From Flint to Forge

Year 3/4 | Autumn term 2 | Mr Masters

Science

Forces and magnets

In science, children are learning about forces and how they appear in everyday life, such as pushing or pulling objects. They explore how objects move differently on various surfaces, like a ball rolling faster on smooth ground than on rough. Students also study magnets, identifying different types and learning how magnetic poles attract or repel each other, using diagrams with arrows to illustrate these interactions. Through experiments, they observe how objects behave on different surfaces and use their findings to make predictions.

Computing:

Unit 4.8 Hardware Investigators

To understand the different parts that make up a computer.
To recall the different parts that make up a computer.

Maths

Multiplication and Division:

Y3:
Addition
Subtraction
Multiplication
Division

Y4:
Addition
Subtraction
Measuring area
Multiplication
Division

Literacy

Writing:

Brochures – *The Barnabus Project* by The Fan Brothers: Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue

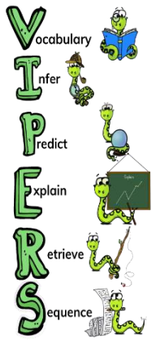
Sequel stories – *FArTHER* by Grahame Baker Smith: Retellings, recounts (postcards), setting descriptions, diary entries, instructions

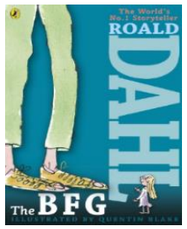
Reading:

VIPERS work in texts:

The BFG by Roald Dahl

N*ew and Collected Poems for Children* by Carol Ann Duffy





DT

Making a slingshot car:

Measure and compare the distance travelled by different mechanical cars.
Choose and use appropriate tools and materials to make mechanical cars.
Draw exploded diagrams and annotated sketches of my different mechanical cars.
Use a problem statement to identify the design criteria.
Assess the product against the design criteria.
Conduct market research into existing products.

Spanish

Phonics 1 and 2

Shapes

Religious Education

How do festivals and family life show what matters to Jewish people?

Personal, Social and Emotional Development

Economic wellbeing

Physical Education

Dance

Wild Tribe

History

Would you prefer to live in the stone age, bronze age or iron age?

- Accurately place AD and BC on a timeline.
- Identify conclusions that are certainties and possibilities based on archaeological evidence.

Explain the limitations of archaeological evidence.

- Use artefacts to make deductions about the Amesbury Archer's life.

Identify gaps in their knowledge of the Bronze Age.
Explain how bronze was better than stone and how it transformed farming.
Explain how trade increased during the Iron Age and why coins were needed.

- Identify changes and continuities between the Neolithic and Iron Age periods.