

**Questions.**

Week 1: How would you explain what gravity is?  
 Week 2: What can you say about push and a pull?  
 Week 3: What would be the result if you change a surface?  
 Week 4: What distinction would you make between the two ends of a magnet?  
 Week 5: How would you test the magnetism of metals?  
 Week 6: What materials would you select to make a machine that can fly?

**Texts:** FARTHER and variety of Non-fiction text

**Writing outcomes:**

**Fiction:** Narrative Character Study Description

**Non Fiction:** Recount Instructions Explanation Advert

**Maths:**

Number: Multiplication and division 3 weeks

Measurement: Money 1 week

Statistics 2 weeks

**Science: Forces and Magnets**

- 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.

**Enrichment**

Build a flying machine—DT

Wacky Races—which car goes furthest?

Trip to Science museum—  
Wonderlab exhibit—forces.

**Assessment Foci**

**Science:** I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

**DT:** I can design a product to make sure it looks attractive.

**Music:** I can combine different sounds to create a specific mood or feeling.

**Computing:** I can design and create content.

**PE:** I can learn to perform gymnastic movements at a range of levels, speeds and directions.

**Computing:**

We are communicators— Use computer networks to communicate safely using video and text; use a range of software for similar purposes; design and create content. [UNCRC Article 17](#)

**Foundation Subjects Coverage**

**PE:** Hi Five Netball: use running, jumping, throwing and catching in isolation; aware of space and use it to support team mates and cause problems for the opposition; throw and catch with control.

Gymnastics: adapt sequences to suit different apparatus and criteria; explain how strength and suppleness affect performance; compare and contrast gymnastic sequences.

[UNCRC Article 29](#)

**Art/ DT:** compare design to those of existing products and suggest improvements that could be made in the light of those comparisons; ask for the views of others, especially the intended users, to help to improve design; know about some significant developments in technology that have helped to shape the world; use digital images and combine with other medias in art; use IT to create art which includes my own work and that of others.

**PSHE/ British Values:** Growing Means Changing: explore the work done by important parts of our bodies and the need to keep fit and healthy; knowing how something which is good or okay can be harmful in excess; understanding how to make responsible choices.

**RE:** Challenge—Why do you judge me? [UNCRC Article 2, 12 & 28](#)

Understand what discrimination means; identify how people are discriminated against ; empathise how people feel when they are judged; understand why someone might judge someone; understand why we remember the Holocaust; know the golden rules and how they are important to different people; understand how to resolve a conflict. [UNCRC Articles 14 & 30](#)

**Music:** Create repeated patterns with different instruments; use different elements in a composition; combine sounds to create a mood or feeling; improve work, explaining how it has been improved; compose a melody/song. [UNCRC Article 29](#)

**French:** Engage in conversations saying 3-4 things; ask and answer questions ; read and understand single words and short phrases (colours, fruit and other food).

[UNCRC Articles: 3, 28, 29, 31 are covered across all areas of school life.](#)