

NEST Curriculum Map – spring term – 2026

Writing

A Midsummer Night's Dream, William Shakespeare. , C.S. Lewis. The first book in the classic children's *fantasy* series, The Chronicles of Narnia. **Themes** include *good versus evil, courage & friendship*. Students will develop **writing skills** in *keeping a journal, creating a fantasy world, writing a playscript & performing*; non-fiction writing includes *writing a report and a newspaper article*.

Reading

Children's Classic Poetry, 19th & early-20th centuries. The variety of **poets, themes & topics** *broaden the range of students' reading* and ensure there will be something of interest for every student. Carefully selected poems are taught in order from easier to more difficult, focusing on the *retrieval, vocabulary, inference* and *authors' use of language, predicting what might happen* and *summarising main ideas*.

Maths

White Rose Curriculum - Measurement - Area. An introduction to area, using squares to *count rectangles, squares* and *rectilinear shapes*. Students also work out problems using the **Concrete Pictorial Abstract** (CPA) approach.

White Rose Curriculum – Number – Multiplication & Division. Students become familiar with the **multiplication and division facts** of all the numbers *up to 12 x12* and *specifically 6, 7 9, 11* and the *12 times tables*.

Science

White Rose Curriculum – Chemistry

Rocks. Studying *granite, pumice, sandstone, chalk, marble and gneiss rock forms* students begin *identifying, grouping and classifying inquiry* to group rocks based on their simple *properties*.

Fossils. Students build on their knowledge of rocks to explore fossils. Students **observe replicas of fossils**, as well as pictures, to allow them to *group fossils* and *describe their features*.

Soil. The first time that students have learned about soil, so will **explore different types of soil**, such as sandy, clay, peat and chalky soils. *Testing different types of soil* will allow children to *describe their features and compare them*.

Geography

The Alps - What is life like in the Alps? Students **locate the Alps** on a world map and *identify and label the eight countries* they spread through, **locate physical and human characteristics** in the Alps, *research* and *describe* the **physical and human features** of Innsbruck. **Fieldtrip** will cover visiting the local area to *map recreational land use* on an OS map, use the **data collection** skills of *questioning, sketching* and *taking photographs*.

Art & Design

Lessons are designed around other curriculum subjects taught and is student led. **Key skills and knowledge** include *generating ideas* and using sketchbooks, taking inspiration from a range of artists; *making*, developing drawing, painting, printmaking, photography, mixed media, craft techniques and sculpture skills; *formal elements*, exploring colour, form, line, pattern, shape, texture and tone; *knowledge of artists*, discovering artists' work and techniques; *evaluation*, critiquing their own work and that of others.

PSHE

Relationships & Families. Students gain a **deeper understanding** of how all **families are different** and how they can **experience problems**. **Problems in friendships** is also discussed, with students **understanding** that **violence is never right** and **bullying issues**. **Gender stereotypes, similarities and differences** are discussed.

PE

Athletics – Athletic challenges. **Running for speed**, sprinting; **sprinting**, explore acceleration; **relay**; **running for speed in a team**; **throwing**, accuracy v distance; **jumping for distance**, standing long jump.