

Spring Term 2025 Class 3

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



Curriculum – Discover

During this project, we will explore a range of different forces, including physical forces such as; gravity, magnetism, and electricity; forces in nature such as volcanoes, earthquakes, and tsunamis; and more abstract forces such as kindness, willpower and hope. We will examine how actions and choices have consequences whether they be positive, negative, or even neutral according to the situation and the various forces involved.

Literacy

- Adventure story and diary entry based on *The Firework Maker's Daughter* by Philip Pullman.
- A science recount – do all magnets pull paperclips from the same distance?
- Playscripts based on the Great Plague.
- Fantasy narrative based upon the digital story 'The Dreamgiver'.

Our Class Novels:

- *The Railway Children* by Edith Nesbitt.
- *The Secret Garden* by Frances Hodgson Burnett.

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: Using 'Book Creator' to create a book. Designing a program to create shapes and patterns.
- History: The introduction, development and impact of the railways in Great Britain.
- Geography: volcanoes, earthquakes and tectonic plates.
- 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.

Intended Outcome

Pupils will share their learning in a class assembly. They will build models of volcanoes and design and build a buzzer alarm. Pupils will reflect upon their learning journey and consider which forces they believe are the strongest.

Important Diary Dates

- World Book Day – Thursday 6th March
- Parents' Evening – Tuesday 25th and Thursday 27th March
- Class 3 assembly for parents – Tuesday 1st April
- Class 3 visit to Bodmin Railway – date TBC



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