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| **English**  Our class texts are books by Roald Dahl – our significant author. We are going to read Esio Trot this term.  Our guided reading text is: ‘Blast to the Past – A Stone Age adventure by Tommy Donbavand. We are also looking at the poet Benjamin Zephaniah and his work – ‘People will always need people’.  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 and riddles. | **R.E.**  In R.E. this half-term, we will be finding out about Incarnation. By the end of this unit, we will know how John was different from the other Gospels in relation to the birth of Jesus; be able to make suggestions for what texts about God might mean; know what the purpose of the Incarnation in Christianity; know how the belief that Jesus is God Incarnate helps Christians understand the Trinity and how the Trinity relates to Incarnation. We will also consider whether Christmas has lost its’ true meaning. Through this, we will consider the words of Christmas Carols and Hymns and we will also work on our Christmas performance. | | | **Maths**  In Maths, during this half-term, our objectives will focus on the four operations – addition, subtraction, multiplication and division. :  We will be learning to:  Year 3: count from 0 in multiples of 4, 8, 50 and 100; recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods, and solve problems, including missing number problems, involving multiplication and division  Year 4: count in multiples of 6, 7, 9, 25 and  1 000; recall multiplication and division facts for multiplication tables up to 12 × 12; multiply two-digit and three-digit numbers by a one-digit number using formal written layout, and solve problems involving multiplying and adding | | **History**  In History, we will continue to follow a theme called ‘Through the Ages’. We will be finding out about life after the Stone Age – the Bronze Age, Iron Age and Celts. We will have learnt some historical vocabulary. We will also have begun to understand chronology and timelines. Whilst studying these civilisations, we will be looking at their everyday life; the tools and weapons they used; their settlements; the stonework and metalwork they created; their religion and beliefs; wealth and power; their inventions and ingenuity. We will use evidence available to us and develop our enquiry skills. | | | **PSHCE/RSE**  This is all about ‘Celebrating difference and diversity’. We will be considering:  **•**how we belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups  • what is meant by a diverse community  • how different groups make up the wider/local community around the school  • how the community helps everyone to feel included and values the different contributions that people make  • how to be respectful towards people who may live differently to us. | |
| **Rhine**    **Curriculum Grid**  **Autumn 2**  **Y3/4** | | | **Science**  This half-term in Science, we will be working scientifically. We will be carrying out a range of different science investigations to learn the skills of:   * making systematics observations. * taking accurate measurements using a range of equipment. * Gathering, recording, classifying and presenting data in a variety of ways. * Reporting on findings in different ways. * Identifying differences, similarities or change within processes. * Using evidence to answer questions. | | | | | Through the Ages | Cornerstones Education**Through the Ages** | | |
| **French**  In French, this half-term, we will be completing a unit entitled ‘Les Animaux’. In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb ‘I am’ in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb ‘I am’ plus the animal nouns and determiners. | | **Design and Technology**  By the end of this unit, children will know:  -There are five main food groups: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads).  -Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet.  -Humans get nutrition from what they eat.  -It is important to have a balanced diet made up of the main food groups, including: proteins, carbohydrates, fruit and vegetables, dairy products and alternatives, and fats and spreads.  -Humans stay hydrated by drinking water. | | | **Music**  Music will be focused around the song ‘Let your spirit fly’. By the end of this unit, we will know five songs from memory and who sang them or wrote them. We will know the style of the five songs. We will be able to choose one song and be able to talk about: Its lyrics: what the song is about; Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch). We will be able to identify the main sections of the song (introduction, verse, chorus etc.); Name some of the instruments they heard in the song; We will confidently identify and move to the pulse; We will think about what the words of a song mean; We will take it in turn to discuss how the song makes us feel. We will listen carefully and respectfully to other people’s thoughts about the music. We will also have our Christmas Celebrations at the end of term, including our production of The Snow Queen. | | **Computing**  In computing this half-term, we are beginning a new coding program. We are going to be learning how to code a pen bot to travel across a square. We will also be learning how to use simple inputs (keyboard keys) and design algorithms using repeat and forever loops to create a sequence of instructions to program the robots, as well as design a creative music code. | | | **P.E.**  In P.E. this half-term, we will be completing modules on Gymnastics and Dance.  **Children will need to come in their P.E. kits on Monday and Wednesday each week.** |

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| **Curriculum Driver** | **Links within our curriculum this half term** |
| Christianity and Faith | * R.E. - Incarnation. * R.E. Leaders * Remembrance Day Celebration * Christmas Celebrations including a Christingle service |
| Our Local Area | * Visit to the Hancock Museum – Stone Age * Visit to the Life Centre – Kids in Science Workshops * Remembrance Day in Haltwhistle * Bikeability in our local area * Use of allotment for planting and growing * RHS level 5 certification * Looking after livestock – new chickens |
| Outdoor Growing, Learning and Environment | * Science – Planting, Growing and caring for our environment – Eco Pledge – to encourage more living things into our environment. * Eco Schools Representatives |
| Wider World and Diversity | * PSHCE/RE – Celebrating diversity – Considering how diverse our local community is. * School Council * French – Learning about a different language * Music from other cultures – rhythm and blues * Computing – networking/online safety |

**Links to our Curriculum Drivers - Rhine Class Autumn 2 - 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.