



The Willows School Curriculum Overview – Autumn 1 2025

Chestnut

Subject	Autumn
English	<p data-bbox="1308 308 1496 336"><u>The Green Ship</u></p> <p data-bbox="674 343 1003 371"><u>Reading & Comprehension</u></p> <p data-bbox="674 378 1608 406">Develop positive attitudes to reading and understanding of what they read by:</p> <ul data-bbox="723 416 2083 595" style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books and retelling some of these orally• identifying themes and conventions in a wide range of books. <p data-bbox="674 630 768 659"><u>Writing</u></p> <p data-bbox="674 665 1240 694">Pupils should be taught to plan their writing by:</p> <ul data-bbox="723 703 2042 805" style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas. <p data-bbox="674 812 1211 841">Pupils should be taught to draft and write by:</p> <ul data-bbox="723 850 2089 987" style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures• organising paragraphs around a theme in narratives, and in non-narrative material, using simple organisational devices [for example, headings and subheadings] <p data-bbox="674 994 1240 1023">Pupils should be taught to evaluate and edit by:</p> <ul data-bbox="723 1032 2119 1169" style="list-style-type: none">• assessing the effectiveness of their own and others’ writing and suggesting improvements• proof-read for spelling and punctuation errors• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p data-bbox="674 1204 954 1233"><u>Speaking and Listening</u></p> <p data-bbox="674 1240 2112 1377">Pupils will: Participate actively in collaborative conversations; use spoken language to develop understanding through imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; select and use appropriate registers for effective communication.</p> <p data-bbox="674 1412 770 1441"><u>Phonics</u></p> <ul data-bbox="723 1450 1025 1479" style="list-style-type: none">• Phonics International



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Mathematics

Place Value

- Step 1 Represent numbers to 100
- Step 2 Partition numbers to 100
- Step 3 Number line to 100
- Step 4 Hundreds
- Step 5 Represent numbers to 1,000
- Step 6 Partition numbers to 1,000
- Step 7 Flexible partitioning of numbers to 1,000
- Step 8 Hundreds, tens and ones
- Step 9 Find 1, 10 or 100 more or less
- Step 10 Number line to 1,000
- Step 11 Estimate on a number line to 1,000
- Step 12 Compare numbers to 1,000
- Step 13 Order numbers to 1,000
- Step 14 Count in 50s

Addition and Subtraction

- Step 1 Apply number bonds within 10
- Step 2 Add and subtract 1s
- Step 3 Add and subtract 10s
- Step 4 Add and subtract 100s
- Step 5 Spot the pattern
- Step 6 Add 1s across a 10
- Step 7 Add 10s across a 100
- Step 8 Subtract 1s across a 10
- Step 9 Subtract 10s across a 100
- Step 10 Make connections
- Step 11 Add two numbers (no exchange)
- Step 12 Subtract two numbers (no exchange)
- Step 13 Add two numbers (across a 10)
- Step 14 Add two numbers (across a 100)



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- Step 15 Subtract two numbers (across a 10)
- Step 16 Subtract two numbers (across a 100)
- Step 17 Add 2-digit and 3-digit numbers
- Step 18 Subtract a 2-digit number from a 3-digit number
- Step 19 Complements to 100
- Step 20 Estimate answers
- Step 21 Inverse operations
- Step 22 Make decisions

IPC

Brainwaves

- How our brain helps us learn

Bright Sparks

Science

- How to make different electrical circuits
- Materials that conduct electricity
- How to build more complex circuits
- Using electricity to make a magnet.

Geography

- The different ways electricity is generated.

International

- How we can save electricity.

Health and Wellbeing

- Keeping safe around electricity.
- Affordable electricity for all.



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<p>PSHE/RE</p>	<p style="text-align: center;"><u>Being Me in My World</u></p> <ul style="list-style-type: none"> • Puzzle 1 – Getting to know each other • Puzzle 2 – Nightmare School • Puzzle 3 – Our Dream School • Puzzle 4 – Rewards and Consequences • Puzzle 5 – Learning Charter • Puzzle 6 – Owning our Learning Charter <p style="text-align: right;"><u>Christianity</u></p> <p style="text-align: right;">Has Christmas lost its true meaning?</p>
<p>PE</p>	<ul style="list-style-type: none"> • Yoga • Dance
<p>Computing</p>	<p>Lesson 1: What is IT? Lesson 2: IT in school Lesson 3: IT in the world Lesson 4: The benefits of IT Lesson 5: Using IT safely Lesson 6: Using IT in different ways</p>
<p>Music</p>	<p><u>Sounds</u></p> <ul style="list-style-type: none"> • Be able to recognise and explore the ways that sounds can be made, organised and used expressively <p><u>Singing</u></p> <ul style="list-style-type: none"> • Singing Assembly
<p>Art & DT</p>	<p>Curriculum related</p> <ul style="list-style-type: none"> • The colour wheel • Warm and cool colours • Colour scavenger hunt • Achromatic art • Monochromatic art