



“**H**uman beings
are curious.”

Daniel T Willingham



Stories

People

Adventure

Relationships

Knowledge

Please read on to find out how we **spark** curiosity
in...

Class Three!

Stories

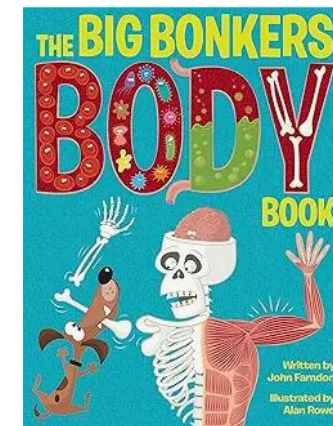
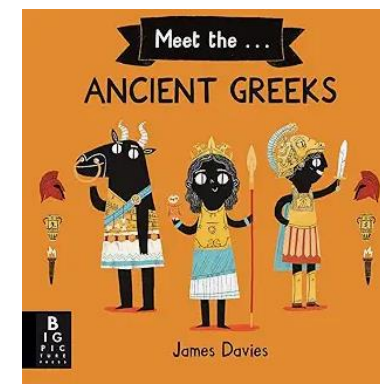
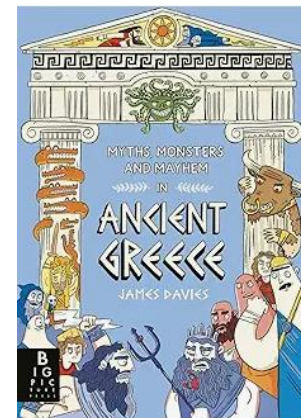
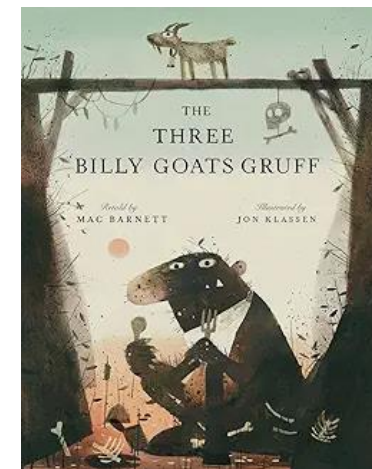
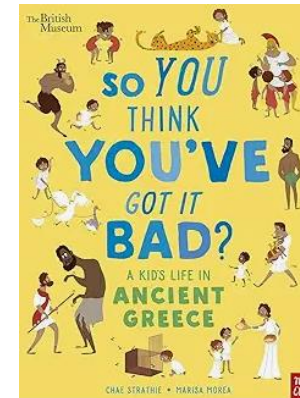
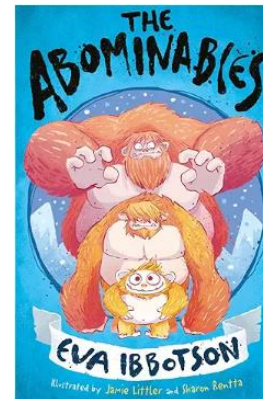
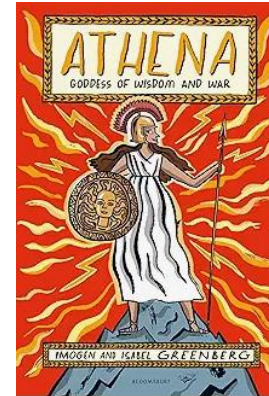
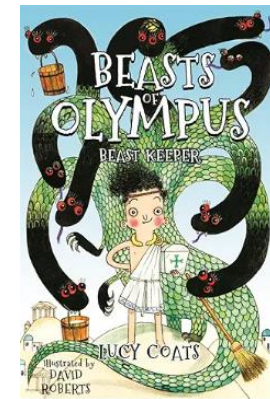
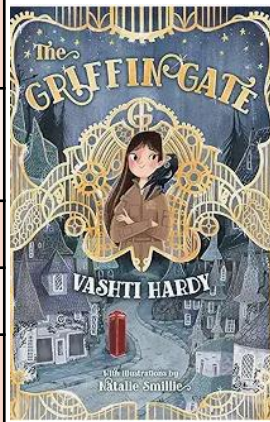


The brain privileges stories which is why our curriculum is bursting with stories. What better way to understand about the famous artists who have brought joy and wonder; to find out about scientists who have changed our world for the better; or to simply get lost in other worlds and meet extraordinary characters!

Read on to find out all the amazing stories which Class Three explore over the year...

Y3/4 Cycle B AUT 1 Shared Reading

<u>Vehicle Fiction Text:</u> Arthur and The Golden Rope		<u>Story Type:</u> Quest
<u>Non-fiction topics:</u> Ancient Greece, Spatial Sense, The Human Body		<u>Non-fiction Genre:</u> None as poetry
Class text: Charlie Changes into A Chicken		
	Supporting Texts	Reading to learn
WK1	Fairy Tales by Terry Jones: One Step Jack Compare type of quest	So Who Were The Ancient Greeks? Myths, Monsters and Mayhem in Ancient Greece
WK2	Billy Goat's Gruff by Jon Klassen (T4W character invent)	Family Life So you think you've got it bad? Ancient Greece
WK3	The Abominables by Eva Ibbotson T4W invent support	Life as a Sparta So you think you've got it bad? Ancient Greece
WK4	The Griffin Gate by Vashti Hardy Introduction to series and author	Greece At War 54-55 Meet The Ancient Greeks
WK5	Beasts of Olympus: Beast Keeper by Lucy Coats Introduction to series	You've Got Guts pg 58-59 The Big Bonkers Body Book
WK6	Athena Goddess of Wisdom and War Introduction to Greek Gods and Goddesses	Your Bony Frame pg 16-19 The Big Bonkers Body Book

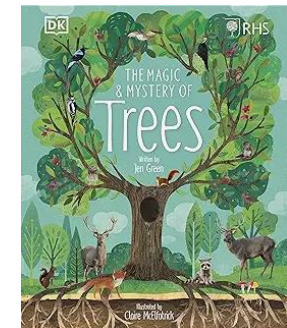
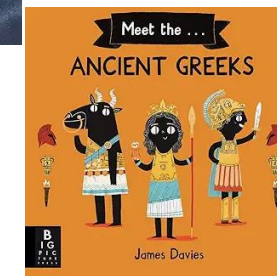
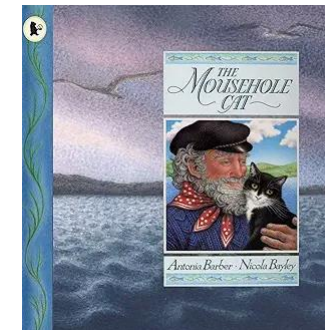
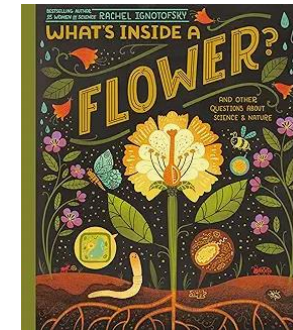
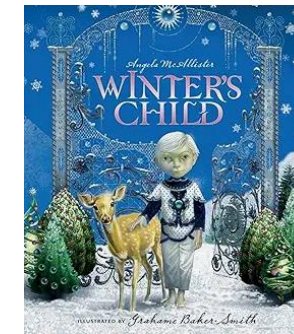
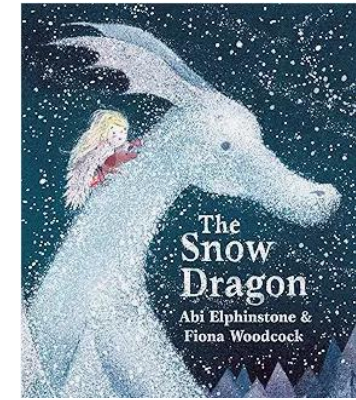
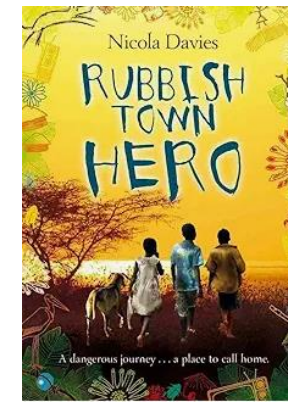
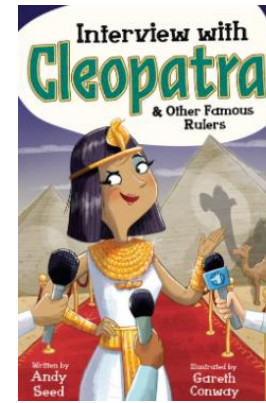


Y3/4 Cycle B AUT 2 Shared Reading

<u>Vehicle Fiction Text:</u> The King of the birds	<u>Story Type:</u> Defeating the Monster
<u>Non-fiction topics:</u> Ancient Greece, Animals & Plants, Mediterranean Europe	<u>Non-fiction Genre:</u> Non-chronological report; interview with Cleopatra book

Class text: Charlie Changes into A Chicken

	Supporting Texts	Reading to learn
WK1	Rubbish Town Hero Nicola Davies – Focus author	The Magic and Mystery of Trees Secret roots pg 14 & 15
WK2	The Wild Robot Compare and contrast to writing text.	What's inside a flower Pollination x 4 pages
WK3	Winter's Child Graham Baker-Smith	Ancient Greeks Philosophers
WK4	The Snow Dragon 'Faction' support for writing	The Magic & Mystery of Trees: Fruits and Seeds pg 26 - 27
WK5	The Snow Dragon 'Faction' support for writing	The Magic & Mystery of Tress: flowers Pg 24-25
WK6	The Mousehole Cat Local Christmas story	Leah's Story Christmas Story form the point of view of the innkeeper's daughter



People

In order to form our own opinions and thoughts we need to know the very best that has already been said and thought about - both in the here and now and in the distant past. We ensure that children meet a diverse and inspiring collection of people to bring the realities of our curriculum alive.

Here are some of the people *Class Three* meet over the year...



Rana Begum



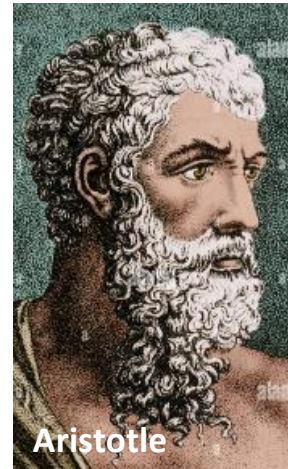
Jean Michel Basquiat



Annie Albers



Alexander
The Great



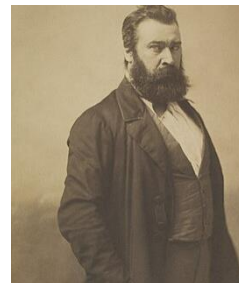
Aristotle



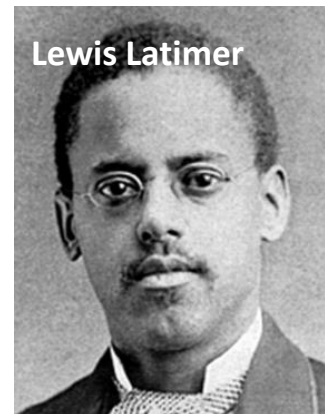
Zeus



Edvard Munch



Jean-Francois Millet



Lewis Latimer



Adventure

We treasure childhood and believe they need to be full of adventures not least because adventures are fun but also because we believe they build resilience; are the perfect platform for discovering new skills and providing even more curious questions whilst also allowing friendships and memories to be made. Through every year group, opportunities to visit new places, use new technology and thrive in our Wild Passport Forest School programme are well-planned and prioritised.

Here are some of the adventures *Class Three* have over the year...



Relationships

Underpinning all that our curriculum has to offer; all of our high-expectations; and all of our academic success are strong, meaningful relationships. Here is our team who will guide you through new and exciting pastures with compassion, expertise and passion!



Image coming soon!
Mrs Short
Class One Teacher
Early Reading & RE Lead



Image coming soon!
Miss Trewartha
Class Two Teacher
DT Lead & Oracy Champion



Mr Parker
Class Three Teacher
Science & Geography Lead



Miss Williams
Class Four Teacher
Maths, Computing & PE Lead



Mrs Ainsley
Music Teacher & Music Lead



Mrs Barker
PPA Teacher & Art Lead



Image coming soon!
Tom
Class One HLTA



Image coming soon!
Sophie
Class One Teaching Assistant



Image coming soon!
Lisa
Class One Teaching Assistant & PE Coach



Hayley
C2 Teaching Assistant



Gemma
C2 Teaching Assistant



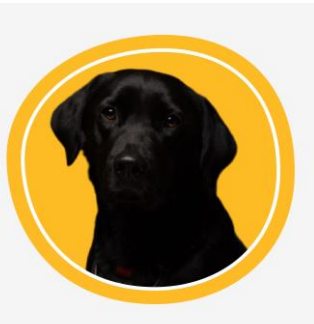
Julia
C2 Teaching Assistant



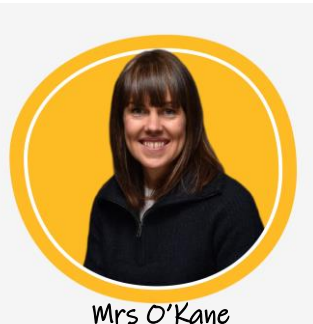
Fi
C3 Teaching Assistant



Vickie
C4 HLTA
Thrive Lead & SEND support



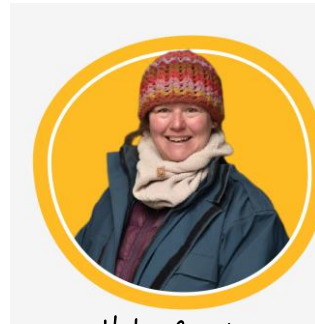
Digby Dog



Mrs O'Kane
Headteacher
English, PSHE & History Lead



Leanne
School Secretary



Helen Carver
Forest School Lead



Diane
Cook



Knowledge

Powerful knowledge provides the platform all children need to not only achieve their dreams but most importantly, to create their dreams in the first place: we need to know 'stuff' to be able think and wonder. We preserve the integrity of all subjects to ensure children understand the features of each subject.

Read on to find out about what you will know by the time you end your time in *Class Three*...

C3 CB		AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y3/4	Hist	<p>Ancient Greeks To know the Ancient Greeks lived in independent city states. To understand that Athens was a democracy. To know the Spartans were famous for being great warriors. To know Sparta, Athens, and other city states joined together to fight in the Persian Wars To know Alexander the Great was a warrior who conquered a large area of land.</p>	<p>To know that Philosophy means ‘love of wisdom’. To know that the Ancient Greeks worshipped many gods. To know that Ancient Greeks myths/stories are still read today To understand that in the past, people removed art, architecture and artefacts from Greece. To know the city-states came together to compete in the Ancient Greek Olympic Games. The Ancient Greeks left a legacy that influences how we live and learn today.</p>	<p>Life in Ancient Rome: To know Ancient Rome was a powerful empire To understand Roman society during the Roman Republic To know Pompeii was a town buried after the eruption of Vesuvius. To know about some of the leisure activities that took place in Ancient Rome To know that many words we use today come from the Ancient Roman language, Latin.</p>	<p>The Rise and Fall of Rome: To understand that the Punic Wars allowed Rome to become powerful To know that Julius Caesar was one of the most influential people in world history To know causes and consequences of Julius Caesar’s assassination To know that Augustus was Rome’s first emperor, and the Pax Romana was a long To know that Christianity began as a small sect of Judaism but grew to be a huge, powerful religion To understand why the Roman Empire came to an end</p>	<p>The Stuarts; To know that James VI of Scotland became James I of England and believed in the ‘Divine Right of Kings’ To know that during the reign of James I there was a plot to blow up the Houses of Parliament (Gunpowder Plot) To understand how Charles I’s decisions led to Civil War. To know that the English Civil War lasted for seven years and lots of people died. To know that when England did not have a king, Oliver Cromwell led the country as Lord Protector To know that Charles II (Charles I’s son) was restored to the throne in 1660 To know that the Great Plague of 1665 killed many people To know that the Great Fire of London in 1666 spread quickly and destroyed much of the city To know that Christopher Wren was asked to oversee the rebuilding of London after the Great Fire of London in 1666 To know that Catholic James II inherited the throne from his brother, Charles II, in 1685 To know that James II’s daughter Mary, and her husband, William of Orange, were asked to take the throne from James II and become king and queen</p>	
	Geog	<p>Spatial Sense (Mixed Age Plan) 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Map Scale 4. Our Local area 5. To know how our local area has changed over time</p>	<p>Mediterranean Europe 1. Key Places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements</p>	<p>Eastern Europe 1. Key Places in Eastern Europe 2. Climate of Eastern Europe 3. Physical Features of Eastern Europe 4. Compare and contrast an Eastern European Country 5. Conflict in Eastern Europe</p>	<p>UK Geography: Northern Ireland 1. An Introduction to Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. The Giant’s Causeway 5. The Marble Arch Caves</p>	<p>UK Geography: London and the South East 1.Introduction to the South East 2. London 3. Canterbury 4. Brighton 5. Dover</p>	<p>Asia: Japan 1. Location of Japan 2.Weather and Climate in Japan 3. Physical features of Japan 4.Architecture in Japan (Human Features) 5.Feudal Japan</p>
	Sci	<p>The Human Body (Mixed Age Plan) 1. The Muscular System 2. The Skeletal System 3. The Nervous System 4. The Digestive System and Nutrition 5. Preparing to Eat (Teeth)</p>	<p>Plants (Mixed age Plan) A botanist is a scientist who studies plants and flowering plants all have roots, a stem or trunk, leaves and flowers. 2. Water moves from the roots of a plant, upwards via the stem. 3. To know that pollination is needed for flowering plants to reproduce. 4. To understand that plants spread their seeds in many different ways to reproduce. 5. To know that plants can be classified into two main groups: flowering and non-flowering plants</p>	<p>Classification Plants & Animals 1. To understand that we can classify animals and plants. 2. To know that fish and amphibians are vertebrates. 3. To know some of the key features of reptiles, birds and mammals. 4. To understand and describe key features of insects, arachnids and molluscs. 5. To know that plants can be classified into two main groups: flowering and non-flowering</p>	<p>Sound 1. What is Sound? 2.Speed of Sound 3. Qualities of Sound – Pitch and Volume 3. 4.Human Voice 5.Ears - How We Hear</p>	<p>States of Matter and the Water Cycle 1.States of Matter 2.Evaporation 3.Condensation 4.Precipitation 5.The Water Cycle</p>	<p>Electricity 1. Electrical Safety 2.Parts of a circuit 3.Switches Thomas Edison and Lewis Latimer 4. Investigating Conductive and Non-Conductive Materials</p>

C3 CA		AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y3/4	RE	L2.2 What is it like for someone to follow God?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.4 What kind of world did Jesus want?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.12 How and why do people try to make the world a better place?
	Art	Light Media: drawing, painting Artists: Caravaggio, Rana Begum	Space and Dimension Media: 3D Form, drawing Artists: Millet	Design Media: Drawing, painting Artists: Munch (Expressionism), Jean Michel Basquiat (Neo-expressionism)	Monuments in Ancient Rome Media: 3D Forma Artists: Pantheon– Hadrian, Colosseum– Vespasian, Trajan's Column— Trajan	Byzantine monuments Media: Painting, collage	Needlework, Embroidery and Weaving Artists: Margaret MacDonald Annie Albers
	DT	Build Moving miniature playgrounds		Cook Ratatouille and Couscous Apple Crumble		Sew Cushions In this unit children can use three different stitches to create their cushions.	
	Comp	Online Safety: social media platforms (Y3)	Journey inside a computer (Y3) OS: safe searching (Y4)	Programming Scratch Y3 OS: online purchasing (Y4)	Further coding with scratch (Y4) OS: Fact, opinion or belief (Y4)	Computational thinking (Y4) OS: my online life (Y4)	Networks and the Internet Y3
	PSHE	Families and relationships Cycle B	Health and well-being Cycle B	Safety and the changing body Cycle B	Citizenship Cycle B	Economic Well-Being (Ductu) Cycle B	Transition Cycle B
	PE	Gymnastics	Net and Wall	Striking & Fielding	TBC	TBC	TBC
		Rugby	REAL PE Unit 2 social Orienteering	Y3 Swimming Y4 Orienteering	Y4 Swimming	TBC	TBC
Y3	Music	Tuned Percussion 1	Singing and Christmas Music	TPAT Hall For Cornwall	Recorders 2	Theory	The Sea (inspiration from La Mer, Debussy)
Y4		Tuned Percussion 2	Singing and Christmas Music	TPAT Hall For Cornwall	Recorders 3	Theory	The Sea (inspiration from La Mer, Debussy)

Class Three Fiction Cycle B 2024-25

<p>AUT 1 Ancient Greece, Spatial Sense, Human Body</p>	<p>AUT2 Ancient Greece, Mediterranean Europe, Classification of Plants & Animals</p>	<p>SPR 1 Life in Ancient Rome, Eastern Europe, Ecology</p>	<p>SPR 2 Rise and Fall of Rome, UK Geography – Ireland, Sound</p>	<p>SUM The Stuarts, UK Geography – London & The South-East, States of Matter and The Water Cycle</p>	<p>SUM 2 The Stuarts, Asia – Japan, Electricity</p>
<p>Hook: Map to find a golden rope. Text: Arthur & the Golden Rope Story Type: Quest Focus: Developing characters Vocabulary: Artefact, rarity, monstrous, triumphantly, solemnly, ferociously Toolkits: Remember 1: We can use capital letters and full stops to control our ideas. Remember 1: We can use conjunctions to add more detail to our sentences. Toolkits to develop characters which sound real and alive to the reader... Toolkit 1: We can use expanded noun phrases to describe the characters. Toolkit 2: We can use adverbs to tell the reader how a character does something. Writing curriculum objectives: S3.3, S4.2 Remember objectives: P2.4 Writing process focus: Plan Publishing moment: Walk in Wednesday share</p>	<p>Hook: Screech Animal Sanctuary Text: King of The Birds Story Type: Defeating a monster Focus: Developing setting Vocabulary: vast, solemnly, surprisingly, shockingly, tranquil Toolkits: Remember 1: We can use capital letters and full stops to control our ideas. Remember 2: We can use expanded noun phrases to describe the characters. Remember 3: We can use conjunctions to add more detail to our sentences. Toolkit 1: We can use speech to move the action on. Toolkit 2: We can use adverbs to tell the reader when and where something happens. Writing curriculum objectives: S3.1, S4.1, P3.1 Remember objectives: S2.1, S2.2, P2.4 Writing process focus: Draft & evaluate Publishing moment: Posh Books</p>	<p>Hook: Text: Story Type: Focus: Vocabulary: Toolkits: Writing curriculum objectives: Remember objectives: Writing process focus:</p>	<p>Hook: Text: Story Type: Focus: Vocabulary: Toolkits: Writing curriculum objectives: Remember objectives: Writing process focus:</p>	<p>Hook: Text: Story Type: Focus: Vocabulary: Toolkits: Writing curriculum objectives: Remember objectives: Writing process focus:</p>	<p>Hook: Text: Story Type: Focus: Vocabulary: Toolkits: Sentence level curriculum objectives: Remember objectives: Writing process focus:</p>

LKS2 Non-Fiction/ Poetry Cycle B 2024-25

<p>AUT 1 Ancient Greece, Spatial Sense, Human Body</p>	<p>AUT2 Ancient Greece, Mediterranean Europe, Classification of Plants & Animals</p>	<p>SPR 1 Life in Ancient Rome, Eastern Europe, Ecology</p>	<p>SPR 2 Rise and Fall of Rome, UK Geography – Ireland, Sound</p>	<p>SUM The Stuarts, UK Geography – London & The South-East, States of Matter and The Water Cycle</p>	<p>SUM 2 The Stuarts, Asia – Japan, Electricity</p>
<p>Poetry</p>	<p><u>Text:</u> Interview with a Tiger Writing to inform and entertain. <u>Invent:</u> Interview linked to Ancient Greece. E.g. interview with Alexander The Great, interview with Ancient Greece (The country) <u>Vocabulary:</u> <u>Toolkits:</u> <u>Writing curriculum objectives:</u> S3.4, T3.2, T4.2 <u>Remember objectives:</u> <u>Writing process focus:</u> Planning for non-fiction <u>Publishing moment:</u> for class library and/ or send to Author Andy Seed</p>				