

# Termly Topic Summary

Class: Chestnut

Term: Spring

## Spring Term 2026

### English

#### The Three Little Pigs

In this unit, pupils will explore the traditional story of *The Three Little Pigs* alongside a modern retelling, using clips from Literacy Shed Plus. Children will compare how characters, events and viewpoints change between versions and consider how stories can be adapted for a modern audience.

The unit introduces pupils to the key features of a newspaper report. Through analysing real and modelled examples, children will learn to identify headlines, orientations, quotations, conclusions and the use of factual, formal language. Pupils will practise writing effective newspaper headlines and orientations before developing their skills in writing quotations from key characters and witnesses.

#### The Day I Was Erased:

This six-week unit is a study of *The Day I Was Erased* by Lisa Thompson, a story of family, friendship and finding your place in the world. The plot follows Maxwell, an 11-year-old boy who is always in trouble until he comes across a cabinet of curiosities and finds himself erased from his life, as if he'd never existed. It's not long before Maxwell starts to miss his old life, and it becomes clear that he had more of an impact on those around him than he thought - is there a way to reverse what happened to him? The sequence of learning will develop children's understanding of the story, characters, themes and language, with a focus question each week based on a writing technique. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience.

### Maths

We will follow the White Rose Maths scheme. We will be focussing our learning on multiplication and division and length and perimeter for the first half term. After February half term, our focus will be on fractions, followed by mass and capacity.

### History

#### The Romans:

This unit looks at the Romans and their achievements from 43 CE to 410 CE. The first lessons explore what life was like in early Rome, who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. This moves onto the Roman invasion of Britain; a comparison between the existing Celtic villages and the new Roman settlements, alongside finding out how the Romans protected their new lands and an introduction to significant historical figures of the time such as Boudicca. The unit finishes with a study of the final years of the Roman Empire and the events that led to its downfall.

### Science

#### Light

We will recognise that we need light to see things and that dark is the absence of light. We will learn to identify light sources; explore what happens when light reflects off mirrors or other reflective materials and think of ways to protect ourselves from the Sun. We will investigate which materials make the best/worst shadows and conduct an experiment to find out about the relationship between the height of a light source and the length of a shadow.

#### Changing State

We will learn to compare and group materials according to whether they are solids, liquids or gases. We will learn that some materials change state when they are heated or cooled and be able to identify and name these processes as melting, freezing, evaporating or condensing. We will learn about the water cycle and be able to identify the part played by evaporation and condensation in the water cycle. We will plan and conduct investigations involving melting and evaporation.

### PSHE

#### Diverse Britain

We will identify that we should be respectful of difference. In this unit, we learn about British people, rules, the law, liberty and what living in a democracy means. We will also learn about the importance of being tolerant of differences within their society.

#### Money Matters

We will explore the advantages of different payment methods and how people can use these to pay for things they want and need. We will cover some reasons people may have for borrowing money, and how people can keep money safe when making payments online and offline. We will learn what value for money means and how people may choose to contribute positively to the environment through ethical consumption. Learning will also cover what a budget is and how it can help people plan and manage their money if this is a choice they are able to make.

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## Music –

### Keyboards:

Children will:

- Play and perform in solo and ensemble contexts, using accuracy, fluency and expression.
- Use and understand staff and other musical notations.
- Develop an understanding of the history and structure of music.
- Listen with attention to detail to internalise pulse and rhythm and recall sounds with accuracy, including simple melodic patterns.
- Improvise and compose simple musical ideas.
- Develop accuracy in pulse and phrasing.
- Use notation to identify pitch changes.
- Understand musical structure (repetition and patterns).
- Play and perform using controlled technique and expression.
- Develop listening skills to recognise leaps vs steps.
- Compose simple accompaniments (LH drones).

- Develop control, fluency, and expression in musical performance.
- Improvise and compose simple parts (LH, intros/outros).
- Evaluate music using appropriate musical vocabulary.

### Hans Zimmer:

Children will:

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.

## Class trips and Visits –

Class visits are currently being organised and more details will follow soon.

## Computing –

### The Internet:

Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

### Data Logging:

In this unit, children will consider how and why data is collected over time. They will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Children will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Children will spend time using a computer to review and analyse data. Towards the end of the unit, they will pose questions and then use data loggers to automatically collect the data needed to answer those questions.

## Spellings -

We will be following the Grammarsaurus spelling programme, with an aim to develop our fluency as readers, increase our vocabulary and increase accuracy when spelling. We will have weekly spelling lists to learn in school and at home. We will be focussing on ensuring we are all confident in using the Chestnut Class basic standards of presentation, punctuation, spelling and grammar in our writing.

We will follow Twinkl's grammar and punctuation programme, which provides a coherent and progressive sequence to teach each area of SPaG. It aims to cover all of the objectives from the National Curriculum 2014, including the statutory terminology for each year group listed in Appendix 2: Vocabulary, Grammar and Punctuation.

Spanish –

This term we will be learning our numbers from 1 -20, learning how to ask how old someone is and responding to that question. We will be learning our colours, the days of the week and the months of the year. We will use both verbal and written language. The use of songs, stories and games will aid our learning and foster the children's love of language.

Forest School –

This term, we will be combining our PE lessons and our Forest School sessions.

P.E -

**Gymnastics:**

In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

**Yoga:**

Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.

Art

**Insects:**

This Insects unit will teach the class about how to use pencil, colour, mosaic design, puppet making and sculpture to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of a range of 'Insect' artists, in particular, Louise Bourgeois and Jennifer Angus.

**Bodies:**

This 'Bodies' themed unit will teach the class about how to use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti-inspired models to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore.

Other important information and dates -

**Reading:** Children are encouraged to swap their own reading books once they have finished and to record this, along with any other reading they have done, in their reading record. Please ensure that reading books and records are brought in daily.

**PE and Forest School:** PE and Forest school will be on Fridays this half term, so children should come dressed in their PE kits on a Friday please.

**Communication:** Both Miss Saunders and Miss Noblet are available via Dojo — please make sure you select the appropriate person when sending a message.

**Homework:** Homework will be set every Friday and should be returned by the following Friday, which will include weekly spellings.

**Tag Rugby:**

Rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

**QOA:**

OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols and drawing and following a route. This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.