Year 3/4 Autumn 1

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
Scientist: William Gilbert—discovered magnetism
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 - Unit 2.7 What do Hindus believe God is like?
See separate planning

English Non Chronological reports (3 weeks)
Week 1
ICT- What are count controlled loops?
Science - What forces are at work?
Science— How does weight effect gravity?

Week 2 -
WB: 10th November—Interfaith week
ICT— How are infinite and count controlled loops different?
Geography- Why does Sunderland have glass as it's trade?
Science— How is glass made using forces?
15th November- Children in need

Week 3 and 4
ICT— How can loops run at the same time?
Art- What skills and features are used in glass art?
Science - How do forces act in water?
22nd November —SUNDERLAND GLASS CENTRE

Narrative—Character focus (3 weeks)
ICT— What is an infinite loop?
Art - What skills and features can be used to create glass art?
Science—What are forces measured in?

Week 5, 6 and 7
ICT— How can repetition be used in programming?
DT- What forces are in action at a theme park?
Science- How does air resistance act against gravity?

ICT— How can repetition help in programming?
DT—What forces would you use to create a fairground ride?
Science How can forces help to solve scientific problems?

ICT— How can a game be created?
DT— What tools and techniques are needed to create your fairground ride?
DT- How does weight have an effect on gravity?
Art / DT—Christmas Card making

Creative Development
Art: Helen Grierson— Sycamore Gap
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

Numeracy
Year 3:
Will be learning about the four operations and focussing on:
Add and subtract 1 / 10 / 100
Adding two numbers with and without an exchange
Complements to 100
Estimating numbers
Inverse operations
Multiplication as equal groups
Using arrays
Multiplying and dividing by 2, 3, 5 and 10
Multiplying and dividing by 4 and 8

Year 4:
Will be learning about the four operations and focussing on:
Add and subtract 1, 10, 100 and 1000
Add and subtract two 4 digit numbers with/without an exchange
Estimating answers
Checking strategies
Multiples of 3
Multiplying and dividing by 6, 9 and 7
11 and 12 time stable and division facts
Multiples by 1 and 0
Dividing a number by 1 and itself
Multiplying three numbers

The Arts: Music
Charanga
Y3 unit: Playing in a band

PSED—What keeps us safe?
Y3 Health and wellbeing; keeping safe; at home and school; our bodies; hygiene; medicines and household products.

- how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe
- how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers
- that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable
- how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
- how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
- what to do in an emergency, including calling for help and speaking to the emergency services

Physical Development
TUESDAY am
Newcastle Foundation:
Problems

WEDNESDAY pm - Swimming

Communication Language and Literacy
Non Chronological reports
Reading, studying and then writing own reports
Narrative: Story characters
To explore a range of different forms of character descriptions 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.

ICT—Programmng B—repetition of games (Computer science)
To design, write and debug programs to accomplish specific goals
To solve problems by decomposing them into smaller parts
To use logical reasoning to explain how simple algorithms work and detect errors
Digital Literacy: Self image and identify

MFL—French—' I am able.....'

Say 'I am able to ....' / 'I can ....' plus an activity

Match sound to picture / word phrase

Key
Outside environment
Multiculturalism
Arts