

Curriculum Map - Chestnut Class

Wider Curriculum - Autumn Term One

Computing

To Communicate

Purple Mash Unit 4.6 Animation and 4.9 Making Music

- To know animations can be created with the help of technology.
- To know onion skinning can be used to make the animation process more efficient.
- To know sound can be added to animation.
- To know composed music can be added to an animation.
- To know content can be shared to a class blog.

Music

Love Music Trust - Autumn Term.

During these 1hr weekly sessions with the LMT teacher, children will learn to play the ukulele. At the end of the term, they children will perform to the school and families.

RE

Oak National New Unit - **Festivals**: How do ancient stories influence modern celebrations?



Care

Achieve

Believe

PE

Miss Oakley - Invasion Games

Mrs Blackham - Tri-golf

Science

Animals including humans

- To understand the function of a skeleton and muscles.
- To understand the importance of nutrition for animals, including humans.
- To know animals do not make their own food.

Art

Collage Exploring natural materials to create landscapes
Hundertwasser Andy Goldsworthy Bridget Riley

PSED

Living the wider world: Responsibilities (British Values) and Aspirations. Ongoing **E-safety** unit: Digital Literacy and Safety (revisited termly)

Geography

Where does our food come from?

- Food production: farming and fishing, processing and transporting/distribution
- Link between climate and farming.
- Local agriculture food production and products
- UK food production/products
- Detailed exploration of Kenyan food production, products, market. What is consumed locally and exported?
- Food miles and the challenges of transportation
- Fair trade.

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Maths

Unit 1: Adding and subtracting across 10

- To know numbers can be added in any order.
- To add three addends.
- To add by bridging through 10.
- To subtract to and from 10.
- To subtract numbers that bridge through 10.

Unit 2: Numbers to 1,000

- To know that 100 is composed of ten tens and one hundred ones.
- To explain that 100 is composed of 50s, 25s and 20s.
- To find complements to 100.
- To represent three-digit numbers.
- To find ten more and ten less than a given number.
- To position three-digit numbers on number lines.
- To compare and order three-digit numbers.

Unit 3: Manipulating the additive relationship and securing mental calculation

- To add two three-digit numbers using partitioning, adjusting or redistribution.
- To subtract two- and three-digit numbers by finding the difference.

Times Table Focuses:

Week 1: 10 times table

Week 2: 5 times table

Week 3: 2 times table

Week 4: 2, 5 and 10 times tables

Week 5: 3 times table

Week 6: 3 times table

Week 7: 2, 3, 5 and 10 times tables



Care

Achieve

Believe

Spelling and Grammar

Year 3: To spell words where the digraph 'ou' makes an /ow/ sound, To segment words into the correct syllables and phonemes, To spell words where the digraph 'ou' makes an /u/ sound, To spell words where 'y' makes an /i/ sound, To spell words ending in '-sure', To spell words ending in '-ture', To spell words with irregular spelling patterns.

Year 4: To be able to segment words into the correct syllables and phonemes, To spell words that are homophones or near homophones, To spell words with the prefix 'in-' meaning 'not', To spell words with the prefixes 'il-', 'im-' and 'ir-', To spell words with the prefix 'sub-' meaning 'below' or 'further divided', To spell words with the prefix 'inter-', To spell words with irregular spelling patterns

High Frequency words and common misconception words will be covered across the term.

Grammar - We will teach children what common and proper nouns are. By the end of this objective, children should be able to identify common and proper nouns at both a fluency and reasoning level.

English

Reading (Take One Book)

- To develop positive attitudes to reading.
- To listen to and discuss a wide range of fiction.
- To read books that are structured in different ways.
- To use dictionaries to check the meaning of words.
- To increase their familiarity with a wide range of books.
- To identify themes, discussing words and phrases.
- To understand what they read.
- To ask questions.
- To draw inferences.
- To predict what might happen from details stated.
- To identify how language, structure, and presentation contribute to meaning.

Writing (Fantastic Mr Fox by Roald Dahl)

Character descriptions:

By the end of the unit, pupils should be able to create their own character descriptions that capture both physical attributes and personality traits.

Non-chronological reports:

A type of writing that provides information about a topic for this unit it will be about characters from other Roald Dahl books

Handwriting

- To develop joined-up handwriting
- To increase legibility, consistency and quality of handwriting

