



<p style="text-align: center;"><b>English</b></p> <p>We are continuing with our significant author - David Walliams and our class text for this half term is 'The Demon Dentist'. Our guided reading text is 'King of the Cloud Forests' by Michael Morpurgo.</p> <p>In writing, our focus will be diary writing, historical narrative, non-chronological report writing, explanation texts, newspaper reports and poetry. We will continue our work on Haiku poems started before Christmas to reinforce this style.</p>	<p style="text-align: center;"><b>R.E.</b></p> <p>In R.E. this half-term, we will be finding out about Sikhism:</p> <ul style="list-style-type: none"> <li>-The key beliefs in Sikhism - one God, the message of Guru Nanak, equality and service;</li> <li>-Why service, human equality and dignity is important to Sikhs - The first Sikh scriptures;</li> <li>-Why Guru Granth is important to Sikhs;</li> <li>-What matters most in the Sikh community</li> <li>-Some of the Sikh festivals will also be explored.</li> </ul>	<p style="text-align: center;"><b>Maths</b></p> <p>In maths, we will be consolidating our work on addition and subtraction using the formal column method. We will also be working on multiplication and division - with a focus on instant recall of multiplication facts in random order. We will use Times Tables packages online and other resources to help support this.</p> <p>There will also be a big push on breakdown problems; identifying the operations needed and solving, including two-step problems.</p> <p>We will also be looking at length and perimeter using a range of different measures - millimetres, centimetres, metres and kilometres.</p>	<p style="text-align: center;"><b>PSHCE/RE</b></p> <p>This half term, we will be looking at how we can manage our feelings. how everyday things can affect feelings, including how feelings change over time and can be experienced at different levels of intensity; the importance of expressing feelings and how they can be expressed in different ways; how to respond proportionately to, and manage, feelings in different circumstances; ways of managing feelings at times of loss, grief and change, and how to access advice and support to help manage our own or others' feelings</p>	
<p style="text-align: center;"><b>The Rhine</b></p>  <p style="text-align: center;"><b>Curriculum Grid</b> <b>Spring 1</b> <b>Y3/4</b></p>	<p style="text-align: center;"><b>Science</b></p> <p>In science, we will be finding out about light:</p> <ul style="list-style-type: none"> <li>-Recognise that we need light in order to see things;</li> <li>-That dark is the absence of light;</li> <li>-Notice that light is reflected from surfaces;</li> <li>-That light from the sun can be dangerous and that there are ways to protect our eyes from the sun;</li> <li>-Recognise that shadows are formed when the light from a light source is blocked by a solid object and,</li> <li>-to find patterns in the way that the size of shadows change.</li> </ul> <p>The children will continue to apply their knowledge of working scientifically from last term.</p>	<p style="text-align: center;"><b>Geography</b></p> <p><b>In Geography, we will be finding out about:</b></p> <p>In the Misty Mountain, Winding River project, your child will learn about the characteristics and physical processes of rivers, including how they shape the landscape over time, their significance around the world and the impact of flooding. They will learn how to use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map, as well as how contour lines are used to show the topography of an area. They will have the opportunity to learn about the stages of the water cycle and about mountains and their different formations, studying mountain ranges in the United Kingdom and around the world. They will also learn about habitats and how human and natural influences can have an impact on the environment.</p> <p>The children will learn about Rivers; Maps; Grid references; Contour lines; Physical processes - erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Soil; Altitudinal zones; Data analysis</p>	<p style="text-align: center;"><b>Misty Mountain, Winding River</b></p> 	
<p style="text-align: center;"><b>French</b></p> <p>In French, we will be recognising and recalling 7 modes of transport. We will recall numbers and colours. We will work on phonics and pronunciation on - avion, camion; ou in roule and double and oi as in voiture. We will also continue to reinforce our learning so far.</p>	<p style="text-align: center;"><b>Music</b></p> <p>In music, we will be following our Charanga theme - our focus will be 'The Dragon Song'. In this module, we will be listening to folk melodies from around the world including:</p> <p>Birdsong - Chinese folk music; Vaishnava Java - A Hindu song; A Turkish traditional tune; Aitutaki Drum Dance from Polynesia, and Zebaidir song from Sudan. We will be listening and appraising, using glockenspiels, singing in 2 parts and performing and sharing our work.</p>	<p style="text-align: center;"><b>Computing</b></p> <p>In computing, we will be working on 'Sequencing Sounds'. We will explore the concept of sequencing in programming through 'Scratch'. We will be introduced to a selection of motion, sound, and event blocks which we will use to create our own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner.</p>	<p style="text-align: center;"><b>Design and Technology</b></p> <p>This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads. The children will be making their own machines based on their learning and learn the difference between simple and compound machines.</p>	<p style="text-align: center;"><b>P.E.</b></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 looking at striking and fielding, net and wall skills.</p> <p style="text-align: center;"><b>Children will need to come in their P.E. kits on Wednesday and Friday each week.</b></p>

**Links to our curriculum drivers Rhine Class Spring 1 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"> <li>• R.E. - Sikhism. We will be finding out about the religion. What the main beliefs of the religion are, the 5 k's and religious leaders in this faith.</li> <li>• R.E. Leaders will continue to meet and discuss ways to help improve this subject area.</li> </ul>
Legacy and Making a Difference	<ul style="list-style-type: none"> <li>• David Walliams - is our Class Author for this year. We are reading many of his texts throughout the year, including: <i>Gangsta Granny</i> and <i>Demon Dentist</i>.</li> <li>• Dan Cruickshank - is an art historian who we will be finding out about through our - design and technology theme - tomb builders.</li> <li>• Chris Bonnington a mountain climber will be studied in our geography theme 'Misty Mountains and Winding Rivers'.</li> <li>• Guru Nanak will be studied in R.E. He was considered to be our first Sikh Guru and Sikhism is still based on many of his teachings</li> <li>• Albert Einstein and his theory of light is an obvious scientist to study for this science theme.</li> <li>• Jim Kwik who stated that his 'life's mission was: to teach people the mindset, motivation, and methods that could move them from feeling disempowered to limitless.'</li> <li>• Leonardo Da Vinci - a man of many talents - painter, sculptor, architect, designer, theorist, engineer and scientist, Leonardo da Vinci created some of the most famous images in European art.</li> </ul>
Outdoor Learning Environment and our local area	<ul style="list-style-type: none"> <li>• Eco Schools Representatives - will share how our class has 'Adopted a turtle' through our work on looking after the environment in PSHE.</li> <li>• We will be hatching eggs to reinforce our work on life cycles.</li> <li>• 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.</li> <li>• Geography which explores our local area - mountain ranges - the Pennines and local rivers - the Tyne.</li> </ul>
Wider World and Diversity	<ul style="list-style-type: none"> <li>• School Council will continue to represent ideas and thoughts of our class group.</li> <li>• French - We will be continuing to learn how to speak a different language</li> <li>• Music from other cultures - around the World through our work on 'The Dragon Song' in Charanga (our music curriculum).</li> <li>• Geography - discovering different cultures around the World - i.e. Sikhism, China and Tibet(through our story of 'King of Cloud Forests in guided reading.</li> </ul>

