



# The Willows School Curriculum Overview – Autumn 2 2025

## Chestnut

Subject	Autumn
<b>English</b>	<p style="text-align: center;"><b><u>How the Stars Came to Be</u></b></p> <p>How the Stars Came to Be by Poonam Mistry (Tate Publishing) Poonam Mistry has invented her own ‘pourquoi’ or origin tale about how the stars came to be, lighting the night sky, and how they are arranged, some formed into the pictures seen in constellations, some distributed more randomly. The distinctive patterns in her illustrations which are both bold and delicate, and her colour palette of deep shades of blue threaded with gold, yellow and bronze, complement the story perfectly.</p> <p>Overall aims of this unit:</p> <ul style="list-style-type: none"><li>• To establish and develop an insight into the culture and history of origin stories</li><li>• To enjoy a story and discuss its meanings</li><li>• To explore character viewpoint and motivation through role-play and through writing in role</li><li>• To be given the opportunity to develop the skill of oral storytelling</li><li>• To develop a personal and distinctive voice to support storytelling and writing</li><li>• To develop reader response by exploring interpretations of themes, plots and characters’ actions and motivations through discussion and debate</li></ul> <p>Outcome: To write a story of how the stars came to be.</p> <p>Skills focus:</p> <ul style="list-style-type: none"><li>• To build cohesion through capital letters, full stops and checking writing makes sense.</li><li>• To develop imagery through adjectives to describe.</li><li>• To develop action through verbs and adverbs.</li></ul>
<b>Mathematics</b>	<p style="text-align: center;"><b><u>Addition &amp; Subtraction</u></b></p> <ul style="list-style-type: none"><li>• Step 1 Add and subtract 1s, 10s, 100s and 1,000s</li><li>• Step 2 Add up to two 4-digit numbers - no exchange</li><li>• Step 3 Add two 4-digit numbers - one exchange</li><li>• Step 4 Add two 4-digit numbers - more than one exchange</li><li>• Step 5 Subtract two 4-digit numbers - no exchange</li></ul>



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- Step 6 Subtract two 4-digit numbers - one exchange
- Step 7 Subtract two 4-digit numbers - more than one exchange
- Step 8 Efficient subtraction
- Step 9 Estimate answers
- Step 10 Checking strategies

### Multiplication & Division

- Step 1 Multiplication - equal groups
- Step 2 Use arrays
- Step 3 Multiples of 2
- Step 4 Multiples of 5 and 10
- Step 5 Sharing and grouping
- Step 6 Multiply by 3
- Step 7 Divide by 3
- Step 8 The 3 times-table
- Step 9 Multiply by 4
- Step 10 Divide by 4
- Step 11 The 4 times-table
- Step 12 Multiply by 8
- Step 13 Divide by 8
- Step 14 The 8 times-table
- Step 15 The 2, 4 and 8 times-tables

## Science

### Animals including humans: skeletons: What's inside our body? How does our body support us?

- Explore the 5 key food groups
- Learn about the nutrition in the food we eat
- Learn about the different types of skeletons
- Learn about the human skeleton
- Learn about animals and their skeletons
- Explore the role of muscles



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### History

#### Stone, Iron and the Bronze Age

Key skills:

- Develop a range of methods of historical enquiry.
- Understand how changes through the Stone Age to the Iron Age and implications on Britain.
- Use a range of sources to draw historical conclusions and evaluate their reliability.
- To build chronology, using timelines.
- Compare and contrast similarities and differences between periods and significance to Britain.

About this unit:

Children introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils should be encouraged to recognise the continuities too. For example, there is very little change in houses, house building or settlement size, until well into the Iron Age. For most of the period, there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge is based.

- Lesson 1 - What was the Stone Age and how did people survive?
- Lesson 2 - Why was the change from hunter-gather to farmer so important for the 'new' Stone Age?
- Lesson 3 - What was the Bronze Age?
- Lesson 4 - What is Stonehenge and what does it tell us about the bronze age?
- Lesson 5 - What was the Iron Age?
- Lesson 6 - To debate which age had the biggest impact, bronze or iron?

### PSHE

#### Celebrating Difference

- Lesson 1 – Families
- Lesson 2 – Family conflict
- Lesson 3 – Witness and feelings
- Lesson 4 – Witness and solutions
- Lesson 5 – Words that harm
- Lesson 6 – Compliments



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<b>RE</b>	<p style="text-align: center;"><b><u>Christianity - Has Christmas lost its true meaning?</u></b></p> <ul style="list-style-type: none"><li>• Lesson 1 - I can talk about what the Christmas celebrations or holidays mean to me.</li><li>• Lesson 2 - I can start to explain why certain Christmas items or symbols might be meaningful to Christians</li><li>• Lesson 3 - I can start to explain why kindness might be meaningful to Christians at Christmas</li><li>• Lesson 4 - I can start to consider how a Christian might explain why Jesus was sent to Earth</li><li>• Lesson 5 - I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts</li><li>• Lesson 6 - I can explain what Christmas means to me and talk about what gift I would like to give to the world</li></ul>
<b>PE</b>	Dance Yoga Kung Fu
<b>Computing</b>	<p style="text-align: center;"><b><u>Stop, Frame, Animation</u></b></p> <ul style="list-style-type: none"><li>• <b>Lesson 1:</b> Can a picture move?</li><li>• <b>Lesson 2:</b> Frame by frame</li><li>• <b>Lesson 3:</b> What's the story?</li><li>• <b>Lesson 4:</b> Picture perfect</li><li>• <b>Lesson 5:</b> Evaluate and make it great!</li><li>• <b>Lesson 6:</b> Lights, camera, action!</li></ul>
<b>Music</b>	<p style="text-align: center;"><b><u>Sounds</u></b></p> <ul style="list-style-type: none"><li>• Be able to recognise and explore the ways that sounds can be made, organised and used expressively</li></ul> <p style="text-align: center;"><b><u>Singing</u></b></p> <ul style="list-style-type: none"><li>• Singing Assembly</li></ul>



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### Art & DT

#### Paintings, Pictures and Photographs

In Paintings, Pictures and Photographs we will be learning about the variety of visual media that inform and enrich our lives. As artists, we will be learning to represent the world as painters and photographers and we will be viewing art as historians to learn what drawings and portraits can tell us about the past.

Can we all learn to express ourselves and communicate in the universal language of paintings, pictures and photographs?

Things we'll be covering are:

- The different purposes for which art is created
- The seven elements of art and how artists use them
- Pointillism
- Using the rule of thirds to improve our photography
- Using images to influence people's behaviour.