



# The Willows School Curriculum Overview – Spring 1 2026

## Chestnut

Subject	Spring 1
<b>English</b>	<p data-bbox="1173 309 1630 336"><u>The Ice Palace by Robert Swindells</u></p> <p data-bbox="674 347 786 375"><b><u>Reading</u></b></p> <p data-bbox="674 427 1715 454"><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul data-bbox="674 464 2123 847" style="list-style-type: none"><li>* listening to and discussing a wide range of fiction, poetry, plays, on-fiction and reference books or textbooks</li><li>* reading books that are structured in different ways and reading for a range of purposes</li><li>* using dictionaries to check the meaning of words that they have read</li><li>* increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>* identifying themes and conventions in a wide range of books</li><li>* preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>* discussing words and phrases that capture the reader’s interest and imagination</li><li>* recognising some different forms of poetry [for example, free verse, narrative poetry]</li></ul> <p data-bbox="674 898 1088 925"><b>Understand what they read by:</b></p> <ul data-bbox="674 935 2056 1241" style="list-style-type: none"><li>* checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>* asking questions to improve their understanding</li><li>* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>* predicting what might happen from details stated and implied</li><li>* identifying main ideas drawn from more than one paragraph and summarising these</li><li>* identifying how language, structure and presentation contribute to meaning</li></ul> <ul data-bbox="674 1291 2114 1437" style="list-style-type: none"><li>▪ retrieve and record information from non-fiction</li><li>▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.</li></ul>



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### English (continued)

#### Writing

Pupils will have the opportunity to be taught to:

- plan their writing by:

- \*discussing writing similar to that which they are planning to write in order to understand its structure, vocabulary and

- grammar

- \*discussing and recording ideas

- draft and write by:

- \*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 narrative, creating setting, characters and plot

- \*in non-narrative materials, using simple organisational devices (for example, headings and subheadings)

- evaluate and edit by:

- \*assessing the effectiveness of their own and others' writing and suggesting improvements

- \*proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in

- sentences

- 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



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### English (continued)

#### Speaking and Listening

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate constructively in discussions, performances, role play, improvisations and debates
- Select and use appropriate registers for effective communication
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

### Mathematics

#### Multiplication and Division

- Multiplication - equal groups
- Use arrays
- Multiples of 2
- Multiples of 5 and 10
- Sharing and grouping
- Multiply by 3
- Divide by 3
- The 3 times-table
- Multiply by 4
- Divide by 4
- The 4 times-table
- Multiply by 8



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### Mathematics

(continued)

- Divide by 8
- The 8 times-table
- The 2, 4 and 8 times-tables
- Multiply and divide by 6
- 6 times-table and division facts
- Multiply and divide by 9
- 9 times-table and division facts
- The 3, 6 and 9 times-tables
- Multiply and divide by 7
- 7 times-table and division facts
- 11 times-table and division facts
- 12 times-table and division facts
- Multiply by 1 and 0
- Divide a number by 1 and itself
- Multiply three numbers
- Factor pairs
- Use factor pairs
- Multiply by 10
- Multiply by 100
- Divide by 10
- Divide by 100
- Related facts – multiplication and division
- Informal written methods for multiplication
- Multiply a 2-digit number by a 1-digit number/Multiply a 3-digit number by a 1-digit number
- Divide a 2-digit/3-digit number by a 1-digit number /Divide a 2-digit number by a 1-digit number
- Correspondence problems
- Efficient multiplication



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<p><b>Science</b></p>	<p><u><b>Rocks: How do rocks help us understand the world?</b></u></p> <p><b>Lesson 1:</b> Explore the formation and properties of igneous rocks  <b>Lesson 2:</b> Explore the formation and properties of sedimentary and metamorphic rocks  <b>Lesson 3:</b> Weathering and the suitability of rocks for different purposes  <b>Lesson 4:</b> Explore how water contributes to the weathering of rocks  <b>Lesson 5:</b> Understand how fossils are formed  <b>Lesson 6:</b> Explore different types of soil</p>
<p><b>Geography</b></p>	<p><u><b>The United Kingdom</b></u></p> <p><b>Lesson 1:</b> How do you read a map?  <b>Lesson 2:</b> Do I live in a Capital City?  <b>Lesson 3:</b> How do I know where I am?  <b>Lesson 4:</b> How do I use a compass?  <b>Lesson 5:</b> What is a 4-figure grid reference?  <b>Lesson 6:</b> What have I learnt?</p>
<p><b>PSHE</b></p>	<p><u><b>Dreams and Goals</b></u></p> <p><b>Lesson 1:</b> Dreams and Goals  <b>Lesson 2:</b> My Dreams and Ambitions  <b>Lesson 3:</b> A New Challenge  <b>Lesson 4:</b> Our New Challenge  <b>Lesson 5:</b> Our New Challenge – Overcoming Obstacles  <b>Lesson 6:</b> Celebrating My Learning</p>
<p><b>RE</b></p> <p><b>RE</b> (continued)</p>	<p><u><b>Hinduism: Who is God to Sanatanis?</b></u></p> <p><b>Lesson 1:</b> I can say how one person may show different parts of their personality to different people  <b>Lesson 2:</b> I can start to explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything  <b>Lesson 3:</b> I can start to explain the Sanatani belief in the Trimurti and what each deity represents  <b>Lesson 4:</b> I can start to explain the Sanatani belief that there is one God in many different forms  <b>Lesson 5:</b> I can remember some Sanatani beliefs about Brahman  <b>Lesson 6:</b> I can say how it feels to show respect to living things</p>
	<p><u><b>Dance</b></u></p>



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<p><b>PE</b></p>	<p>Children will learn how to move their body with confidence while telling a story through music and movement. They will practise basic dance steps, balance, coordination and timing, while also learning how to use facial expressions and gestures to show emotions and character. The child would develop listening skills by following music cues and instructions, teamwork by dancing with others and creativity by exploring different ways to move and perform. These lessons also help build self-confidence, memory, and stage presence as the child learns short routines inspired by songs and scenes from musical theatre.</p> <p style="text-align: center;"><b><u>Yoga</u></b></p> <p>Children will learn how to move their body with balance and control, improving strength, flexibility and coordination. They will practice breathing calmly, which helps them relax, focus and manage big emotions like excitement or frustration. Through fun poses and simple routines, they would learn to listen carefully, follow instructions and become more aware of how their body feels. Yoga also helps children build confidence, learn to slow down, and develop kindness and respect for themselves and others.</p>
<p><b>Computing</b></p>	<p style="text-align: center;"><b><u>Sequencing Sounds</u></b></p> <p><b>Lesson 1:</b> Introduction to Scratch  <b>Lesson 2:</b> Programming sprites  <b>Lesson 3:</b> Sequences  <b>Lesson 4:</b> Ordering commands  <b>Lesson 5:</b> Looking good  <b>Lesson 6:</b> Making an instrument</p>
<p><b>Music</b></p>	<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>
<p><b>Art &amp; DT</b></p>	<p style="text-align: center;"><b><u>Lifelike Drawing</u></b></p> <p>In this unit, we will be learning about drawing. We will learn about how to draw portraits of people and learn about the proportions of a face. We will talk about ‘value’ and ‘shading’ and learn the key skills needed to improve our drawing. Have you ever wanted to know how to draw realistically?</p>