|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **English**  Our class texts are books by Roald Dahl – our significant author. We are going to read ‘The Witches’ this term.  Our guided reading text is ‘The Firework Maker’s Daughter’ by Philip Pullman.  Our writing styles for this half-term are:  Diary, issues and dilemma narrative, newspaper report and playscript. In poetry, we will be learning about cinquains.  We will also be continuing our work on spellings, grammar and handwriting skills. | **R.E.**  In R.E. this half-term, we will be finding out about Gospel. Our question is: What kind of world did Jesus want? We will be making clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.  We will give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching. | | **Maths**  In Maths, during this half-term, our objectives will focus on multiplication and division for the first three weeks where we will learn how to use both informal and formal written methods to work out calculations. Then we will move onto measures – where we will learn about length, perimeter and area, where we will learn how to measure, compare, add and subtract lengths and to measure the perimeter and areas of simple 2D shapes. There will also be a big focus on multiplication tables in readiness for the multiplication quizzes that Year 4 children take in June. | | **Geography**  In the Rocks, Relics and Rumbles project, we will learn about the different layers of the Earth, including plate tectonics and their potential effects on the Earth's surface. They will investigate different types of rock to learn about their uses and properties. They will also investigate soil and fossils, including learning about the work of Mary Anning. They will have the opportunity to use maps to learn about the lines of latitude and longitude and a compass to learn about the cardinal and intercardinal points. They will also learn about volcanoes, earthquakes and tsunamis and the long and short-term consequences that these can have. | | **PSHCE/RSE**  This is all about ‘Dreams, Goals and Aspirations – self-care, support and safety. We will learn how regular physical activity benefits bodies and feelings; how to be active on a daily and weekly basis – how to balance time online with other activities; how to make choices about physical activity, including what and who influences decisions and how the lack of physical activity can affect health and wellbeing. We will find out how lack of sleep can affect the body and mood and learn simple routines that support good quality sleep. We will also learn how to seek support in relation to physical activity, sleep and rest and who to talk to if we are worried. | | |
| **Rhine**    **Curriculum Grid**  **Spring 1**  **Y3/4** | | **Science**  Our science for this half term is forces and magnets. We will begin by comparing how things move on different surfaces. We will notice that some forces need contact between 2 objects, but magnetic forces act at a distance. We will observe how magnets attract or repel each other and describe magnets as having 2 poles. We will compare, test and group together a variety of different materials according to whether they are magnetic or not.  We will also embed this understanding by continuing to carry out scientific investigations to answer scientific questions and this will help us reinforce our practical application when working scientifically. | | | | | | **Rocks, Relics and Rumbles**  Rocks, Relics and Rumbles | |
| **French**  In French, this half-term, we will be completing a unit entitled ‘ I can’. In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.  We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in French after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to French section of a dictionary. Learning how to build sentences in French using the 1st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions et (and) & mais (but) in French. | | | **Design and Technology**  This project teaches children about cam mechanisms. They will find out about machines and mechanisms; learn how cams work; experiment with different shaped cams before designing, making and evaluating a child's automaton toy. It will be interesting to see what the children come up with and how well they use and join materials together. | **Music**  Music will be focused around a theme entitled ‘Glockenspiel’. This is a six-week unit of work that introduces the children to learning about the language of music through playing the glockenspiel.  The learning is focused around exploring and developing playing skills through the glockenspiel.  The children will learn to play and read the notes C, D, E + F. They will also learn to play simple tunes using these notes including some improvisation with Dee Cee’s Blues using the notes C + D. Finally, they will begin to compose their own musical pieces using the notes C, D, E and F. | | **Computing**  In computing this half-term, we will continue to utilise our new resource ‘Rainforest Coding’ and will begin ‘Module 3 which includes – The Robot’s plan where children will introduce and repeat loop and sounds, whilst debugging their code. Through the title ‘Meet a Dino bot’, the children will explore creative music puzzles with repeats, loops, music blocks and trigger codes with key presses. Then to finish the module, they will learn how to debug a looping program. | | | **P.E.**  In P.E. this half-term, we will be completing modules on Gymnastics and building resilience and teamwork through Commando Joe activities.  **Children will need to come in their P.E. kits on Monday and Wednesday each week.** |

**Links to our Curriculum Drivers - Rhine Class Spring 1 - Year 3.4** 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 Driver** | **Links within our curriculum this half term** |
| Christianity and Faith | * In R.E. we will learn about Christian Gospels. * Our nominated members will work as R.E. Leaders * Father Steve to come into school to deliver collective worship * Exploring the life of Mother/Saint Teresa and her work in Calcutta |
| Outdoor learning and the local environment | * Use of allotment areas for planting and growing * Eco Pledge – to encourage more living things into our environment * Continuing our work on RHS level 5 certification * Looking after our livestock – chickens * STEM day at Haydon Bridge High School * Eco Schools Representatives * Visit to the Hancock Museum |
| Legacy and making a difference | * Mother/Saint Teresa and her work in Calcutta and around the World * Nellie Bly and her support for those in poverty and her fight for women’s rights * Roald Dahl – our class readers * Benjamin Zephaniah – our class poet and his work |
| Wider World and Diversity | * PSHCE/RE – Dreams, Goals and Aspirations * School Council * Sports Council * Firework Maker’s Daughter – story from another culture * French – Learning about a different language * Geography – Rocks, Relics and Rumbles – different geographical landscapes and their impact on communities * Mother/Saint Teresa and her work in Calcutta * Charities and their help around the World * Chinese New Year celebration – Year of the dragon |