

Chestnut Class Curriculum Overview 2019 2020

London's Burning	Indian Spice	Pioneers
<p>English: Read extracts from Samuel Pepys' diary. Compare two different versions of the Great Fire of London. Write a recount/report of the fire. Write instructions for fire safety. Create descriptive poems about fire. Choice of activities from English Quests.</p> <p>Power of Reading: Out and About poems</p> <p>Maths: Practise and develop measurement skills when making the memorial. Choice of activities from Maths Quests.</p> <p>History: Create a timeline of events in the Great Fire of London. Compare life in London before and after the Great Fire. Understand and establish why the fire spread. Use sources to ask and answer questions about the Great Fire.</p> <p>Geography: Locate London on a map of the world/UK. Plot key locations on a map of the city to show how the fire spread.</p> <p>Design Technology: Design and make model houses in the style of those during the Great Fire. Design a monument as a memorial.</p> <p>Art: Use pastels and chalks to create a portrait of the Great Fire in the style of famous artists</p>	<p>English: Write descriptions about people, experiences and places in India. Make written comparisons between places. Write instructions for cooking. Choice of activities from English Quests.</p> <p>Power of Reading: Pattan's Pumpkin</p> <p>Maths: Make simple measurements of time, capacity and weight. Collect, record and organise data about temperature. Investigate lines of symmetry in Rangoli patterns. Choice of activities from Maths Quests.</p> <p>Geography: Use maps to identify continents and countries of the world. Locate the UK and India on a world map and identify main regions and cities. Investigate the environments in India and consider how animals and communities adapt to these environments. Compare the UK to India, identifying key similarities and differences including size, climate, wildlife and so on. Research food and farming in India. Compare life for a child in the UK and India.</p> <p>Design Technology: Prepare and cook Indian food. Make an Indian Drum.</p>	<p>English: Write in role as an astronaut. Information texts based on space and moon landings. Recount of a space mission. Choice of activities from English Quests.</p> <p>Power of Reading: Man on the Moon (a day in the life of Bob)</p> <p>Maths: Compare and order dates. Use data about planets to draw graphs and tables. Use all four operations to solve problems involved with buying and selling souvenirs. Choice of activities from Maths Quests.</p> <p>History: Create a timeline of pioneers included within this unit. Find out about key people within history including: Neil Armstrong/Buzz Aldrin, rail pioneers, Isambard Kingdom Brunel, reformers including Dr Barnardo and Lord Shaftesbury. Research the lives of children during Victorian times.</p> <p>Geography: Research railways and bridges of the UK. Use maps to identify where Victorians went on holiday.</p> <p>Design Technology/Art: Design, make and evaluate a Victorian seaside souvenir. Create own method of transport.</p>

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<p>Music: Hands, feet, heart (Charanga) Ho Ho Ho (Charanga)</p> <p>Citizenship: Find out about the history and role of the fire service in British society. Interview fire fighters.</p> <p>RE: Christianity Baptism / church Why is belonging to God and the church family important to Christians? Judaism Mitzvot / tzedakah Why is learning to do good deeds so important to Jewish people?</p> <p>ICT/Computing: Create the story of the Great Fire through animation, music and illustrations.</p> <p>Homework/Independent Learning: Power projects based on 1) Fire prevention and detection 2) A new London.</p> <p>Other Subject Links: Science: Sort materials to find out which would be the best to build with. Explore the effects of heat on different materials used for buildings during the Great Fire.</p>	<p>Art: Use symmetry to create traditional Rangoli patterns. Use pastels and charcoal to create a picture of an elephant.</p> <p>Music: Investigate instruments played in India. Play a range of different rhythms on a drum and use it to accompany Indian music and singing.</p> <p>Music: Zootime (Charanga)</p> <p>Homework/Independent Learning: Power projects based on 1) India in our local area 2) Life in an Indian Village.</p> <p>Other Subject Links: PE/Dance: Learn simple Indian traditional dance moves. Take part in a yoga session. Learn the rules of cricket and apply them in the context of a game.</p> <p>RE: Research Indian religions: Hinduism and Sikhism – compare with beliefs and values of Christianity. RE: Christianity Prayer / worship Why do Christians pray to God and worship him?</p> <p>Science: Investigate different habitats and compare the different plants and animals that grow or live there. Collect climate data using thermometers and data loggers.</p>	<p>ICT/Computing: Use ICT to record space music and create a video clip to accompany the soundscape. Create a PowerPoint presentation about a pioneer.</p> <p>RE: Christianity Parables / gospel What did Jesus teach about God in his parables?</p> <p>Homework/Independent Learning: Power projects based on 1) Take One Pioneer 2) Dragon’s Den.</p> <p>Other Subject Links: Music: Compose a space ‘soundscape.’ Music: I wanna play in a band (Charanga)</p> <p>Science: Investigate materials used for astronauts’ suits. What properties do they need to have? (link to previous unit) Investigate conditions needed to grow plants – can we grow food in space?</p>
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The Home-Front	The Olympics: Record Breakers	
<p>English: Read and reply to letters from evacuees. Write non-chronological reports based on rationing, building shelters, life as an evacuee etc. Read stories such as The Lion and the Unicorn. Choice of activities from English Quests.</p> <p>Power of Reading: The Jolly Postman</p> <p>Maths: Explore a ration book. Measure out and investigate ingredients. Interpret charts/graphs based on locations where children went to as evacuees. Create class pictogram based on vegetables grown in allotments. Create a street party shopping list following a budget. Choice of activities from Maths Quests.</p> <p>History: Visit museums and interview/watch video clips of WW2 veterans recounting their experiences of life during the war. Find out about the lives and experiences of children during the war.</p> <p>Geography: Use maps of the UK to identify countries and major cities. Locate areas where children were evacuated from and to. Study how the landscape of the UK changed during and after the war. Focused study of own locality and how it was affected by the war.</p>	<p>English: Children create fact files about Olympic countries and cities. Children write descriptions of Olympic mascots and create short profiles on significant Olympic record breakers.</p> <p>Power of Reading: How to find gold</p> <p>Maths: Children will research the different measurements and times that have been recorded for world records. Children order and compare these times and distances and measure their own sporting achievements using time and measurements of length.</p> <p>History: Children find out about the differences between the ancient and the modern Olympics, finding out what is the same and what has changed. Children will place Olympic games, significant athletes and mascots on a timeline.</p> <p>Geography: Use maps to identify continents and countries. Locate Olympic host countries and cities on a World Map.</p> <p>Citizenship: Children will reflect on what it means to be an 'Olympian'. Children will learn about the Olympic Values and how they can use them in their own lives.</p>	

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<p>PSHE/Citizenship: How would you have felt to be an evacuee? How did the role of the community help to support those who had to be evacuated or lost family within the war?</p> <p>Design Technology: Food technology – Make recipes using rationed ingredients. Design and make an air raid shelter.</p> <p>Art: War time posters – Dig for Victory etc. – create own. Create drawings based on landscapes/the countryside ‘a view from the train’.</p> <p>RE: Christianity Emmanuel / Holy Spirit How does celebrating Pentecost remind Christians that God is with them always?</p> <p>Music: friendship song (Charanga)</p> <p>Homework/Independent Learning: Power projects based on 1) The Local Area during WW2 2) Materials.</p>	<p>Design Technology/Art: Children design and make their own medals for achievement. Children evaluate the designs of different Olympic athletes.</p> <p>Music: Children create a soundscape of an Olympic race using a range of percussion instruments and altering the dynamic and pitch to reflect the crowd and the athletes. Music: reflect, rewind and replay (Charanga)</p> <p>ICT/Computing: Children use ICT to support research and to present and publish their work.</p> <p>Science: Animals, including humans Children notice that animals, including humans, have offspring which grow into adults. 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.</p> <p>RE: Judaism Creation / blessings Why do Jewish families say so many prayers and blessings?</p> <p>Other Subject Links: PE: Children compete in athletics events, challenging themselves to beat World Records.</p>	
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