



'Feel the Force'

Children will be learning about different types of forces, and using this theme as a vehicle for creative, literacy and knowledge and understanding

Grange View C.E
First School



KUW

Science

Compare how things move on different surfaces
Notice that some forces need contact between two objects, but magnetic forces can act at a distance
Observe how magnets attract or repel each other and attract some materials and not others
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
Describe magnets as having two poles
Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Outdoor learning Science:
Compare how things move on different surfaces
To recognise what forces are acting in the forest.

History

To find out about people in history who have influenced our lives today
To recall historic information
To interpret a range of sources of evidence and record relevant information in a variety of ways
To use dates and historic vocabulary to communicate their knowledge and understanding
Geography
To study a local area (Sunderland)
To research and describe its trade links
RE -

KUW— Skills based objectives to focus on:

Science—

Forces and Magnets

Year 3: Compare how things move on different surfaces
Notice that some forces need contact between two objects
Observe how magnets attract and repel each other and some materials
Compare and group together a variety of materials on whether they are attracted to a magnet
Describe magnets as having two poles and predict whether two magnets will attract or repel depending on which poles are facing

Geography—

Location Knowledge

Year 3: Begin to name and locate the world's countries focusing mainly on Europe, e.g. Mervius megs structures. Identify our county of Northumberland and cities near us, identifying their human and physical characteristics, cities and villages as well as coast and country, understanding these can change over time.

Mastery opportunities for Literacy:

- To use outdoor explorations to encourage adjectives, expanded nouns and similes for the forces
- To report on forces such as gravity
- To compare art and DT work.
- To report on findings from forces investigation

Historical Literacy: Significance:

- There were many changes over this period of time..
- One change was...for example...
- Another change was...the evidence for this is...
- However, some things did not change...
- While there were changes in some areas, such as...there was continuity in others...

ESAFETY and MUSIC ongoing throughout half term

Literacy: Explanations (3 weeks)

Week 1, 2 and 3

ICT- What commands are needed to control?

Science- What forces are at work?

Science- Where are the forces acting on each object?

ICT- How can the commands be altered to get it right?

Science- How do forces act in water?

Science- What are forces measured in?

ICT- How can the repeat function help?

Science- How can forces help to solve scientific problems?

Geography- Why does Sunderland have glass as its trade?

Literacy: Literacy shed—treasure (2 weeks)

Week 3 and 4

ICT- What commands are needed to control?

Science- How is glass made using forces?

Art- What skills and features are used in glass art?

Friday 7th December —Sunderland Glass Centre

ICT- How can simple commands be used to control a motor?

Art- What skills and features can be used to create glass art?

Science- What forces are in action at a themepark?

Literacy: Exploring form (2 weeks)

Week 5 and 6

ICT- How does a spreadsheet work?

DT- What forces would you use to create a fairground ride?

DT- What tools and techniques are needed to create your fairground ride?

ICT- How does a spreadsheet create charts ?

DT- What improvements would you make to your design?

Creative Development

Art and Design

To record from first hand experiences and observations
To apply their different experiences of materials and processes
To compare ideas, methods and approaches and give their opinions
To experiment appropriately using colour, texture, line and tone and give reasons for their choices
To investigate different glass artists and replicate techniques in their own work.

DT

To generate and develop ideas, select appropriate materials and plan how they will make their design
To measure, mark out and combine components and materials accurately
To reflect on the progress of their work and identify ways they could improve their design and product

Music

To follow a steady beat
To understand the different of pitch
To understand how music is written down
To learn and perform a given tune on the djembe drums

Mathematical Development:

Number - Addition and Subtraction

Number - Multiplication and Division

Write and calculate mathematical statements for multiplication and division using the multiplication tables they know
Solve problems, including missing number problems, involving multiplication and division,
Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit

FOREST SCHOOL:

How does weight affect gravity?
How does air resistance act against gravity?
How does weight have affect on gravity?
How are forces acting in the forest?
How can we report on forces at work in the forest?

Physical Development

Dance - 'Snooker Championships' VS - Year 4 Unit 3 focus

To explore and create movement in response to the stimulus of a game
To perform more complex dance phrases
To use different partner work devices
To work in small groups to develop movement

ECM

Be healthy
Stay safe
Enjoy and achieve
Economic well-being
Making a positive

Discrete Learning

French : *Le passé et le present*
PSHE : SEALs scheme
'Getting on and falling out'
RE: Christmas—Light, Incarnation: what is the trinity?
and Eucharist
Esafety : Y4: Private & personal info

PSED (SEAL)

'Getting on and falling out'
To develop confidence and responsibility as an individual
To make the most of their individual abilities
To play an active role as a citizen both inside and outside of school life
To develop a healthy and safe lifestyle
To develop good relationships with others and respect their individual differences

Key

Outside environment
Multiculturalism
Arts



Communication Language and Literacy

Explanations —reading, studying and then writing own explanation texts

Exploring form (3weeks)

To explore a range of different forms of poetry focusing upon the language used to create a vivid image, suspense and description

Speaking and listening: to learn, recite and perform lines for the Christmas play with confidence, clarity and expression.

Spelling, punctuation and grammar focus (linked to writing target)

Year 3: Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)

Year 4: Fronted adverbials (e.g. Later that day, I heard the bad news.)

ICT

To understand how control is using a list of commands
To know how commands are instructions that make things happen
To understand how trial and error is the best method to achieve a successful set of commands to do a given job.

MFL (La Passe et le present)

To understand the names of key places in a town;
To describe a present-day town and compare it with the past; begin to understand how to say the year in French.

