

Curriculum Chestnut Class 2017-2018

Term/Topic	Science	Geography	Art	DT	ICT	History
Autumn We are United	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Use basic geographical vocabulary Use world maps, atlases and globes to identify the United Kingdom and its countries, Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	To use a range of materials creatively to design and make products	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Food - Use the basic principles of a healthy and varied diet to prepare dishes Understand	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Significant historical events, people and places – The Great Fire of London.

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				where food comes from.		
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Spring Toys	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of	Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Design purposeful, functional, appealing products for themselves and other users based on design criteria Make Select from and use a wide range of materials, including textiles, according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	To place in chronological order

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	animals and plants, and how they depend on each other					
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<p>Summer</p> <p>Around the World</p>	<p>Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: key physical features, key human features Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, line and shape.</p> <p>To learn about the work of a range of artists and craft makers by describing the differences and similarities between different practices and disciplines.</p>	<p>Food Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>

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		West) and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key				
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