns in the way that the size of shadows change.</p>

	<p>To set up simple practical enquiries, comparative and fair tests.</p> <p>To ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>To gather, record, classify and present data in a variety of ways.</p>
Computing	<p><b>Stop-frame Animation</b></p> <p>To explain that animation is a sequence of drawings or photographs.</p> <p>To relate animated movement with a sequence of images.</p> <p>To plan an animation.</p> <p>To identify the need to work consistently and carefully.</p> <p>To review and improve an animation.</p> <p>To evaluate the impact of adding other media to an animation.</p>
Geography	<p><b>Rainforest Biomes</b></p> <p>To review and improve an animation</p> <p>To find out what a rainforest is and where they are found.</p> <p>To explore the layers of vegetation in a rainforest.</p> <p>To investigate the climate of the rainforest.</p> <p>To find out about the people and settlements of the rainforest.</p> <p>To explore why the rainforest is under threat and the measures taken to protect it.</p>
PSHE	<p><b>Celebrating Difference</b></p> <p>To accept that everyone is different.</p> <p>To include others when working and playing.</p> <p>To know how to help if someone is being bullied.</p> <p>To try and solve problems.</p> <p>To try to use kind words.</p> <p>To know how to give and receive compliments.</p>
myHappyMind	<p><b>Module 2 – Celebrate</b></p> <p>We are learning what character is.</p> <p>We are learning where our character comes from.</p> <p>We are learning which Character Strengths we have.</p> <p>We are learning which strengths we use the most.</p> <p>We are learning why it is important to use our strengths.</p> <p>We are learning what Character Strengths we use the most.</p> <p>We are learning why it is important to use our strengths.</p> <p>We are learning how you can use your strengths in difficult situations.</p> <p>We are learning we can grow our strengths.</p>
PE	<p><b>Dance</b></p> <p>To copy and perform short sequences to the beat.</p> <p>To keep in rhythm and time with music and others.</p> <p>To express performance through dance.</p> <p><b>Tag Rugby</b></p> <p>To select the appropriate skill, choosing when to run and when to pass.</p> <p>To move into space to support a teammate abiding by the rules.</p> <p>To use defending skills to gain possession.</p> <p>To work as a defending unit to prevent attackers from scoring.</p> <p>To use a variety of attacking skills to beat a defender.</p> <p>To apply rules, skills and tactics learnt to play in a tag rugby tournament.</p>
Music	<p><b>Herts Music – Cornets</b></p> <p>Learning to play, perform and read music</p>
DT	<p><b>Storybooks</b></p> <p>To investigate and evaluate products with lever and linkage systems.</p> <p>To experiment with a range of techniques to create moving mechanisms.</p> <p>To explore and experiment with a range of different fonts and graphic techniques.</p> <p>To be able to plan and design a storybook.</p> <p>To be able to make a storybook with moving mechanisms using a design.</p> <p>To be able to evaluate a finished product.</p>
R.E.	<p><b>Diwali</b></p> <p>To learn about the events and meanings in the story of Rama and Sita.</p> <p>To learn about the diya and why it is important in the Diwali story.</p> <p>To learn about some of the preparations for Diwali.</p> <p>To learn about the purpose of creating rangoli patterns.</p> <p>To find out about Lakshmi and how Hindus celebrate Diwali at home.</p>

<b>French</b>	<b>Rigolo 1 Unit 1</b> 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.
<b>Outdoor Learning</b>	We will take our learning outside as often as possible to enhance the children's learning experiences and wellbeing.