Curriculum Map – Chestnut Class

Wider Curriculum – Autumn Term Two

Maths

Unit 2 – Numbers to 1,000:

- *To represent a 3-digit numbers.*
- *To measure length and height from zero using whole m, cm and mm.*
- *To convert between metres and centimetres.*
- *To convert between centimetres and millimetres.*
- *To position 3-digit numbers on number lines (marked and unmarked).*
- *To partition 3-digit numbers in different ways.*
- *To count forwards and backwards in multiples of 2, 20, 5, 50 and 25.*
- *To measure mass in kilograms and grams.*
- *To measure capacity in litres and millilitres.*

Unit 3 – Right Angles

- *To identify right angles.*
- *To identify properties of triangles and quadrilaterals.*

Unit 4 – Perimeter

- *To know the properties of regular polygons.*
- *To know that the perimeter is the distance around a 2D shape.*
- *To calculate the perimeter of 2D shapes.*

Mastering Number:

- *To use the distributive property to explore the facts in the 11 and 12 times tables.*
- *To use the distributive property to explore the facts in the 9 times table.*
- *To recall 9, 11 and 12 times table facts.*
- *To apply the commutative property of multiplication to recognise those products that are the same.*
- *To begin exploring the core multiplication facts table.*

PEOVER SUPERIOR

Care **Achieve** **Believe**

Spelling and Grammar

Grammar:

- *To choose nouns and pronouns appropriately for clarity and cohesion.*
- *To use fronted adverbials for time.*
- *To use and punctuate direct speech.*

Spelling:

Year 3:

- *Words with the prefix 're-'.*
- *Words with the prefix 'dis-'.*
- *Words with the prefix 'mis-'.*
- *Words where '-ing', '-er', and '-ed' are added to multisyllabic words.*
- *Words where '-ing', '-en', and '-ed' are added to multisyllabic words.*
- *Year 3 and 4 Statutory Words.*

Year 4:

- *Words with the suffixes '-ate' and '-ion'.*
- *Words ending in '-ly'.*
- *Words ending in '-lly'.*
- *Words where 'ch' makes a /sh/ sound.*
- *Year 3 and 4 Statutory Words.*

English

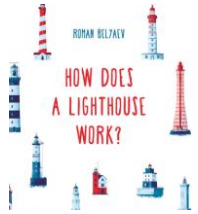


Writing – 'The Owl Who Was Afraid Of The Dark' by Jill Tomlinson

First person narratives and recounts:

- *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 orally, building a varied and rich vocabulary.*
- *To organise paragraphs around a theme.*
- *To create settings, characters and plot in narratives.*
- *To propose changes to grammar and vocabulary to improve consistency.*

Reading (Take One Book) – 'How Does A Lighthouse Work?' by Roman Belyaev



- *To listen to and discuss fiction.*
- *To identify themes, discussing words and phrases.*
- *To use dictionaries to check the meaning of words.*
- *To understand what they have 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.*

EdShed Reading Comprehension:

We will be reading information texts about ancient civilisations such as Mesopatamia, Ancient China and Ancient India. Children will answer comprehension, inference, vocabulary and summarising questions and develop their ability to refer back to texts to support them.

Handwriting

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

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Wider Curriculum – Autumn Term Two

PEOVER SUPERIOR

Care | Achieve | Believe

Computing

Coding

- To know how to design an algorithm to solve a problem.
- To know how to create programs using sequence, repetition and selection.
- To know how to use variables in a program.
- To know how to use timers and events within code.
- To know how to test and debug programs systematically.

Music

Guitar instrument lessons with Love Music Trust

- To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and control.
- To listen with attention to detail and recall sounds with increasing aural memory.

RE

Pesach – How do Jews remember God's covenant?

- To explain why the covenant with Abraham is important to most Jews.
- To retell the story of Moses and the Exodus from Egypt.
- To explain why the story of the Exodus is important to most Jews.
- To explain how and why different Jews prepare for Pesach.
- To explain what a Pesach Seder is and what each food on the Seder plate represents.

PE

Miss Russ – Invasion Games

Mrs Blackham – Dance

Science

Electricity

- To know that electricity is a form of energy.
- To understand that a source of electricity (mains or battery) is needed for electrical devices to work.
- To know that electricity sources push electricity round a circuit.
- To understand a complete circuit is needed for electricity to flow and devices to work.
- To understand that some materials allow electricity to flow easily (conductors).
- To know that materials that don't allow electricity to flow easily are called insulators.

Our link scientist this half term Thomas Edison (1847-1931) who was an American inventor, most famous for inventing the light bulb.

D&T

Textiles (2D shape to 3D product) – To make a pencil case

- To know how to create realistic ideas through discussion and design criteria for an appealing, functional product.
- To know how to plan the main stages of making.
- To know how to select appropriate tools for cutting, joining and finishing.
- To know how to select fabrics and fastenings according to their functional characteristics.
- To know how to test their product against the original design criteria.

PSHE

Living in the Wider World

What decisions can people make with money?

- To explain the importance of money in people's lives.
- To explain ways of keeping track of money and why this is important.
- To identify situations where someone might want or need to 'save' or 'borrow'.

History

Ancient Sumer, the Indus Valley and the Shang Dynasty

- To know where the Ancient Sumer, the Indus Valley and the Shang Dynasty were and name the modern-day country.
- To know where the Ancient Civilisations appear on the timeline.
- To know which river each early civilisation was located on.
- To know which achievements all the civilisations had in common.
- To know what each civilisation's greatest achievements were.