



<p>English</p> <p>We are continuing with our significant author – David Walliams and our class text for this half-term is 'The World's Worst Teachers'. Our guided reading text is 'The Island at the End of the Bed' by Alice Kuipers. We will also be studying the poem 'The River' by our significant poet Valerie Bloom'.</p> <p>In writing, our focus will be diary writing, historical narrative, non-chronological report writing, explanation texts, newspaper reports and poetry. We will also be writing our own limericks</p>	<p>R.E.</p> <p>In R.E. this half-term, our module is entitled 'Kingdom of God'. We will be answering the question 'When Jesus left, what was the impact of Pentecost?' We will be making clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. We will be making simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p>	<p>Maths</p> <p>In maths, we will be consolidating our work on the four operations – addition, subtraction, multiplication and division.</p> <p>We will also continue our focus on learning our multiplication tables in random order in readiness for the Year 4 multiplication check in June.</p> <p>Our main maths teaching area this half-term will be fractions. We will also be learning about mass and capacity – litres, millilitres.</p> <p>There will continue to be a big push on breaking down problems; identifying the operations needed and solving, including two-step problems.</p>	<p>PSHCE/RE</p> <p>This half term, we will be looking at how to recognise, predict, assess and manage risk in different situations. This will include:</p> <p>how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about); how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence; how people's online actions can impact on other people; how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online; how to report concerns, including about inappropriate online content and contact, and that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.</p>	
<p>The Rhine</p>  <p>Curriculum Grid Spring 2 Y3/4</p>	<p>Science</p> <p>In science, we will be finding out about sound. This will include learning how different sounds are made and how vibration is linked to sound.</p> <p>We will consider the link between sight, touch and hearing. We will find out how our ears work and how we hear sounds.</p> <p>We will then explore varying volume and pitch – finding out how to create a high and low pitch sound. In our legacy work, we will find out about Galileo and his work on sound waves.</p>	<p>Geography</p> <p>In Geography, we will complete our work on Misty Mountains and Winding Rivers. We will look at vegetation belts, rivers and the water cycle.</p> <p>History</p> <p>We will look at what life was like in Ancient Egypt, including the hierarchical system from Pharaohs to slaves and prisoners. We will look at the role of the Pharaoh – some of the customs and beliefs of the time. We will also find out about the work of Howard Carter and his discoveries as part of our legacy work. We will compare two ancient civilisations by using our knowledge of the Romans to look at similarities and differences between them and the Egyptians. This will also link to our work on Dan Cruikshank, a British architect and his investigations of Egyptian architecture and our work in art on statues.</p>	<p>Ancient Civilisations - Egyptians</p> 	
<p>French</p> <p>In French, we will be learning how to say 'I am – Je suis'; 'I have' – J'ai., and 'I live – J'habite'. We will be utilising our knowledge so far and be able to introduce ourselves in more detail – name, where I live, who I am, what I have etc. We will use the past tense to link this learning to the past.</p>	<p>Music</p> <p>In music, we will be completing a unit entitled Stop! – this is linked to a song/rap about bullying.</p> <p>The children will learn to add their own lyrics to a rap song. They will learn more about the style and history of rap. They will also learn dance moves to add to their rap and end the unit by performing their rap to an audience.</p>	<p>Computing</p> <p>In computing, children will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Children will create physical and on-screen branching databases.</p> <p>To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p>	<p>Art</p> <p>In art, the children will develop their knowledge of statues and sculptures. They will learn how to complete figure drawing; investigate statues, statuettes and figurines. They will learn about ancient sculpture using armature and Egyptian style figurines. They will also create their own statues using clay as a medium.</p>	<p>P.E.</p> <p>In P.E. this half-term, we will be focusing on dance in one session each week. In the other session, we will be learning how to play hockey.</p> <p>Children will need to come in their P.E. kits on Wednesday and Friday each week.</p>

Links to our curriculum drivers **Rhine Class** **Spring 2** **Y3/4**

The 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.

Curriculum Drivers	Links within our curriculum this half-term
Christianity and Faith	<ul style="list-style-type: none"> Kingdom of God. We will be finding out about what is meant by the Kingdom of God and how Christians live their lives to belong to the Kingdom of God. R.E. Leaders will continue to meet and discuss ways to help improve this subject area.
Legacy and Making a Difference	<ul style="list-style-type: none"> David Walliams - is our Class Author for this year. We are reading many of his texts throughout the year, including: <i>Gangsta Granny</i>, <i>Demon Dentist</i> and <i>The World's Worst Teachers</i>. Valerie Bloom - is our significant poet and we will be studying her poem 'The River' in depth. Dan Cruickshank - is an art historian who we found out about during our work on 'Tomb builders' and who studied the architecture of Egyptian pyramids. Howard Carter - British archaeologist and Egyptologist who discovered the tomb of Tutankhamun in November, 1922. Galileo - Italian physicist, Galileo, was the first scientist to record the relationship between the frequency of the wave to the pitch it produces. Since the sound waves produced by musical instruments vary in pitch, this was a very significant discovery. Stormzy - rap artist.
Outdoor Learning Environment and our local area	<ul style="list-style-type: none"> Eco Schools Representatives - will look at ways to help save energy in our class/school. We will be hatching eggs to reinforce our work on life cycles. Outdoor learning and gardening - we will be taking our learning outdoors and improving the environment to support our Class Pledge to find ways to encourage wildlife into our school grounds. Dance Festival to be held at Haltwhistle. Risk Assessments in the local environment
Wider World and Diversity	<ul style="list-style-type: none"> School Council will continue to represent ideas and thoughts of our class group. French - We will be continuing to learn how to speak a different language Music from other cultures - rap music linked to our theme 'Stop' on anti-bullying from our Charanga (music theme). History - we will be finding out about other cultures around the world - i.e. Egyptians.