



“**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!

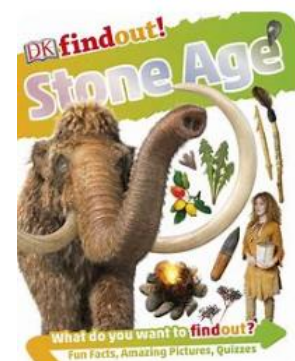
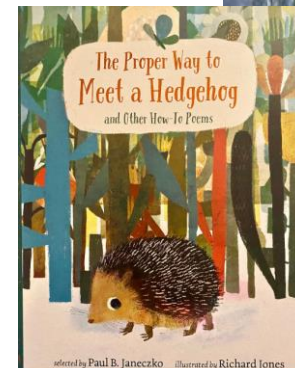
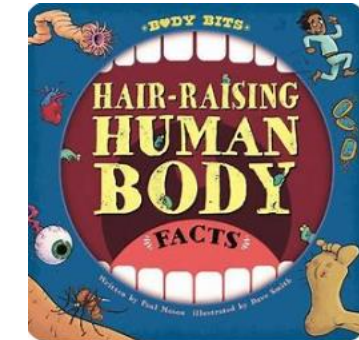
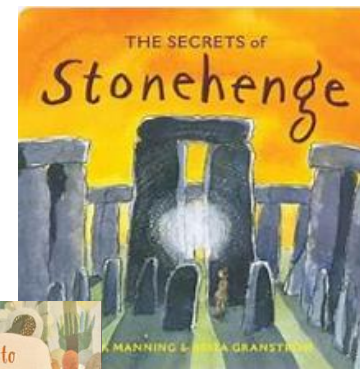
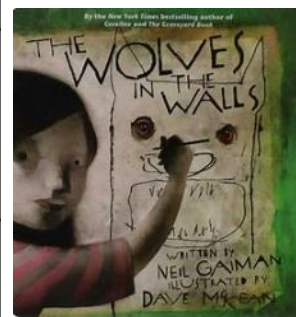
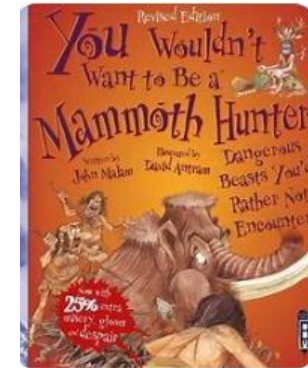
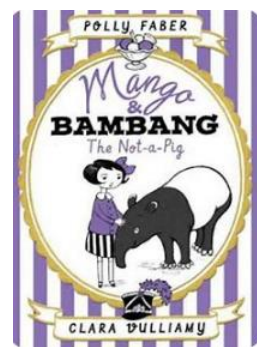
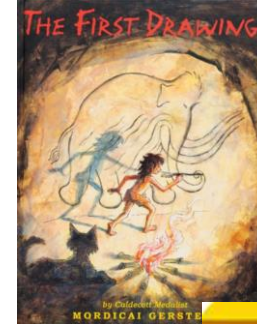
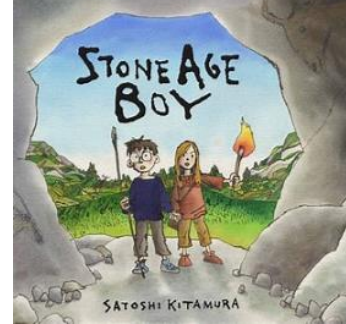
Read on to find out all the amazing stories which Class Two explore over the year...

Y3/4 Cycle A AUT 1 Shared Reading

<u>Vehicle Fiction Text:</u> Stone Age Boy by Kitamura, Satoshi	<u>Story Type:</u> Meeting tale
<u>Non-fiction topics:</u> Stone age, spatial sense, digestive system	<u>Non-fiction Genre:</u> Instructions

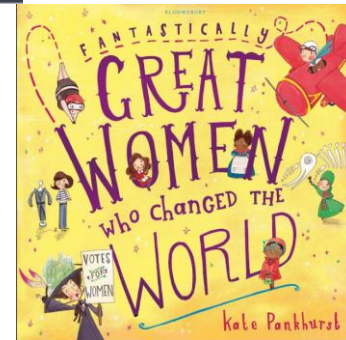
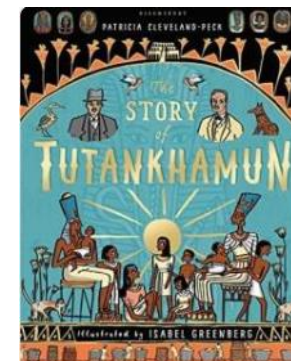
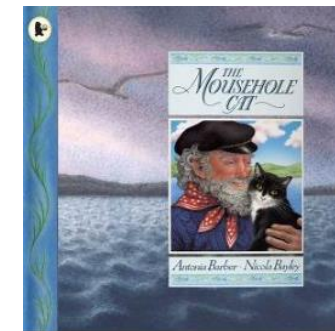
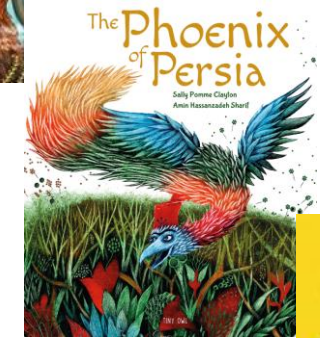
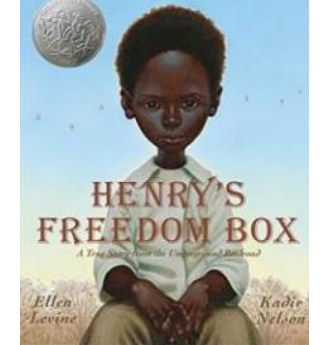
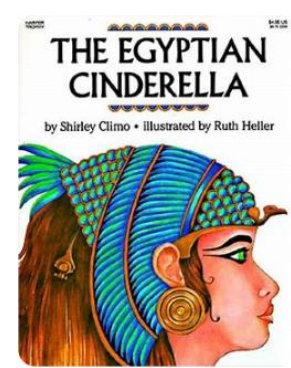
Class text: The Iron Man, Stig of The Dump or Skellig

	Supporting Texts	Reading to learn
WK1	Stone Age Boy	Everything: Stone Age to Iron Age: Go hunting for facts, photos and fun! (National Geographic Kids)
WK2	Mango and Bambang Example meeting tale Invention inspiration for fiction and non-fiction outcome	DK Find out Stone Age
WK3	Wolves in the wall Neil Gaiman Example meeting tale Invention inspiration for fiction and non-fiction outcome Compare to meeting Bambang	Hair raising Human Body Facts: The truth about teeth, stomach-churning digestion
WK4	The First Drawing Mordecai Gerstein Compare vehicle text.	Stonehenge Mick Manning
WK5	How to look after a hedgehog (poetry) Learn by heart poem.	You wouldn't want to be a mammoth hunter: John Malam
WK6	Iron Man	



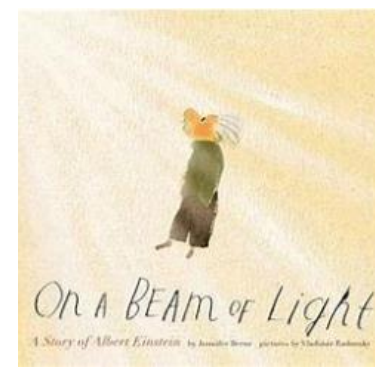
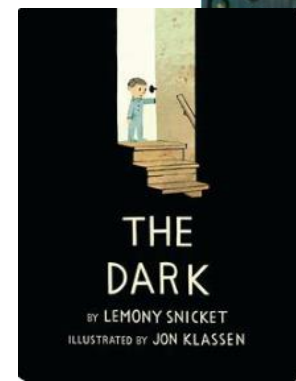
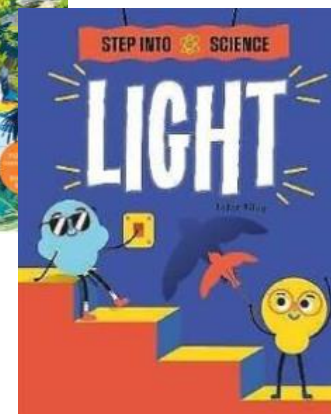
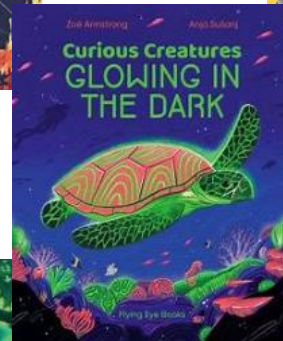
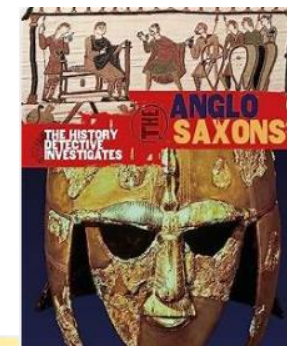
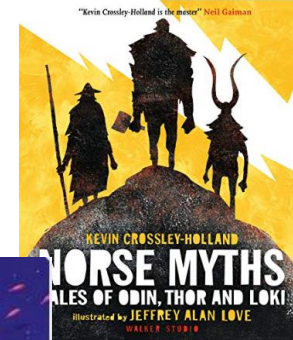
Y3/4 Cycle A AUT 2 Shared Reading

<u>Vehicle Fiction Text:</u> The Egyptian Cinderella		<u>Story Type:</u> Wishing Tale
<u>Non-fiction topics:</u> Egypt, Settlements, cycles of nature		<u>Non-fiction Genre:</u> Recount
Class text: The Iron Man, Stig of The Dump or Skellig		
	Supporting Texts	Reading to learn
WK1	The Egyptian Cinderella Shirley Climo Support imitation of story telling text	The Secrets of The Nile by Lonely Planet for Kids
WK2	Zombirella Joseph Coelho Compare to Egyptian Cinderella – inspiration for innovation. Good example of well-chosen adjectives. Hook children into reading the series	
WK3	Henry’s Freedom Box Ellen Levine	Hatshepsut - Fantastic Women from history
WK4	The Phoenix of Persia Sally Pomme Clayton Inspiration for invention characters and/ or use as basis for NCR in non-fiction unit – What is a phoenix? Inspire children and connect to Harry Potter.	The Story of Tutankhamun by Patrick Cleverlend Peck
WK5	Marcy and the Riddle of the Sphinx Joe Todd Stanton Drawing on background knowledge of their topic - Egypt	
WK6	The Mousehole Cat Antonia Barber Local story	Meet the ancient Egyptians by James Davies
WK7	The Mousehole Cat Antonia Barber Local story	



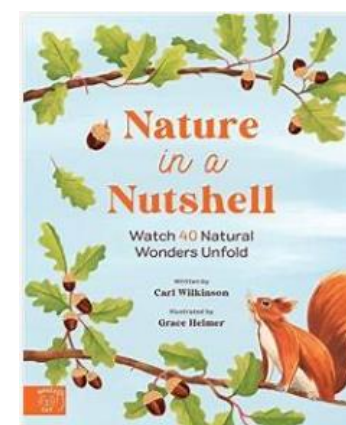
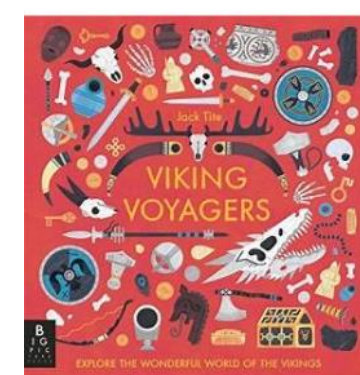
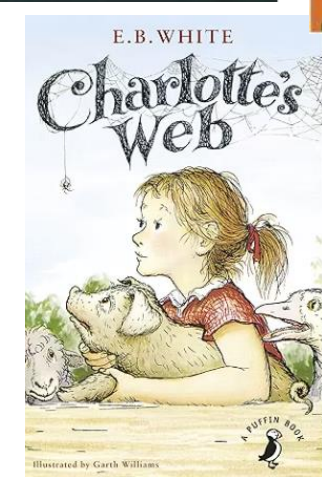
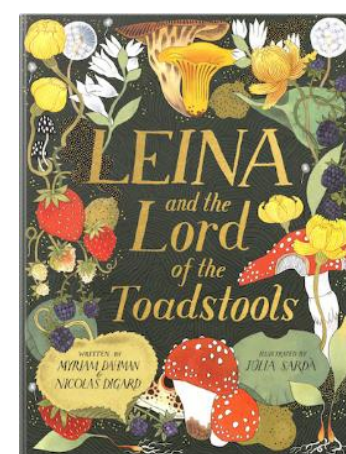
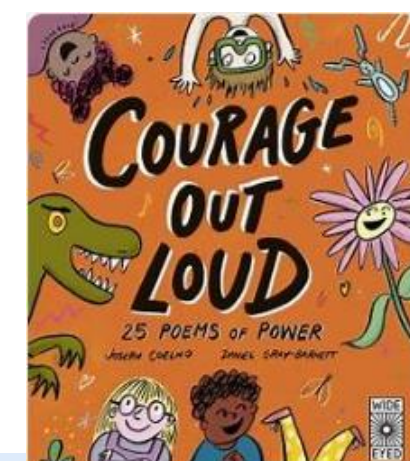
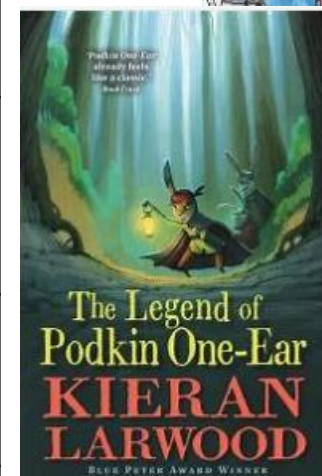
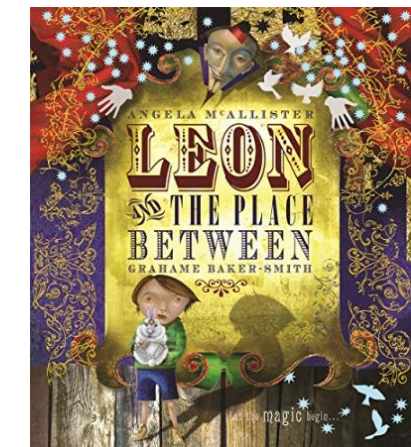
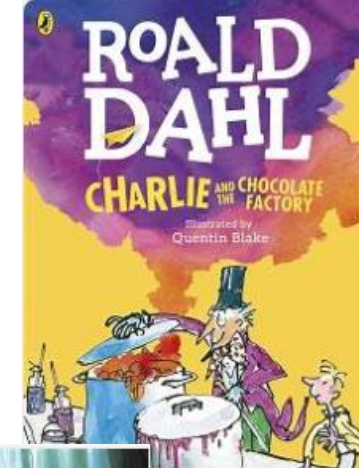
Y3/4 Cycle A SPR 1 Shared Reading

<u>Vehicle Fiction Text:</u> Harriet's Rescue		<u>Story Type:</u> Meeting
<u>Non-fiction topics:</u> Rivers & Anglo-Saxons		<u>Non-fiction Genre:</u> Non-Chronological Report The Amazon River
Class text: Loki: A Bad God's Guide to Being Good		
	Supporting Texts	Reading to learn
WK1	The Midnight Hour by Benjamin Read Chapter Four Toolkit support	Rivers: An incredible journey from source to sea
WK2	The Secret Lake Karen Inglis Toolkit support	Step into science light
WK3	After The Fall Dan Santat PSHE - resilience	The History Detectives: Anglo Saxon
WK4	The Dark Lemony Snickett Science	Curious Creatures Glowing In The Dark
WK5	Norse Myths History	Rivers: An incredible journey from source to sea
WK6	Loki: A Bad God's Guide to being good Louie Stowell	On a beam of light
WK7		



Y3/4 Cycle A SPR 2 Shared Reading

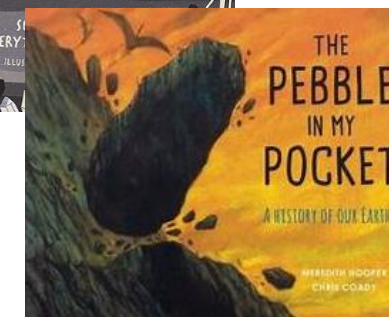
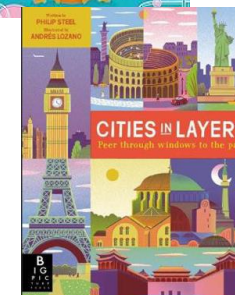
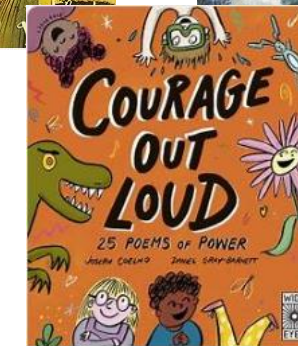
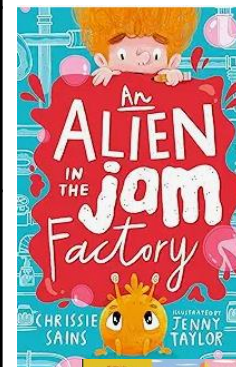
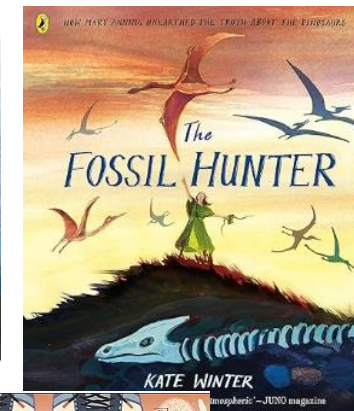
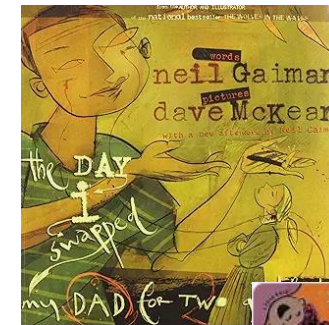
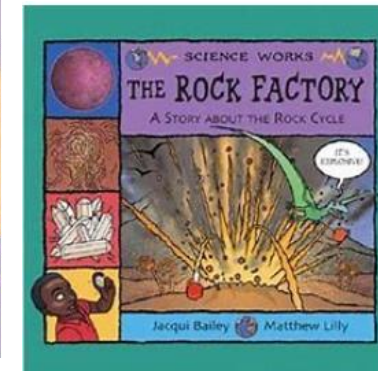
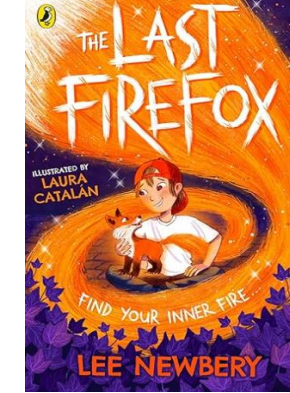
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Class text: Charlie and The chocolate Factory		
	Supporting Texts	Reading to learn
WK1	Charlie and the Chocolate Factory Roald Dahl Writing text	Viking Voyagers
WK2	Leon and The Place In between Grahame Baker-Smith Picture book	
WK3	Podkin One Ear Kieran Larwood (Opening chapter – character)	
WK4	Leina and The Lord of The Toadstools Myriam Dahman Picture Book	Nature in a Nutshell
WK5	Charlotte’s Web E.B. White Classic novel (opening chapter)	Nature in a Nutshell
WK6	Courage Out Loud Joseph Coelho Poetry PSHE	
WK7		



Y3/4 Cycle A SUM 1 Shared Reading

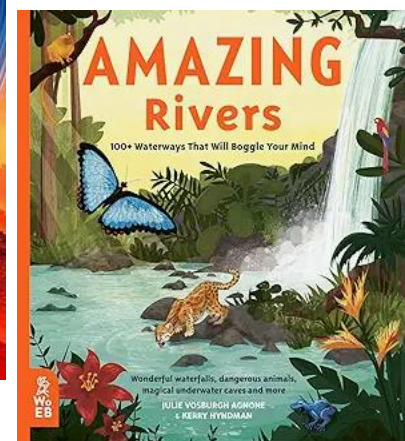
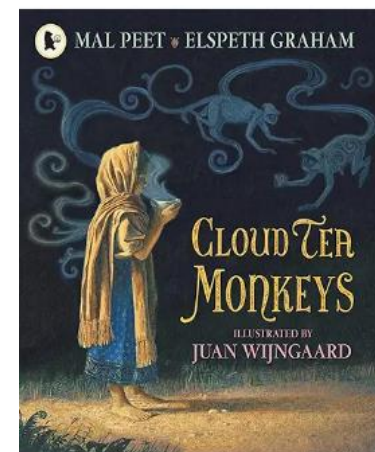
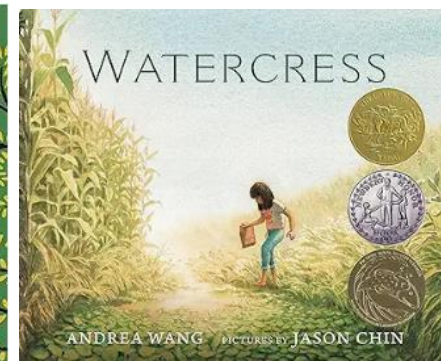
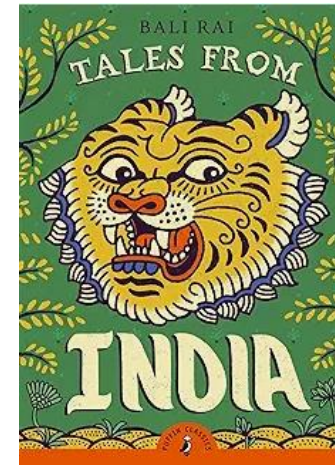
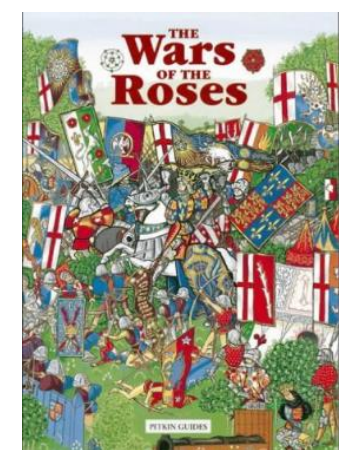
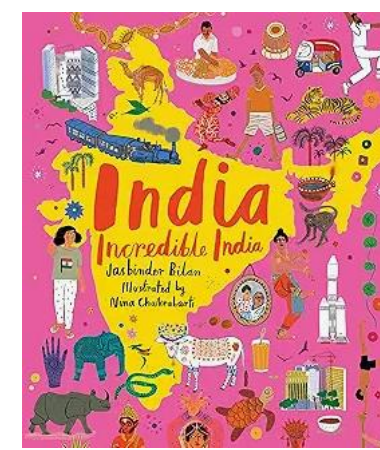
<u>Vehicle Fiction Text:</u> The Unusual House	<u>Story Type:</u> Finding
<u>Non-fiction topics:</u> Rocks, Western Europe and Law and Power	<u>Non-fiction Genre:</u> Biography wicked Step Mother
Class text: Planet Omar Zanib Mian	

	Supporting Texts	Reading to learn
WK1	The Day I swapped My Dad for 2 Goldfish Neil Gaiman Picture book	Fossil Hunter
WK2	Alien in a Jam Factory Chrissie Sains Protected Characteristics Novel extract – link to series	Under Your Feet, soil, sand and everything underground
WK3	Courage Out Loud Joseph Coelho Poetry PSHE	A pebble in my pocket
WK4	The Last Firefox Protected Characteristics	The Rock Factory
WK5	The Boy who lost his spark Maggie O'Farrell Picture Book	Cities in Layers
WK6	The Girl From The Sea David Almond Short Story	The Street Beneath My feet



Y3/4 Cycle A SUM 2 Shared Reading

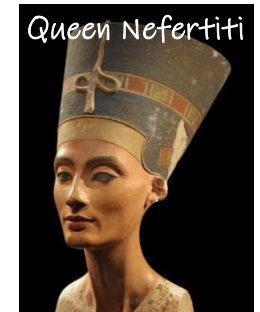
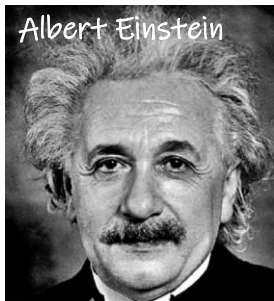
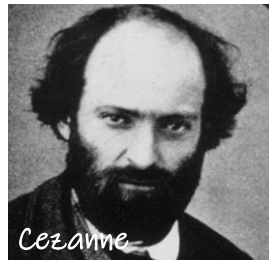
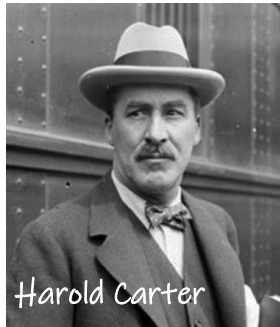
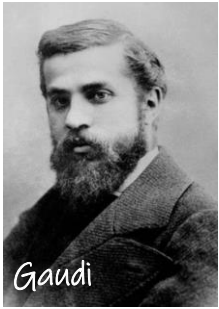
<u>Vehicle Fiction Text:</u> The Pied Piper of Hamelin		<u>Story Type:</u> Defeating the Monster
<u>Non-fiction topics:</u> Rivers, India & China		<u>Non-fiction Genre:</u> Poetry
Class text: When The Mountains Roared		
	Supporting Texts	Reading to learn
WK1	When The Mountains Roared Jess Butterworth Setting description India	India Incredible India
WK2	Cloud Tea Monkeys	
WK3	Tales From India Compare to Pied Piper Legend	Amazing Rivers
WK4	Dragon Mountain Inspire to read series & compare to When The Mountains roared	
WK5	Watercress Chinese culture	Wars of The Roses
WK6	The Way Of Dog PSHE empathy	



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...



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!



Mrs Barker
Class Two Teacher



Luci
C2 Teaching Assistant



Mrs Ainsley
Music Teacher



Mr Parker
Class Three Teacher



Mrs Ashby
Class One Teacher



Miss Williams
Class Four Teacher



Hayley
C1 Teaching Assistant



Nat
C1 Teaching Assistant



Vickie
C3 Teaching Assistant



Julia
C1 Teaching Assistant



Fi
C4 Teaching Assistant



Gemma
C1 Teaching Assistant



Digby Dog



Mrs O'Kane
Headteacher



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 CA		AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y3/4	Hist	Stone Age to the Iron Age: 1. Mesolithic Hunter Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age	Ancient Egypt: 1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamun and Howard Carter 5. Hieroglyphics	The Anglo Saxons, Scots and the Vikings 1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Anglo Saxon Culture and Religion 5. Who were the Vikings? 6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion		Law and Power (1154-1272) 1. Henry II and English Common Law 2. Henry II and Thomas Beckett 3. The Holy Wars and Richard the Lionheart 4. King John and the Magna Carta 5. Simon de Montfort	The War of the Roses 1. An Introduction to the War of the Roses 2. Henry VI vs. Edward IV 3. Richard III and the Princes in the Tower 4. The Battle of Bosworth Field 5. Henry VII and the Tudors
	Geog	Spatial Sense (Y3) 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork-The Local Area 4. A contrasting locality San Francisco (Human Geography) 5. A contrasting locality San Francisco (Physical Geography)	Settlements 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. Sites and Situations of Local Settlements	Rivers 1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America	UK Geography: The South West 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time	Western Europe 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. France 5. A comparison of London and Paris	Asia- China and India 1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. The Great Wall of China
	Sci	The digestive system (Y3) teeth and senses, a healthy diet, nutrition, vitamins and minerals, skeletons and muscles for support, protection and movement. Extend Y4	Cycles in Nature (Y3) Seasonal cycles and plants, animal migration. Life cycles of a plant and a frog.	Light (Y3) How light travels shadows, transparent and opaque objects, reflection, mirrors: plane, concave, convex, how shadows change throughout the day.	Plants Functions of plants (Y3) roots, stem/trunk, leaves and flowers, Life and growth, variety of plants, water transportation, seed formation and dispersal. Extend Y4	Rocks (Y3) Sorting rocks, how rocks are formed, hardness and permeability, fossils, soil.	Forces and Magnets Forces (Y3) friction, magnets, magnetic poles, magnetic fields, law of magnetic attraction, compasses.
	RE	L2.1 What do Christians learn from the Creation story?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.6 For Christians, what was the impact of Pentecost?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.11 How and why do people mark the significant events of life?
	Art	Line Media: drawing, painting	Still Life and Form Media: Drawing	Art of Ancient Egypt Media: 3D Form, drawing	Anglo Saxon Art Media: drawing, painting, collage	Architecture Media: drawing, sculpture, collage	Modern Architecture Media: Drawing, 3D form

C3 CA		AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y3/4	DT		Levers & links Christmas picture				
	Comp	Online Safety	Data handling: Comparison cards databases	Website design (Y4)	Collaborative learning (Y4)	Investigating the weather (Y4)	Video trailers (Y3)
			OS: emotional wellbeing and the internet (Y3)	OS: sharing of information (Y3)	OS: rules of social media platforms (Y3)	OS: sharing of personal information (Y3)	OS: relationships online
	PSHE	Families & Relationships	Health & Wellbeing	Safety & The Changing Body	Recycling & Reusing	Citizenship	Economic wellbeing
	PE	Unit 1 – Personal FUNS 9 & 12	Unit 2 – Social FUNS 6 & 2	Unit 3 Cognitive FUNS 5 & 7	Unit 4 – Creative FUNS 9 & 7	Unit 5 – Physical FUNS 8 & 12	Unit 6 – Health & Fitness FUNS 11 & 4
Cricket (Chance to shine)		Gymnastics (Penzance Gym Club)	Swimming (Year 4) Rugby (St Ives Rugby)	Swimming (Year 3)	Striking & fielding (Y3/4)	Athletics	
Y3	Music	Tuned Percussion 1	Singing and Christmas Music	Songfest	Recorders 2	Theory	The Sea (inspiration from La Mer, Debussy)
Y4		Tuned Percussion 2	Singing and Christmas Music	Songfest	Recorders 3	Theory	The Sea (inspiration from La Mer, Debussy)

Class Three Fiction Cycle A					
AUT 1 Stone Age Spatial Sense	AUT2 Egypt Settlements	SPR 1 Anglo-Saxons & Vikings. Rivers	SPR 2 Anglo-Saxons & Vikings. The South-West	SUM 1 Law & Power Western Europe	SUM 2 War of The Roses Asia-China & India
<p>Text: Stone Age Boy Story Type: Meeting Focus: Description (characters-senses)</p> <p>Toolkits: I can choose my verbs carefully to help the reader feel the action. I can use adverbs to tell the reader how and when something has happened. This paints a clear picture in the reader's mind. (Adverbs Y3, fronted adverbials Y4) <i>I can use relative clauses (who/which) to bring the characters alive. (Y5)</i></p> <p>Punctuation <i>Apostrophes for contracted words (Y2 revision). CL and fullstops. (Y1 revision)</i> Commas after fronted adverbials. (Y4)</p>	<p>Text: The Egyptian Cinderella Story Type: Wishing Focus: Description (characters)</p> <p>Toolkits: I can use well-chosen adjectives to create noun phrases which spark clear pictures in my reader's mind. I can use relative clauses to add extra information about a character. I can use adverbs to tell the reader how and when something has happened. This paints a clear picture in the reader's mind. (Adverbs Y3, fronted adverbials Y4) I can use conjunctions to extend and link our ideas together.</p> <p>Punctuation Direct speech punctuation <i>Apostrophes for contracted words (Y2 revision). CL and fullstops. (Y1 revision)</i> Commas after fronted adverbials. (Y4)</p>	<p>Text: Harriet's Rescue Story Type: Meeting Focus: Building suspense</p> <p>Toolkits: I can use rhetorical questions to draw the reader in. I can build fear in my reader through the use of their senses: scary noises and glimpses of things I can use some short sentences to build tension and excitement in my reader.</p> <p>Prepositions to tell the reader where something is happening.</p> <p>Punctuation Exclamations (Y2) Direct speech punctuation Commas after fronted adverbials. (Y4)</p> <p>Remember: adverbs to say when and how. Remember: inverted commas to show direct speech Remember: apostrophes to show possession (Y2) Remember: apostrophes to show contracted words</p>	<p>Text: Charlie and The Chocolate Factory diary Story type: Journey Focus: First person</p> <p>Present perfect tense</p> <p>Toolkits I can give my opinion to let my diary know what I am really thinking and feeling. I can use subordinate conjunctions to add more detail and build a better picture for my reader. I can use a variety of adverbs to add detail to the verb about, how it happened, where it happened and when it happened.</p> <p>Punctuation Commas after fronted adverbials. (Y4) Question marks and exclamation marks (Y2 revision)</p> <p>Remember: rhetorical questions Remember: well-chosen adjectives Remember: short sentences</p>	<p>Text: The Unusual House Story type: Finding Focus: Setting description and atmosphere of fear</p> <p>Toolkits: We can use a subordinate clause to add extra detail to the main sentence (with a subordinating conjunction). We can use an embedded clause to add extra information about a noun. For <u>example</u> a character or a place. We can use powerful verbs to bring the action alive. We can use descriptive language to paint vivid pictures in our readers' minds. (Similes, alliteration, personification)</p> <p>Punctuation Commas around embedded clauses.</p> <p>Remember: well-chosen adjectives Remember: short sentences</p>	<p>Text: Pied Piper of Hamelin Story type: Defeating the monster Focus: Mythical language</p> <p>Toolkits: I can use relative clauses to add in extra detail about nouns and proper nouns (characters). I can use adverbial phrases to tell my reader where, when and how something was happening. I can use hyphens to add an extra word to create shock and impact for my reader. (<i>Link to short sentences in Harriet's Rescue</i>)</p> <p>Punctuation Apostrophes for plural nouns. Commas around embedded clauses</p> <p>Remember: I choose powerful verbs to bring my action alive for my reader. Sometimes I use these at the start of a sentence to give it real power!</p>

LKS2 Non-Fiction Cycle A					
AUT 1 Stone Age Spatial Sense	AUT2 Egypt Settlements	SPR 1 Anglo-Saxons & Vikings. Rivers	SPR 2 Anglo-Saxons & Vikings. The South-West	SUM 1 Law & Power Western Europe	SUM 2 War of The Roses Asia-China & India
<p>Text: How to Wash a Woolly Mammoth Text Type: Instructions Innovation: how to trap a woolly Mammoth (need to trap it before you wash it!) Invention: link to stone age boy – trap a bear or the CH’s own ideas.</p> <p>Toolkits: I can use rhetorical questions to hook the reader in. I can use pronouns so that I do not keep repeating the same nouns. I can use adjectives to add detail which will make the instructions real clear and precise. I can use ‘how’ and ‘when’ adverbs to explain to the reader exactly how and when to carry out each step. I can use subordinating conjunctions such as ‘so’ and ‘because’ to explain why each step is important.</p> <p>Punctuation/Composition: headings/sub-headings Revise from fiction unit Apostrophes for contracted words (Y2 revision). CL and fullstops. (Y1 revision) Commas after fronted adverbials. (Y4)</p>	<p>Non-fiction: Howard Carter’s Diary Text type: Chronological Report</p> <p>Toolkits: I can use subordinating conjunctions, while and when to link ideas together. (Build on use of co-ordinating conjunctions in the fiction unit) I can use rhetorical questions to talk directly to my reader.</p> <p>Punctuation: Apostrophe for possession vs for contracted words</p> <p>Remember I can use adverbs to tell the reader how and when something has happened. This paints a clear picture in the reader’s mind. (Adverbs Y3, fronted adverbials Y4) I can use well-chosen adjectives to create noun phrases which spark clear pictures in my reader’s mind.</p>	<p>Non-fiction: The Amazon River Text type: Non-Chronological Report</p> <p>Toolkits: I can use technical vocabulary to make me sound like an expert. I can use pro-nouns to ensure my report is clear and not repetitive. I can use adverbs to introduce extra information.</p> <p>Punctuation: Remember: Apostrophe for possession vs for contracted words, including the use of <u>its</u> as a possessive pro-noun Exclamation marks. Comma after fronted adverbials. Use of parenthesis for extra information/ explanation Y5</p>	<p>Non-fiction: Willy Wonka’s Golden Bar Text Type: persuasive</p> <p>Toolkits: To create a vivid picture in my reader’s mind, I can use well-chosen adjectives to expand my nouns. To connect with my <u>reader</u> I can talk directly to them. To get my reader excited I can use over-the top language to exaggerate.</p> <p>Punctuation: Remember: rhetorical questions. Remember: commas in a list (Y2) Remember: exclamations (Y2) Remember: apostrophes to show contracted words</p>	<p>Non-fiction: The Wicked Step Mother Text Type: Biography Use Ideogram or padlet (press plus button, then three dots, then I can’t draw) to bring image alive.</p> <p>Toolkits: I can use paragraphs to organise my information so it is easy for my reader to understand it. To create a vivid picture in my reader’s mind, I can use well-chosen adjectives to expand my nouns. I can use adverbs of time to clearly sequence the events in the correct order.</p> <p>Punctuation: indicating possession by using the possessive apostrophe with plural nouns. (Single nouns are in the model text)</p> <p>Grammar: Teach perfect tense</p>	<p>Poetry</p>