

Questions.

Week 1: Can a man fly? Why do we need gravity?

Week 2: What is a push and a pull?

Week 3: Why don't cars have metal wheels?

Week 4: Can a magnet lift a car?

Week 5: What magnetic materials can you find?

Week 6: Whose car can go the fastest/ furthest?

Texts: FArTHER and variety of Non-fiction text

Writing outcomes:

Fiction: Narrative Character Study Description

Non Fiction: Recount Instructions Explanation Advert

Maths: multiplication and division— (3 weeks)

Measurement (time) - tell and write the time from an analogue clock (12 hour). Record and compare time in terms of seconds/minutes/and hours. know the number of seconds in a minute and the number of days in each month/year. (2 weeks)

Computing:

We are communicators– Use computer networks to communicate safely using video and text

Enrichment

Build a flying machine—DT

Wacky Races—which car goes furthest?

Trip to Science museum—
Wonderlab exhibit—forces.

Assessment Foci

Science: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Art/DT: Adapt and improve their own work

Music: Ongoing performing, singing and instrumental assessments

Computing: Use computer networks to communicate safely using text and video.

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.

Foundation Skills

PE: use running, jumping, throwing and catching in isolation • develop flexibility, strength, technique, control and balance, for example through athletics • develop flexibility, strength, technique, control and balance, for example gymnastics • perform dances using a range of movement patterns **UNCRC Article 29**

Art/ DT: compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons • I have asked for the views of others, especially the intended users, to help to improve my design • I know about some significant developments in technology that have helped to shape the world

PSHE/ British Values: Explore the work done by important parts of our bodies and the need to keep fit and healthy. How something which is good or okay can be harmful in excess. Make responsible choices.

RE: Challenge—Why do you judge me? **UNCRC Article 2, 12 & 28**

Music: Learning to play the Ocarina. Develop singing skills .