

Learning Flow

Year 3 Science – Term 1– Forces

What do we already know?

- Topic Toolkit – Prior knowledge , What do we already know? What questions do we have? What is a significant individual? How might they have changed our world?

What is a magnet?

- Describe, Observe, Predict.

Consider prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions.

What materials are magnetic?

- Identify and classify.

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Setting up simple practical enquiries, comparative and fair tests.

Magnetic vs non-magnetic?

- Sort/ group into magnetic and non-magnetic
- Make predictions and record observations.

Asking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations. Using straightforward scientific evidence to answer questions. Using results to draw simple conclusions. Reporting on findings from enquiries

Magnetic forces

- Observe, compare and record.

Making systematic and careful observations. Using straightforward scientific evidence to answer questions or to support their findings.

Exploring/ Investigating

- Investigate magnetic forces and their strengths.
- Plan, record, interpret, conclude and evaluate.

Setting up simple practical enquiries. Making systematic and careful observations. Using straightforward scientific evidence to answer questions or support findings. Identifying differences or similarities related to simple scientific ideas and processes. Using results to draw simple conclusions, make predictions for new values.

How do forces affect objects?

- Investigate and compare how objects move on different surfaces.

Identifying differences or similarities related to simple scientific ideas and processes. Setting up simple practical enquiries. Making systematic and careful observations. Using straightforward scientific evidence to answer questions or to support their findings. Reporting on findings from enquiries

What do we know now?

- Knowledge demonstration- video
- Quiz.
- Flashforward- Next term. What do we know?

Learning Flow

Year 4– Science– Term 1– States of Matter part 1

What do we already know?

- Topic Toolkit – Prior knowledge , What do we already know? What questions do we have? What is a significant individual? How might they have changed our world?

What is a solid, liquid or gas?

- Describe, compare and sort.

I can describe the characteristics of different states of matter and group materials on this basis

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

What happens to a liquid when it is heated?

- If a liquid evaporates quickly what does this mean?
- Investigate

Setting up simple practical enquiries, comparative and fair tests.

What happens to a liquid when it is cooled?

- What materials would keep the ice cold for the longest? – whole class investigation.

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

What happens to a liquid when it is heated and then cooled?

- Ask questions
- Investigate

Identifying differences, similarities or changes related to simple scientific ideas and processes.

Why is evaporation and condensation important?

- Make connections: identify the role that evaporation plays in the water cycle.

I can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle (Y4)

Significant Scientists

Bernard Palissy (1510–1590)

Bernard Palissy was a French potter and scientist. He 'discovered' the modern theory of the water cycle.



What do we know now?

- Knowledge demonstration– video
- Quiz.
- Flashforward– Next term. What do we know?

Learning Flow

Year 3– Geography – Term 1– Rivers, Hills and Mountains

What do we already know?

Topic Toolkit – Prior knowledge , What is Geography? Why it important? What do we already know? What questions do we have?

What are hills and how are they formed?

- Different types of hills
- Hill features
- Hills in the UK Know what hills are and different types of hills.

L1-Pupils can identify and compare key areas on a map of Europe and compare and contrast. Such as hills, volcanos, mountains and rivers.
- Pupils will compare different UK hills based on their features.

What are mountains?

- What is a mountain and how is it different to hills?
- Know some of the tallest mountains and mountain ranges in the UK.

How are mountains shown on maps?

- Topographical maps
- Locate and label mountains and mountain ranges in UK

L1-Pupils can identify and compare key areas on a map of Europe and compare and contrast. Such as hills, volcanos, mountains and rivers. - Pupils will identify different mountains on a map.

How are rivers and mountains linked?

- Sources of rivers often in mountains
- Follow course of river on map physical features

The Water Cycle

- How it connects mountains and the journey of a river.
- Key terms. What are they? Evaporation, condensation, precipitation and collection.

Comparing rivers and canals.

- Identify significant rivers as well as discuss differences between natural rivers and the man-made canal.
- Why have man-made canals?

01 - Pupils can take digital photographs of the main features of the school or local area and plot them on to a map to show the route round the school, using coordinates to show where these key features are.

02- Use locational language to describe the location of points on a map of the school/local area in reference to the canal.

What do we know now?

- Knowledge demonstration- Draw it
- Quiz.
- Flashforward- Next term. What do we know?

Learning Flow

Year 4– Geography– Term 1 – Mountains

What do we already know?

Topic Toolkit – Prior knowledge, What is Geography? Why is it important? What do we already know? What questions do we have?

What are mountains?

- Mountains are a natural part of the landscape with steep slopes.
- They rise above 300m.
- They have a summit of at least 600m.

How are mountains formed?

Are there different types of mountains?

- Fold mountains.
- Fault-block mountains.
- Volcanic mountains.
- Dome mountains.
- Plateau mountains.

How do maps represent mountains?

- Use atlases, maps, globes to find: Ben Nevis, Mount Olympus, Mount Everest.
- Contour lines.

How are Mountain ranges similar and different?

- Describe geographical similarities and differences between 2 mountain ranges: Himalayas and Alps.

L1 Pupils can identify the different climate zones across the world.

How do mountains and mountain ranges impact human geography?

- Describe and explain the impact on different types of mountains on human settlement and tourism.

D1- Pupils can explain the key features of mountains across the world and the impact on human geography.

How do mountains and mountain ranges impact human geography?

- Explore the Risks and Dangers of Mountains.

D1- Pupils can explain the key features of mountains across the world and the impact on human geography.

What do we know now?

- Knowledge demonstration- Tourist Guide
- Quiz.
- Flashforward- Next term. What do we know?

Learning Flow

Year 3 & 4– RE – Term 1 – What is it like to follow God?

What do we already know?

Topic Toolkit – Prior knowledge, What is Geography? Why is it important? What do we already know? What questions do we have?

Exploring the Bible

- A Bible is a collection of stories, it has divisions, chapters and verses.
- Explore the story of Noah.
- Why do Christians and Jewish people still read this story today?

Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.

Who is Noah?

- Discuss the trust that Noah has with God.
- People have responsibilities given by God – part of being the People of God is trying to live by God's commands.

What is a covenant?

- God isn't just giving rules, He also has a promise to keep.
- What was God's covenant with Noah?

How do promises make the world a better place?

- What was it like for Noah and his family to follow God?
- Discuss jobs and their promises.
- Discuss the covenant between God and the creatures he created in the Noah story.

Show how Christians put their beliefs into practice in different ways, for example in different denominations.

Why do we make promises?

- Christian wedding vows and discuss how promises are made at weddings.
- Making these promises to each other and God might help a Christian couple in their married life.

Show how Christians put their beliefs into practice in different ways, for example in different denominations.

Apologising

- What symbol does God send?, what symbols are in a wedding ceremony?
- God will always stick with people even when they do bad things. However, in marriages and other areas of life it's important to say sorry when you do something wrong in order to get forgiveness.

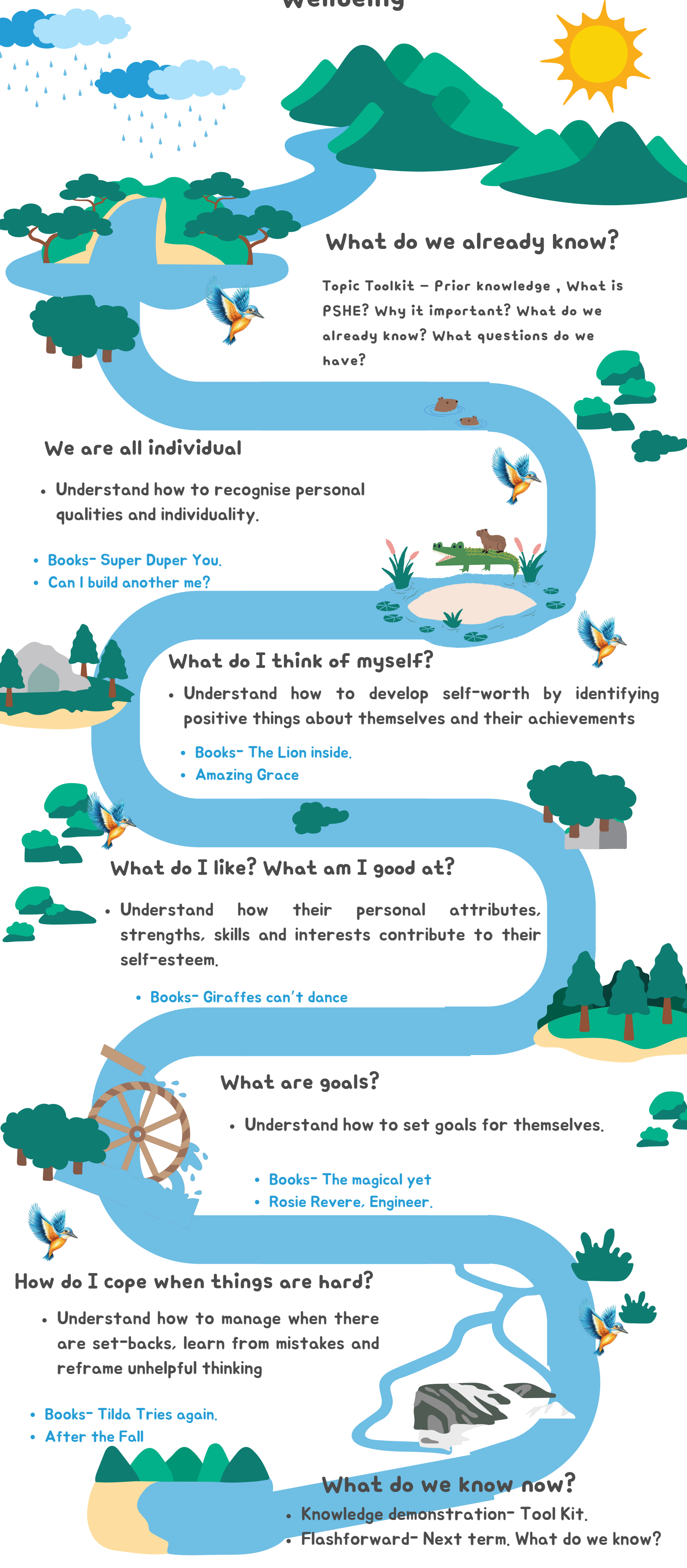
Show how Christians put their beliefs into practice in different ways, for example in different denominations.

What do we know now?

- Knowledge demonstration
- Quiz.
- Flashforward– Next term. What do we know?

Learning Flow

Year 3 & 4– PSHE – Term 1 – Health & Wellbeing



Learning Flow

Year 3 & 4– Art – Term 1 – Drawing and Painting

