

English Our class texts are books by David Walliams – our significant author. We are starting with 'Mr Stink'. Our guided reading text is; The Saga of Eric the Viking. We are also looking at the poet Valerie Bloom and her work – Time and Frost. Our writing styles for this half-term are: Diary, historical narrative, non-chronological report, explanation, newspaper reports, poetry, limericks and Haiku. Spellings will be set on a Monday and tested on the following Monday.	R.E. In R.E. this half-term, we will be finding out about People of God. We will focus on Old Testament stories to learn about the children of Israel and their relationship with God. Children will make links between the story of Noah and how we live in the wider world. We will make links between the story of Noah and other bible stories, such as the creation story. Children will explore what Christians do to follow God and what forgiveness means.	Maths In Maths during this half-term, our objectives will focus on place value and addition and subtraction: We will be learning to: Year 3: To understand the value of numbers up to 3 digits and be able to partition them; apply number bonds to 10; add and subtract numbers to 3 digits. Year 4: To be able to represent numbers to 1000; add and subtract numbers to 4 digits, estimate, check by completing the inverse operation.	History In history, we are finding out about invasion. This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest. We will be learning about: -What happened after the Roman withdrawal; -What the impact was of the Anglo Saxons on Britain; -Whether the Vikings destroyed Anglo-Saxon Britain, and -When the Invasions end. We will compare similarities and differences between the Vikings and the Anglo-Saxons.	PSHCE/RSE Our key question this half-term is What strengths, skills and interests do we have. We will be learning : how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem.
The Rhine  Curriculum Grid Autumn 1 Y3/4	Science In science this half-term, we will be finding out about plants. Children will: be identifying and describing the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant; investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Children will be deepening their knowledge by considering plants as living things and their habitats. They will be taught to: recognise that living things can be grouped in a variety of way; explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; recognise that environments can change and that this can sometimes pose dangers to living things. We also have a science fair as one of our focus days linked to our curriculum drivers.		Invasion 	
French In French, this half-term, we will be learning about phonics and completing lessons on days of the week. Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.	Art In Art we will explain how artists use colour and texture to communicate messages in their artwork. Identify warm and cool colours and use these deliberately to show mood or temperature. Talk about how colour choices in an artwork make them feel. Recognise different real and visual textures (in environment/artworks), using appropriate vocabulary to describe them. Use tools and materials in different ways to create a range of textured effects and patterns and explain, how tools and materials were used.	Music Music will be focused around the song 'Three Little Birds' by Bob Marley. During this module, we will: talk about lyrics, musical dimensions – texture, dynamics, tempo, rhythm and pitch; main sections of the song (introduction, verse, chorus etc.); name some of the instruments heard; identify and move to the pulse; listen carefully and respectfully to other people's thoughts about the music. We will also have our harvest celebrations during this half-term.	Computing In computing, we are going to be focusing on Internet Safety. In this unit We will build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online. The use and importance of privacy settings is introduced and children will discuss the types of information we should not share online.	P.E. In P.E. this half-term, we will be focusing on basketball and Commando Jo's. Children will need to come in their P.E. kits on a Tuesday and Friday.



Curriculum Driver	Links within our curriculum this half term
Christianity and Faith	• The story of Noah • St Cuthberts • RE Leaders • Harvest Celebrations • Father Steve will be taking assemblies.
Outdoor learning and the local environment	• History & the Vikings - • Plants that grow in our school grounds • Jarrow Hall, Anglo Saxon farm and Bede Museum. •
Legacy and making a difference	• Science - growing, plants and environment • Eco Schools Representatives • Maths - showing place value in nature • Plants that grow in different environment and the legacy of Alan Titchmarsh • St Cuthbert's legacy - History and RE • Art the artist Romare Reardon • Douglas Engelbart: The man who invented the computer mouse.
Wider World and Diversity	• PSHCE/RE - Learning about our strengths, skills and interests • School Council • French, learning a different language

	• Music from other cultures - Reggae music • Computing - networking/online safety
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following drivers underpin our school curriculum and, with our vision and values, allow us to deliver our curriculum strategy. These key drivers are personal to our schools and reflect the locational, social and educational needs of our community.