

St Nicholas – Chestnut Curriculum

2 yearly cycle

Year A = 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Egyptians		Food and Fitness (Food around the world and different cultures)		Abstract Artists – Picasso	Into the woods...
English	<p>Narrative – Egyptian Fairy Tales – compare to English fairy tale.</p> <p>Instructions – How to find a tomb. How to mummify a body!</p> <p>Recount – Diaries – day in the life of an Egyptians, Harold Carter</p> <p>Narrative – Overcoming the monster stories</p> <p>Shape Poetry – pyramids</p>		<p>Narrative – Adventure (quest) – on the hunt for food (all been stolen)</p> <p>Instructions – to make particular items of food and then to make them (dinosaur themed)</p> <p>Non Chronological reports – food from around the world</p> <p>Persuasion – to buy fair-trade food</p> <p>Explanation Texts – healthy body, healthy mind / foods from around the world.</p> <p>Narrative – warning stories – eating too many sweets and blow like Violet (Charlie and the Choc Factory)</p>		<p>Non Chronological reports</p> <p>Structured Poetry</p> <p>Free Verse – based on Picasso artwork</p> <p>Narrative – extended writing – going to the Tate Modern and getting locked in after hours.</p>	<p>Narrative – Stories with a familiar setting</p> <p>Author Study – B. Potter</p> <p>Persuasion – looking after the hedgerows and wildlife.</p> <p>Performance Poetry – into the woods</p>
Class Text	Rhapsodis – Egyptian Cinderella – the Red Slippers. Secrets of a sun king.		Recipe books Cultural books The Great Chocoplot		Tate modern art books Framed -Frank Cotterell Boyce	Animals of Farthing Wood
Science	<p><i>Physics – Forces – Magnets – separate from Topic – compare how things move on different surfaces, attract and repel, magnetic and not, two pole</i></p> <p>raise questions about working scientifically</p> <p>carry out scientific investigations</p> <p>undertake practical work</p> <p>find links between scientific technologies</p> <p>Use written and verbal explanations.</p> <p>• Ask relevant questions.</p>		<p><i>Biology – Animals Including humans – need the right types of nutrition, and cannot make their own food, they get nutrition from what they eat. Identify that some humans and animals have skeletons and muscles for support, protection and movement.</i></p> <p>report scientific findings</p> <p>solve challenging problems</p> <p>undertake practical work</p>		<p><i>Physics – Light – darkness is the absence of light, light is reflected from surfaces, from the sun can be dangerous, shadows, changing sizes of shadows.</i></p> <p>use written and verbal explanations</p> <p>use scientific vocabulary</p>	<p><i>Biology – Functions of plants and conditions of growing – explore the requirements for plants for life and growth, investigate water transportation, seed formation, seed dispersal. – Pollination</i></p> <p>think independently</p>

	<ul style="list-style-type: none"> • Set up simple, practical enquiries • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements • Use straightforward, scientific evidence to answer questions or to support their findings. <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> • Identify humans, need the right types and amounts of nutrition • Identify that humans and some animals have skeletons and muscles for support, protection and movement. <p><u>To Understand Electrical Circuits</u></p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. 	<ul style="list-style-type: none"> • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. 	<p>use scientific vocabulary</p> <ul style="list-style-type: none"> • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including
--	---	---	---	---

				pollination, seed formation and seed dispersal.
History	<p><i>Ancient Egypt – achievements, when and where they appeared, connections and contrasts to modern times, create historical questions, gather information from a range of sources.</i></p> <p>To interpret and compare sources</p> <p>To explain events of the past</p> <p>To use historical vocabulary</p> <p>To use chronology</p> <p>To ask historical questions</p> <p>To question events</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social or religious diversity of past society. • Describe the characteristic features of the past beliefs • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 		<p>Chronological order of Artists.</p> <p><i>How art from the past, such as Greek times, can influence modern art. Or Roman mosaics.</i></p> <p>To use chronological language</p> <p>To use chronology</p> <ul style="list-style-type: none"> • Place historical figures on a time line using dates. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. (links to Geography and local area) To interpret and compare sources To gather evidence
Geography	<p><i>*Map work – Location of Egypt, including the Nile.</i></p> <p>To ask and answer geographical questions</p> <p>To use geographical resources</p>	<p><i>*Locate the world’s countries using maps</i></p> <p><i>*Human features around the world – e.g. good climates for farming.</i></p> <p><i>*trade links and distribution of natural resources.</i></p>		<p><i>*Use field work to observe, measure and record physical features – sketching, graphs and map work of the nature</i></p>

	<p>To understand and explain physical features To use geographical language and vocabulary</p> <ul style="list-style-type: none"> • To read compass points and grid references • Describe geographical similarities and differences between countries. • human geography, including: settlements and land use. 	<p>To compare locations To understand and explain physical features To understand and explain human features</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. 		<p><i>area / page woods / wat tyler</i></p> <p>To use fieldwork and observation skills To understand the local area To read compass points and grid references</p> <ul style="list-style-type: none"> • Describe how the locality of the school has changed over time.
<p>Design and Technology</p>	<p><i>Design, make, evaluate</i> <i>Technical knowledge – understanding and use mechanical systems in their products – Egyptian tomb.</i></p> <p>To use modify and create textiles To use mechanics (and apply coding KS2) To construct and assemble products To design with a purpose To evaluate, refine and improve To explore and compare product design</p> <p>To explore and compare product design</p> <ul style="list-style-type: none"> • Create series and parallel circuits • Control and monitor models using software designed for this purpose. • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. 	<p><i>*Understanding and apply the principals of a varied and healthy diet.</i> <i>*prepare and cook a variety of savoury dishes.</i></p> <p>To prepare food hygienically To use assembling and cooking techniques To use cutting techniques To design with a purpose To evaluate, refine and improve</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). • Design with purpose by identifying opportunities to design. 		

	<ul style="list-style-type: none"> • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 			
Art	<p><i>Sculpture – making a pyramid</i></p> <p>To collect visual information To use cutting techniques To use fixing techniques To sculpt with a range of resources</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 		<p><i>Great artists – abstract</i></p> <p>To respond to artistic ideas To develop colour and patterns using brush techniques To use printing techniques To take inspiration from artists To use digital media to create images (links with computing – KS2)</p> <ul style="list-style-type: none"> • Comment on artworks using visual language. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 	<p><i>Using sketch books to record their observations.</i></p> <p>To use drawing skills</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow.

			<ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. • Include texture that conveys feelings, expression or movement. 	<ul style="list-style-type: none"> • Use hatching and cross hatching to show tone and texture. • Create images, video and sound recordings and explain why they were created.
Computing	See Computing Yearly Overview and Plans			
RE	Understanding Christianity and Norfolk syllabus for Non-Christian units			
Music	Charanga			
P.E	See PE curriculum maps			
PSHE				

Year B = 2022-2023

	Autumn 1	Autumn 2	Spring 1 and Spring 2	Summer 1	Summer 2
<i>Main theme</i>	<u>Cut-throat Celts vs. Rotten Romans!</u> Horrible Histories – Roman and Celts		<u>Under the sea!</u> David Attenborough – Blue Planet	<u>Gruesome guts!</u>	<u>Mighty Mountains!</u>

<p>Literacy</p>	<p><i>Narrative – Quest - Story with an historical setting (Tertius and the terrible hunt by Ann Jungman)</i></p> <p><i>Non Chronological reports – Celtic warriors (Boudicca)</i></p> <p><i>Instructions – Celts - How to build a Celtic shield</i></p> <p><i>Recount – Diary entry of life as a Roman Soldier The diary of a young Soldier by M. Butterfield</i></p> <p><i>Persuasion – letter to Roman army</i></p> <p><i>Discussion – Celts vs. Romans</i></p>		<p><i>Narrative – Story with an imaginary setting (voyage and return) – The Green Ship or Charlie and the Chocolate Factory by Roald Dahl</i></p> <p><i>Non Chronological report – Marine life</i></p> <p><i>Journalistic recount – plastic in the ocean.</i></p> <p><i>Persuasive posters –climate change (polar caps/polar bears)</i></p>	<p><i>Narrative – Author Study – David Walliams The midnight Gang by David Walliams</i></p> <p><i>Instructions</i></p> <p><i>Narrative – Suspense story linked to Demon Dentist</i></p> <p><i>Balanced argument Write a balanced letter re: vending machine at school</i></p>	<p><i>Narrative – Adventure – warning stories Challenge text – Michael Morpurgo’s Kensuke’s Kingdom</i></p> <p><i>Persuasion – holiday in the Alps</i></p> <p><i>Performance Poetry</i></p> <p><i>Poetry - Free Verse</i></p>
<p>Class Text</p>	<p><i>Boudicca and her barmy army, I was there...</i></p>	<p><i>Tertius and the terrible hunt by Ann Jungman</i></p>	<p><i>Michael Morpurgo - This morning a whale came</i></p>	<p><i>Demon Dentist by David Walliams</i></p>	<p><i>Jacqueline Wilson Cliff hanger</i></p>
<p>Science</p>	<p><i>Rocks – fossils link and types of rocks – compare groups based on their appearance and physical properties, describe how fossils are formed, recognise that soils are made from rocks and organic matter.</i></p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter 		<p><i>Biology – All Living Things – Living things and their habitats.</i></p> <ul style="list-style-type: none"> • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats. <p><i>raise questions about working scientifically</i> <i>use written and verbal explanations</i> <i>use scientific vocabulary</i></p>	<p><i>Biology – Animals including humans – Teeth and digestion</i></p> <ul style="list-style-type: none"> • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. 	<p><i>Chemistry – States of matter – water and evaporation over mountains.</i></p> <ul style="list-style-type: none"> • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. <p><i>States of Matter</i></p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

			<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <ul style="list-style-type: none"> Identify that animals, need the right types and amounts of nutrition, that they cannot make their own food. <p>think independently carry out scientific investigations solve challenging problems use written and verbal explanations solve challenging problems report scientific findings undertake practical work</p>	<p>think independently report scientific findings use scientific vocabulary</p>
History	<p>Celts; *farming *Boudicca * round houses/forts Romans; *Julius Caesar – invasion *Power of their army *Boudicca *How the Romans changed Britain</p> <ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <p>To interpret and compare sources To explain events of the past To gather evidence (historian)</p> <ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history. Give a broad overview of life in Britain from ancient until medieval times. Describe the characteristic features of the past, including attitudes and experiences of men, women and children. 	<p>Impact of humans on the ocean, comparing past to current day. Small unit block – geography to be the focus</p> <p>Understand Chronology To use chronology. To use chronological language. To explain events of the past. To Interpret and compare sources.</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. 	<p>Build an Overview of World History To Interpret and compare sources</p> <p>Links to food and school dinners throughout history</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. 	<p>Build an Overview of World History To explain events of the past To Interpret and compare sources</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other

	<ul style="list-style-type: none"> Place events and historical figures on a time line using dates. To ask historical questions To question events Understand the concept of change over time. To use chronological language To use chronology To use historical vocabulary Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 			<p>areas of interest around the world.</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
<p>Geography</p>	<p><i>*Map work on where Romans invaded Britain</i> - to read compass points and grid references <i>*8 points on a compass – where they marched and battles.</i></p> <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics Use maps, atlases to locate countries. Human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, and symbols and key to communicate knowledge of the United Kingdom and the wider world. <p>To use geographical resources To ask and answer geographical questions To read compass points and grid references To use fieldwork and observation skills</p>	<p><i>*Hemisphere, latitude, longitude and time zones – identifying these and where the animals are, which oceans, linked with this work.</i></p> <ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas <p>To use geographical language and vocabulary To use geographical resources To ask and answer geographical questions</p>		<p><i>*physical geography of a mountain</i> <i>*water cycle</i> <i>*naming towns and cities in the UK and identifying mountains in the UK</i> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main

				<p>physical and human characteristics.</p> <ul style="list-style-type: none"> • Use maps, atlases to locate countries. • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. <p>To understand and explain physical features To understand and explain human features To compare locations To understand the local area</p>
<p><i>Design and Technology</i></p>	<p>Master Practical Skills To prepare food hygienically To use assembling and cooking techniques To use cutting techniques</p> <p>Food for a Roman banquet!</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 	<p>Making a submarine!</p> <p>Take inspiration from design throughout History To explore and compare product design</p> <ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. <p>Master Practical Skills To use mechanics To construct and assemble products To apply coding to models (KS2)</p> <ul style="list-style-type: none"> • Create series and parallel circuits • Control and monitor models using software designed for this purpose. • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	<p><i>Design, make, evaluate</i> To use cutting techniques To use modify and create textiles To construct and assemble products To design with a purpose To evaluate, refine and improve To explore and compare product design (Making purse for tooth)</p> <p>Cut materials accurately and safely by selecting appropriate tools.</p> <ul style="list-style-type: none"> • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). 	

			<ul style="list-style-type: none"> • Select appropriate joining techniques. • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. • Improve upon existing designs, giving reasons for choices. • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design 	
Art	<p><i>Roman mosaic</i> - Collage –</p> <p>To collect visual information To respond to artistic ideas To take inspiration from artists</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make precise repeating patterns 	<p><i>Painting, charcoal, sketching – underwater animal - same one, different mediums.</i></p> <ul style="list-style-type: none"> • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Use different hardnesses of pencils to show line, tone and texture. • Sketch lightly (no need to use a rubber to correct mistakes) <p>To develop colour and patterns using brush techniques To use drawing skills To use printing techniques</p>		<p><i>Sculpture – making a mountain. The Alps.</i></p> <p><i>Sculpture -</i></p> <ul style="list-style-type: none"> • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p>To sculpt with a range of resources</p>
Computing	See Computing Yearly Overview and Plans			

<i>RE</i>	Understanding Christianity and Norfolk syllabus for Non-Christian units
<i>Music</i>	Charanga
<i>P.E</i>	See PE curriculum maps
<i>PSHE</i>	