



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



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

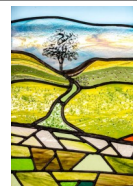
WEDNESDAY pm - Swimming

Key

Outside environment

Multiculturalism

Arts



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

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

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

MFL—French—' I am able.....'

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

Match sound to picture / word phrase