

Spring Term 2023 Class 3

Enquiry Question: *What is the most powerful force on Earth?*



Curriculum – Discover

During this project, we will explore a range of forces – physical, scientific and philosophical. We will focus on physics, forces in nature and more abstract forces such as kindness, determination, love, hate and forgiveness.

We will compare physical forces with philosophical and abstract ones, adding in our thinking about military force (and its source). Every pupil will have the opportunity to draw their own conclusion about which force is the most powerful.

Literacy

- Adventure story and diary entry based on *The Firework Maker's Daughter* by Philip Pullman.
- Letter writing based on *The Train to Impossible Places* by P.G. Bell
- Fantasy story based on *Dreamgiver* – a digital text.
- Creation of a double page spread to answer the question: What is the most powerful force on Earth?
- Spelling patterns, punctuation and grammar learning (SPaG) following the Year 3/4 curriculum objectives.
- Continued development of the children's reading skills, particularly in their understanding of a range of texts.

Our Class Novels:

Ice Palace by Robert Swindells
The Iron Man by Ted Hughes
The Queen's Nose by Dick King-Smith

Maths:

Y3: Multiplication and division, measurement (length and perimeter; mass and capacity) and fractions.

Y4: Multiplication and division, measurement (length and perimeter) fractions and decimals.

Launch Day

Initial discussion:

What do you think is the most powerful force on Earth? Why?

Volcanoes:

Creating volcanoes out of papier mâché and causing them to erupt. Independent research; presentation of learning to the class. Creation of posters about famous active volcanoes.



Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces 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 based on 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.

Electricity

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

Other curriculum areas:

- ART/ DT: Various art skills and creating a buzzer alarm in DT.
- Computing: Understanding the Internet.
- History: The impact of the railways.
- Geography: volcanoes, earthquakes, rivers
- RE: What does it mean for someone to follow God? (Christianity) How do festivals and worship show us what is important to Muslims?
- PSHE - JIGSAW: Dreams and Goals; Healthy Me.
- Music: African drumming

Intended Outcome

Pupils will share their learning in a class assembly. They will build models of volcanoes and design and build a buzzer alarm. The class will hold a “Drum-athon” to raise funds for a charity.

Important Diary Dates

- Spring Term launch day: January 4th 2023
- Art Exhibition: Friday 6th January 2023
- Half term: 13th – 17th February (inclusive)
- World Book Day: 2nd March 2023
- Class Assembly: W/comm. 13/3/23
- “Drum-athon”: TBA



This overview shows the intended learning, which may change in response to the interests of the children.