

## *To develop our role as responsible global citizens*

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.—Taking part in the litter picking scheme to keep our environment clean.

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

In RE we will learning about how and why people use ceremonies to show their commitments and what Muslims believe about God and how they respond. Using a variety of stories, activities and class discussion we will learn how people's beliefs influence their behaviour.

## *To engage with our local Community*

Apple day & Harvest Festival, Children in Need, Remembrance, Pantomime trip, Stroud Lantern festival, The Cheltenham literature festival, trip to STEAM museum., Nativity procession.

## *To develop skills in our environment*

Forest School—woodland craft and DT linked to Let's Get Moving, woodland cooking and food prep, team building activities, navigation, art and discovery time.

### *Maths*

**Year 2 will be:** deepening their understanding of place value, representing numbers, reading and writing 2-digits, comparing and organising numbers. Developing methods for addition/subtraction.

Using more formal methods with representation and manipulatives. Developing understanding of shape and 3D shapes and nets.

**Year 3 will be:** deepening their understanding of place value exploring three-digit numbers, representing, comparing and organising numbers. They will be able to read and write three-digit numbers in words and numerals. Explaining their formal addition and subtraction methods to three-digit numbers and using manipulatives to support. Developing a deeper understanding of 2D and 3D shape.

**Year 4 will be:** deepening understanding of place value to four-digit numbers, representing using counters and number lines, ordering and counting in multiples. Rounding numbers to the nearest 10, 100 and 1000. Expanding formal addition and subtraction methods to four-digits and counting through negative numbers. Read and represent Roman numerals. Developing understanding of more 2D and 3D shapes.

## *To make discoveries about Geography, History & Science*

History: Comparing trains now and trains then, exploring the differences in train uses. Introduction to the industrial revolution and transports impact on this. Looking at how local mills/factories used trains to transport goods. Stevenson's Rocket and impact on train development.

Geography: Trips and railways around the world. mountains and hills, plotting names of English cities, counties, countries;

Science: Sound—Identify how it is made and how it travels through the ear, exploring volume, pitch, insulation, traveling sound.

Science: Digestive system—Identify organs and functions of the digestive system, types of teeth and functions, experiment about the effects of liquid on teeth, understand food chains and food webs.

## *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, speech, varied sentences, Alan Peat sentences, parenthesis, subordinate and coordinate clauses.

Writing a interview for a character in 'The Train to impossible places' By P.G Bell. Building understanding of sentence structure, development and enhancement. Non-chronological report writing to create double page spreads on the trains and development of the Rocket.

### *Kestrel Class*

### *Year 3 & 4*

### *Autumn term 2026*

## *Let's get moving*

## *To develop our digital skills through computing & use of technology*

Photography, connecting computers, stop-frame animation, sequencing sounds, branching databases, desktop publishing, event and actions in programs.

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

Art : Sketching, watercolour painting

Artists: L.S Lowry, Monet

DT: Lantern making—willow weaving, junk modelling and building.

Singing—seasonal and theme based songs; Nativity and Christmas songs

Music - Garage band

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

Term 1 Respect which comes with Trust

Term 2 Courage which comes with Resilience

## *To develop our knowledge of other languages*

In French we will be learning some phonics and practicing our listening and speaking skills by looking at modes of transport. Then on to learning about colours and numbers, where we will develop further reading and writing in French.

### *P.E.*

Developing our spatial awareness, game skills and team work. With a focus on football

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

Mental Health and Wellbeing—Staying safe online—Friendships and relationships—Firework Safety