

To develop our role as responsible global citizens

Taking part in Sheepscombe Award challenges linked to sustainability.

Using the Lyfta programme to develop our global understanding

Valuing our global natural environment

Learning about managing waste, using electricity and becoming 'carbon neutral' – as a whole school.

To find out about the beliefs of others through RE as well as about our own family views

What is the 'golden rule' and how might it be put into practice for religious/non-religious worldviews.

To engage with our local Community

The ten pound challenge, our local community play performance, the Cheltenham jazz festival, sports day, trip to Berkeley castle.

To develop skills in our environment

Forest School - map work and hiking, invertebrate studies, making pottage

Growing edible plants for the school garden

Maths

Year 3 will be: developing our understanding of measurement in length, mass and capacity, examining properties of shapes and enhancing our knowledge of statistics and data handling. We will be revising core mathematical skills to solve problems.

Year 4 will be: developing our understanding of measurement in area and perimeter, examining geometry including position and direction and enhancing our knowledge of statistics and data handling. We will be revising core mathematical skills to solve problems.

Both years will focus on developing key multiplication knowledge.

To make discoveries about Geography, History & Science

History: (history of castles from 1066 to 1485) Investigating the development of fortification in England with an emphasis on local castles. What was lifelike inside these castles? What was lifelike outside these castles? What did castles tell us about changes in English society. What evidence do we have of life at this time?

Geography: Plotting names of English cities, counties, countries; human geography – why were castles built where they were; what were their links to trade; how did castles effect the local economy. Mapping castles.

Science: Living things in their habitats: classifying vertebrates, invertebrates and plants; researching polar ice caps and human impact on Earth including littering and recycling.. Scientific Enquiry: asking scientific questions, setting up fair tests making observations, use equipment and recording data.

To develop our creativity through Music, Art, Drama and Design Technology

Art : landscape painting

Artists: Pieter Bruegel, Claude Lorrain

DT: cooking: what did everyday people eat in castles? Making pottage. Castles and the wool industry, weaving.

Singing – seasonal and theme based songs; the show (TBA)

Music - clarinet lessons and an introduction to medieval music

To develop our speaking, listening, reading and writing skills

Reading for Pleasure - Promote a love of reading through home reading, quiet reading time, guided reading sessions, listening to stories, 1-to-1 reading in class, being a reading buddy for others

Continuing to learn spelling patterns, learn common exception words and develop our working vocabularies

Developing our knowledge of grammar including fronted adverbials, possessive apostrophes and punctuating for speech.

Writing diaries from the perspective of medieval characters or important figures. Planning, composing and editing texts. Writing fiction based on Medieval life. Responding creatively as a school to Emily Haworth Booth's 'A King who was afraid of the dark'.

To show we are kind and thoughtful to ourselves and others through our values

Term 5 Thoughtfulness

Term 6 Tolerance

To learn about our responsibilities to each other and our own self-care and mental well-being through PSHE & Relationships and Health Education

Medicine and household products safety

Rules and Risks—alcohol and tobacco

Managing risk—smoking and vaping

Consent

Pants Rule

Internet safety

Kestrel Class

Year 3 & 4

Summer term 2026

Castles

To develop our digital skills through computing & use of technology

Computer systems and networks

Animation

Internet Safety

To develop our knowledge of other languages

French—Le cirque (the circus) and Greetings/Numbers 1-20

P.E.

Developing our athletic, cricket and rounders skills at the cricket pitch.