

Chestnut Class
Autumn Term 2025

English

Writing:

During the first term, we will be using the short film *Dream Giver* from The Literacy Shed as a creative stimulus for our English lessons. This captivating animation will inspire us to enhance our descriptive writing focusing on vivid settings and character development. We will also use the film as a springboard to craft our own imaginative narratives and write detailed news reports based on the events in the story.

After half-term, our English lessons will be centred around C.S. Lewis's classic and much-loved novel *The Lion, the Witch and the Wardrobe*. This rich and imaginative text will immerse children in the story's themes, language, and memorable characters. Through guided reading and discussion, pupils will develop their comprehension skills, expand their vocabulary, and enhance their writing. Grammar and punctuation will be explored within the context of the novel, helping children understand how and why C.S. Lewis uses specific techniques for effect. This deeper analysis encourages personal connections to the story and supports the creation of varied and meaningful writing outcomes. The unit will conclude with an exciting final task: writing a non-chronological report designed to inform and guide a visitor through the magical world of Narnia.

Reading Comprehension:

Our book focus for the autumn term will be *Kaspar: Prince of Cats* by Michael Morpurgo.

"Some cats really do have nine lives: after a stay at the legendary Savoy hotel, Kaspar the cat sets sail – on none other than the Titanic . . .

From the glamorous suites of the Savoy Hotel to a crowded lifeboat and the hustle and bustle of New York City, Kaspar proves that no cat is too small for big adventures. But then this is no ordinary cat. He's Kaspar, Prince of Cats – and the only cat to survive the sinking of the Titanic . . ."

We will be answering VIPERS questions on a chapter each week. VIPERS stands for

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc.

SPaG:

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.

Handwriting:

Most children in year 4 and 5 should be writing with legible, joined handwriting. We will be spending our time practising our handwriting using our spelling words daily.

Maths

In Maths, Years 3 and 4 will follow the White Rose Maths scheme, supported by the NCETM Prioritisation Materials and Teaching for Mastery resources. Our focus this term will be on developing a secure understanding of place value and progressing through key calculation strategies, including addition, subtraction, multiplication, and division. We will also explore measurement, with a particular emphasis on understanding and calculating area.

Science

Sound and hearing:

In this science unit, children will explore the fascinating world of sound. They will learn how vibrations create sound and how these sounds travel through different materials at varying speeds. Through hands-on investigations, they will discover how pitch and volume can change, and explain these changes using accurate scientific vocabulary. As part of their learning, children will plan and carry out two fair test experiments to answer the questions: Which material is most effective at muffling sound? and does the size of the pinnae affect how loud a sound is heard? They will also learn how sound vibrations travel through the ear and are interpreted by the brain.

Electricity:

During this unit of work, children will learn to sort common electrical appliances into battery and mains powered. They will construct simple series circuits containing a variety of components and understand the difference between complete and incomplete circuits. They will be able to identify whether or not a bulb will light in a simple series circuit and put forward ideas to fix incomplete circuits. The children will plan and conduct an investigation to discover which materials make good insulators and design, construct and test their own switches.

Geography

Coastal Erosion:

In this unit, we will review our knowledge about the seas and oceans that surround the UK, understanding that the UK is made up of a range of islands with an expansive coastline. We will learn about coasts, how they can vary, and why. We will learn to identify different

features of coasts and how they are formed. We will learn about the physical processes that cause a coastline to change over time. We will look at case studies of the UK's coastlines. We will also learn about coastal protection strategies.

Land Use:

In this unit, we will learn about the places around us and begin looking for land use patterns. Using a case study of a fictional town to provide context, we will investigate our local area, focusing on its facilities and transport links and how they might be changing. We will learn different ways of presenting, analysing and evaluating the data collected about our locality.

RSHE

Be yourself:

This unit is built around the important theme of having the confidence to be true to yourself. It encourages children to recognise and celebrate their strengths and achievements, while also helping them to identify and understand the wide range of emotions they may experience. Throughout the unit, children will learn how to express their thoughts and feelings in a respectful way and develop strategies for being assertive in uncomfortable or challenging situations. They will also examine how the media can influence self-image and learn to critically analyse the messages they encounter. The unit concludes by exploring how to take responsibility and make amends when mistakes are made—both in person and online—highlighting the value of reflection, growth, and learning from our experiences.

Think positive:

This unit builds on children's existing understanding of emotions—both comfortable and uncomfortable—and explores how our mindset and attitude can influence our mental health and wellbeing. The lessons focus on key themes such as thinking positively and staying calm, managing difficult emotions effectively, taking responsibility for our choices, and developing a growth mindset. Through these themes, children will gain practical strategies to support their emotional resilience and approach to learning.

TEAM:

This unit is based on the idea that a well-functioning class team can have a positive impact on everyone's wellbeing and success. It encourages children to reflect on how their actions affect the team and highlights the importance of cooperation, kindness, and mutual respect. Through a focus on key teamwork skills, children will learn how to work collaboratively, consider the needs of others, and resolve conflicts in a positive and constructive way. The unit also explores individual responsibilities within a team and how children can support one another during times of change, such as the start of a new school year.

Religious Education

What kind of world did Jesus want?

In this unit, we will learn about the concept of 'Gospel' which tells the story of the life and teaching of Jesus. We will learn about the calling of the first disciples and how Christians today try to follow Jesus. We will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. We will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit, we will learn about the parable of the Good Samaritan and the importance of charity within the lives of many.

What do Hindus believe God is like?

This unit begins to introduce us to Hindu Dharma, building on some encounters we may have had in EYFS and Key Stage One. In this unit we act as philosophers considering how Hindus might see the world. We will look at the concepts of Brahman to build up understanding. We will use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.

D & T

Let's Go Fly a Kite:

We will develop our understanding of frame structures and how they can be strengthened and stiffened. We will discover information about a key event involving a kite that helped shape the world. We will gain knowledge and understanding about the parts and shapes of kites. This will help us when designing and making our own kites. Finally, children will test and evaluate their kites against design criteria they have created.

Battery operated lights:

We will enhance our knowledge and understanding of electrical systems. In this unit, we will develop understanding about series and parallel circuits and different types of switches. We will then be given the chance to apply our knowledge about electric circuits in a purposeful way by designing and making a battery-operated light which will be controlled by a homemade switch. We will decide upon the design criteria for the light by considering who will use it, where it will be used and what for. Finally, we will complete a detailed evaluation of our final product.

Computing

Desktop publishing:

We will become familiar with the terms 'text' and 'images' and emojis and understand that they can be used to communicate messages offline and online. We will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. We will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support us in making our own template for a magazine front cover. We will start to add text and images to create our own pieces of work using desktop publishing software. We will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

Sequencing Sounds:

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most of us. We will be introduced to a selection of motion, sound, and event blocks which we will use to create our own programs, featuring sequences. The final project is to make a representation of a piano.

Music

Keyboards:

Mrs White will be teaching whole class keyboards on a Wednesday morning.

Spanish

We class will have weekly Spanish sessions with Señora Trujillo, learning key greetings, names, numbers and Christmas related phrases.

Physical Education

Handball:

Handball is an invasion game. In this unit we will develop our understanding of the attacking and defending principles of invasion games. In all games activities, we have to think about how we use skills, strategies and tactics to outwit the opposition. In handball we do this by maintaining possession and moving the ball towards goal to score. We will develop our understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating our own and others' performances.

Football:

Similarly to handball, football is an invasion game. In this unit we will continue to develop our understanding of the attacking and defending principles of invasion games. In all games activities, we have to think about how we use skills, strategies and tactics to outwit the opposition. In football we do this by maintaining possession and moving the ball towards goal to score. We will further develop our understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.

Swimming:

We will focus on building water confidence, developing effective swimming techniques, and learning vital water safety skills, including:

Swim 25 metres: Competently, confidently, and proficiently over a distance of at least 25 metres.

Use a range of strokes: Effectively use strokes such as front crawl, backstroke, and breaststroke.

Perform self-rescue: Safely rescue themselves in different water-based situations.

Purpose of Swimming Lessons:

Lifelong Skill:

Learning to swim and perform self-rescue are vital life skills that promote health and safety throughout a person's life.

Physical Confidence:

Swimming helps children develop physical confidence, fitness, and a love for exercise that can extend beyond school.