

**Chestnut Class Curriculum Map for Spring – January 2026**

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Subject	Main areas of learning
English	<p><b>Main Learning Focus</b></p> <p><b>Narrative</b> Read writing similar to that which we are planning to write in order to learn from its vocabulary, structure and grammar. Use prepositional phrases and other techniques to tell the reader where things are and when they happen. Use and punctuate direct speech. Create settings and characters in narrative. Plan to write by discussing and recording ideas. Build varied and rich vocabulary. To explore forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel. Organise paragraphs around a theme. Draft and write by composing and rehearsing sentences (including dialogue). Proof-read for spelling and punctuation errors.</p> <p><b>Persuasive Speech</b> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. To identify persuasive language choices. To use alliteration. To use second person to address the reader. To plan arguments to persuade. To compose the main persuasive arguments of a persuasive speech. To compose the conclusion of a persuasive speech. To evaluate and edit to improve a persuasive speech for performance. To rehearse performing the speech.</p>
Maths	<p><b>Proportional reasoning 1: scaling, comparison and fractions - Year 3</b> Recognise, find and write fractions of a discrete set of objects. Recognise and use fractions as numbers. Recognise and show, using diagrams, equivalent fractions with small denominators. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling.</p> <p><b>Proportional reasoning 2: adding and subtracting fractions – Year 3</b> Add and subtract fractions with the same denominator within one whole (for example, <math>5/7 + 1/7 = 6/7</math>)</p> <p><b>Proportional reasoning 1: scaling, comparison and fractions - Year 4</b> Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Solve simple measure and money problems involving fractions and decimals to two decimal places. Recognise and show, using diagrams, families of common equivalent fractions. Solve problems involving multiplying and adding multiply two-digit numbers by one digit.</p> <p><b>Proportional reasoning 2: adding and subtracting fractions – Year 4</b> Add and subtract fractions with the same denominator. Solve problems involving multiplying and adding, to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems</p>
Science	<p><b>How Plants Grow</b> To identify and describe the functions of different parts of flowering plants. To explore what a plant needs to grow in a healthy way and set up a fair test. To observe how water is transported within plants. To understand how pollination, seed formation and seed dispersal happen. To know the part that seed dispersal plays in the life cycle of flowering plants.</p>
Computing	<p><b>Programming – Sequencing Sounds</b> To explore a new programming environment. To identify that commands have an outcome. To explain that a program has a start. To create a project from a given task description. To change the appearance of my project. To create a project from a task description.</p>
History	<p><b>Invaders and Settlers: Romans and their impact on Britain</b> To understand the terms, <i>invade</i> and <i>settle</i> and place the Romans on a timeline. To find out why and how the Romans successfully invaded Britain. To find out who was in Britain when the Romans invaded and learn about their way of life. To explore who Boudica was from different points of view. To find out about the results of Boudica’s revolt. To find out about life in Roman Britain and Roman influence today.</p>

<b>PSHE</b>	<p><b>Dreams and Goals</b></p> <p>I can tell you about a person who has faced difficult challenges and achieved success.</p> <p>I can identify a dream/ambition that is important to me.</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>I can be motivated and enthusiastic about achieving our new challenge.</p> <p>I can recognise obstacles which might hinder my achievement and take steps to overcome them.</p> <p>I can evaluate my own learning process and identify how it can be better next time.</p>
<b>myHappyMind</b>	<p><b>Appreciate</b></p> <p>We are learning what appreciation means.</p> <p>We are learning why gratitude is important.</p> <p>We are learning how to develop an Attitude of Gratitude.</p> <p>We are learning how it feels to give and receive gratitude.</p> <p>We are learning how to continue to think about Gratitude and build our habit.</p> <p>We are learning which hormone gets released when we give or receive Gratitude.</p> <p>We are learning how to appreciate ourselves.</p> <p>We are learning about how we can use our Character Strengths to appreciate ourselves.</p>
<b>PE</b>	<p><b>Challenge Sport – Gymnastics</b></p> <p><b>Teacher P.E. – Fitness</b></p> <p>To recognise different areas of fitness and explore what your body can do.</p> <p>To develop speed and strength.</p> <p>To develop co-ordination.</p> <p>To develop agility.</p> <p>To develop balance.</p> <p>To develop stamina.</p>
<b>Music</b>	<p><b>Herts Music – Cornets</b></p> <p>Learning to play, perform and read music</p>
<b>Art</b>	<p><b>Famous Buildings</b></p> <p>To explore and examine buildings in a range of architectural styles.</p> <p>To explore the architecture of Sir Christopher Wren.</p> <p>To explore colour and pattern in the design of St Basil's Cathedral.</p> <p>To explore the design features of the Taj Mahal.</p> <p>To examine the architecture of the Sydney Opera House.</p> <p>To be able to design a building for a particular purpose.</p> <p>To explore the architectural styles of Paul Revere Williams and Zaha Hadid.</p> <p>To compare and contrast architectural style in terms of ornate curves compared to angular lines.</p>
<b>R.E.</b>	<p><b>What do we know about Jesus?</b></p> <p>To learn that representations of Jesus vary and to explore some of the reasons for this.</p> <p>To learn that pictures of Jesus tell us about people's personal beliefs about him.</p> <p>To find out what Jesus was like as a person from the Gospels.</p> <p>To explore other people's view of Jesus from the Bible.</p> <p>To explore the symbolic language used to describe Jesus in the Bible.</p> <p>To consolidate knowledge of Jesus and reflect on your own response to what we have found out about him.</p>
<b>French</b>	<p><b>Rigolo Unit 2</b></p> <p>I can name classroom objects.</p> <p>I can name common colours.</p> <p>I can tell someone how old I am.</p> <p>I can follow classroom instructions.</p>
<b>Outdoor Learning</b>	<p>We will take our learning outside as often as possible to enhance the children's learning experiences and wellbeing.</p>