

Unit Name: Use the Force!

Learning Mission: Spread kindness and challenge bullying behaviour

UN Right Article 2: The right to protection against discrimination



Hook: Visitor Aaron Maclean (Footballer/anti-bullying performance)

Beautiful Outcome: Awards Ceremony: Acts of Kindness

In **English**, the children will continue to engage in Whole Class reading sessions and Writing to develop their fluency in reading and writing effectively. In Reading, they will develop their understanding of texts by learning new vocabulary answering questions about what they have read or heard and improve their vocabulary. In Writing, they will use their sounds to write words, compose sentences orally and write a short discussion and persuasive text. This half term our text is "The Iron Man" by Ted Hughs.

In **Maths**, pupils will learn numbers up to 1000 and focus on how to compose and decompose numbers, compare, order and look for patterns. They will then look at simple addition and subtraction before moving to addition and subtraction where renaming is required. Once pupils master addition and subtraction, they start to look at problem-solving questions and practice using bar models.

In **Computing**, the children will use technology purposefully. They will understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.

In **Science**, force is a push or a pull. When an object moves on a surface, the texture of the surface and the object affect how it moves. The strongest parts of a magnet are the poles. They will also learn that for some forces to act, there must be contact e.g. a hand opening a door, the wind pushing the trees. Some forces can act at a distance e.g. magnetism. poles. Magnets have two poles – a north pole and a south pole.

Class Assembly:
Purple Class *date tbc*

In **Design & Technology**, the children will learn how to design and build a toy that uses air pressure to create movement. They will develop their ideas using both thumbnail sketches and exploded diagrams. As part of the practical task, they will select appropriate materials and equipment to construct a working pneumatic system, assembling it within a housing to create the desired motion and completing a finished toy that meets the design brief.

In **Musical Learning**, pupils will focus on the unit of work that consists of clearly sequenced lessons with planning, key learning and outcomes that support the Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. They will explore: **Social Question:** How Does Music Bring Us Closer Together? As they progress through the unit.

In **French**, the children will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.

In **RE**, children will develop their understanding of Jewish festivals and special days through exploring a variety of Jewish objects and stories. The work undertaken during the lessons enables pupils to explore deeper meaning of Jewish artefacts.

In **P.E**, the children will perform dances using a range of movement patterns. They will learn that a dance contains 5 aspects such as stillness, gesture, jump, movement and turn. They will also understand that beats are used to move.

In **Personal, Social and Health Education**, children will be looking into the topic of celebrating differences. This will include looking into the friendships children make and how they change over time. This term children will also look into the societal issue of discrimination and how to challenge this critical topic.