

Chestnut Class Curriculum Map for Spring – January 2026

Main areas of learning

Subject	Main areas of learning	
English	<p>Main Learning Focus</p> <p>Narrative 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 compose and rehearse sentences, progressively building a varied and rich vocabulary. To understand and use a range of tenses, including the present perfect form of verbs in contrast to the past tense. To use inverted commas to punctuate speech. To compose and rehearse sentences orally. To plan and create plot in narratives. To apply learnt skills independently. To organise paragraphs around a theme. To evaluate and edit by assessing effectiveness of own and others' writing and suggesting improvements.</p>	<p>Poetry – Calligrams Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use expanded noun phrases to describe and specify. Use commas for lists. Compose and rehearse orally, progressive building a varied and rich vocabulary. Organise writing around a theme. Proof-read for spelling and punctuation errors and propose changes to grammar and vocabulary to improve consistency.</p>
Maths	<p>Year 3 Geometric reasoning 1: angles and lines Recognise that angles are a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines Additive reasoning 3: formal written addition and subtraction Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>	<p>Year 4 (as Year 3, plus...) Geometric reasoning 1: angles and lines Identify acute and obtuse angles and compare and order angles up to two right angles Additive reasoning 3: formal written addition and subtraction Add and subtract number with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>
Science	<p>Animals, including Humans To know that animals have skeletons for support, movement and protection. To know the functions of the human skeleton. To name and locate some of the major bones in the human skeleton. To understand the function of muscles in humans. To know how muscles and bones work together to create movement. To investigate the role of muscles for humans. To know that animals, including humans, get their nutrition from what they eat. To know that animals, including humans, get their nutrition from what they eat.</p>	
Computing	<p>Branching Databases To explore questions with yes/no answers, and how these can be used to identify and compare objects. To select an attribute to separate objects into groups. To select objects to arrange in a branching database. To group objects using my own yes/no questions. To test my branching database to see if it works. To independently create questions to use in a branching database. To create a physical version of a branching database.</p>	

	To work with a partner to test my identification tool.
Geography	<p>Our European Neighbours</p> <p>To locate Europe on a world map and identify its main physical features.</p> <p>To identify and locate countries in Europe.</p> <p>To identify European countries according to their climate, land use and settlement patterns.</p> <p>To identify the major capital cities of Europe and compare two European capitals.</p> <p>To investigate the human and physical features of a European country.</p>
PSHE	<p>Health Me</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>I know that the number of calories, fat and sugar I put into my body will affect my health.</p> <p>I can tell you my knowledge and attitude towards drugs.</p> <p>I know some strategies for keeping myself safe, who to go to for help and how to call emergency services.</p> <p>I can identify when something feels safe or unsafe.</p> <p>I understand how complex my body is and how important it is to take care of it.</p>
myHappyMind	<p>Relate</p> <p>We are learning how to understand and celebrate our differences.</p> <p>We are learning what Stop, Understand and Consider means and how it can help.</p> <p>We are learning how to better understand differences.</p> <p>We are learning how seeing things from a different perspective can get easier.</p> <p>We are learning what makes a good friend.</p> <p>We are learning how friends help us solve problems.</p> <p>We are learning how Active Listening can help us to relate with others.</p>
PE	<p>Challenge Sport – Hockey</p> <p>Teacher P.E. – Golf</p> <p>To explore hitting technique and aiming towards a target.</p> <p>To develop hitting accuracy.</p> <p>To explore technique for hitting over a short distance.</p> <p>To explore a technique for hitting over a long distance.</p> <p>To apply skills and knowledge to compete in a tournament.</p>
Music	<p>Herts Music – Cornets</p> <p>Learning to play, perform and read music</p>
DT	<p>British Inventors</p> <p>To investigate the invention of the telephone.</p> <p>To investigate the invention of the World Wide Web.</p> <p>To explore how reinforced concrete works.</p> <p>To investigate the invention of the mackintosh.</p> <p>To reflect on the impacts that inventions have on our lives.</p>
R.E.	<p>Jewish Celebrations</p> <p>To recap facts about Judaism and Jewish beliefs.</p> <p>To find out about the Jewish festival of Passover.</p> <p>To find out about the Jewish festival of Sukkot.</p> <p>To find out about the festival of Purim.</p> <p>To find out about the festival of Hanukkah.</p> <p>To find out about the festival of Rosh Hashanah.</p>
French	<p>Mon Corps (my body)</p> <p>Body Parts: les yeux (eyes), le nez (nose), la bouche (mouth), les oreilles (ears), les cheveux (hair), la jambe (leg), le bras (arm), la tête (head)</p> <p>Colours: rouge (red), rose (pink), bleu (blue), jaune(yellow), marron (brown), orange (orange), vert (green)</p> <p>Adjectives: long (long), court (short)</p>

	<p>Days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Adjectives describing character: Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa</p>
Outdoor Learning	We will take our learning outside as often as possible to enhance the children's learning experiences and wellbeing.