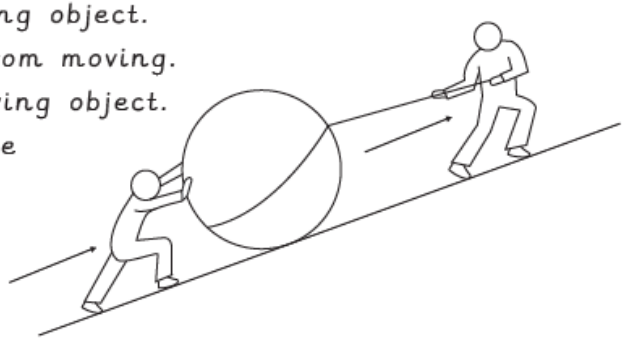
Science - Forces and magnets

A force is a push, a pull or a twist.

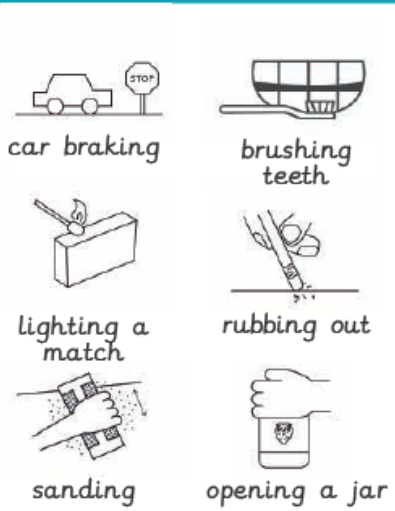
Forces can have the following effects:

- Starts an object moving.
- Changes the direction of a moving object.
- Speeds up a moving object.
- Stops an object from moving.
- Slows down a moving object.
- Changes the shape of an object.



Friction is useful when it:

- Helps a car brake.
- Lights a match.
- Rubs out mistakes.
- Opens a jar.
- Brushes teeth clean.
- Sands down wood.

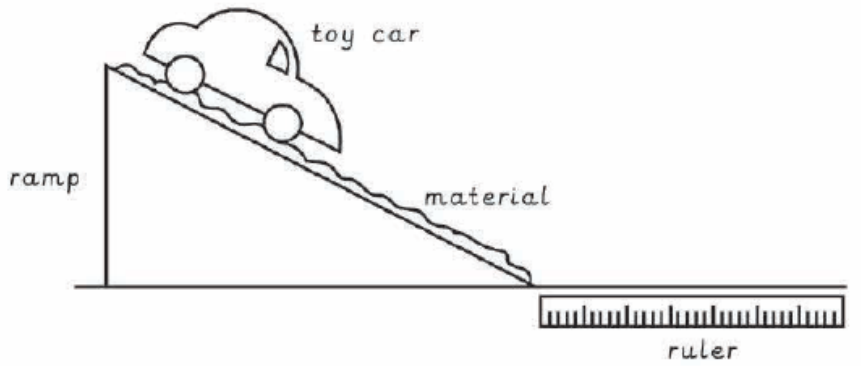


Contact forces are caused by contact between two surfaces.

Friction is a contact force that acts between surfaces that are sliding over one another.

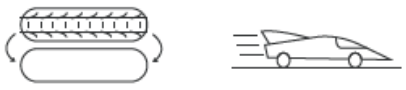
It acts in the opposite direction to motion.

The rougher a surface is, the more bumps it has and the more points of contact there are between the two surfaces. More points of contact create more friction. More friction leads to a greater slowing effect on the object.



Friction is not useful when it:

- Slows down racing cars.
- Wears down car or bike tyres.



Science - Forces and magnets

Non-contact forces can act at a distance.

Examples of non-contact forces are:

- Magnetism.
- Gravity.

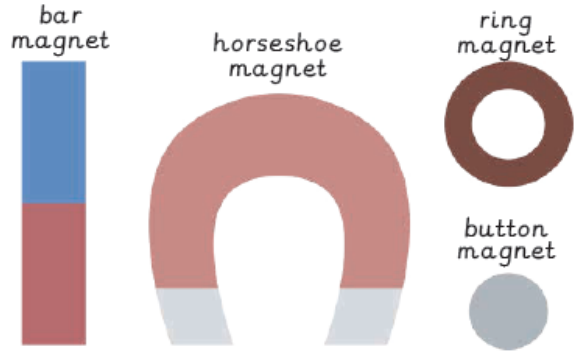


gravity



magnetism

There are different types of magnets. They can have different strengths.

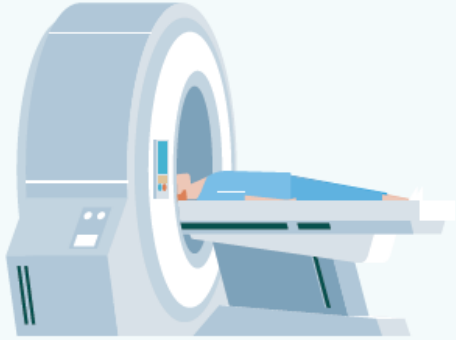


Magnets are used in compasses, fridge magnets, toys, jewellery, handbags, furniture, paints and polishes.





Electromagnets are magnets that can be turned on and off using electricity.



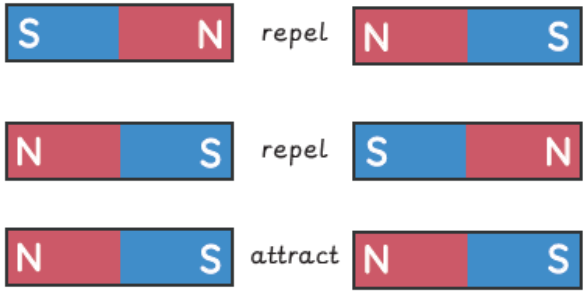
They are used in doorbells, speakers, motors, Maglev trains, MRIs and on cranes.

Magnetism is the non-contact force that comes from a magnet.



north pole south pole

Magnets have a **north pole** and a **south pole**. The opposite poles of magnets attract and like poles repel.



Magnetic materials are attracted to a magnet. Iron and nickel are magnetic metals. Objects that contain them will be attracted to a magnet.

Geography - Why do people live near volcanoes?

Layers of the earth

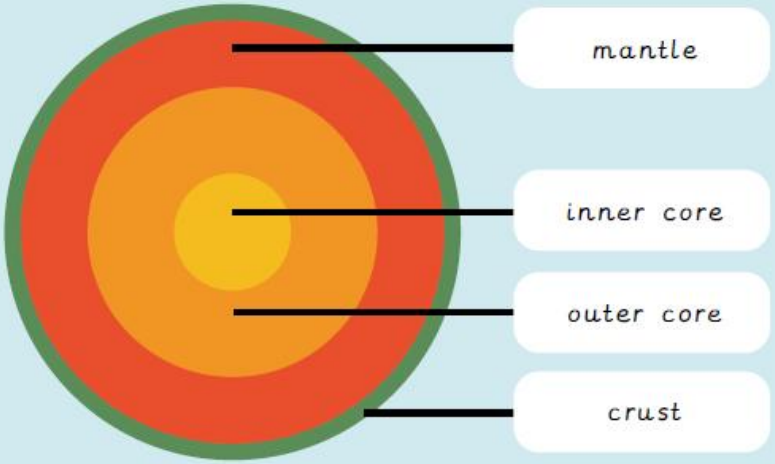
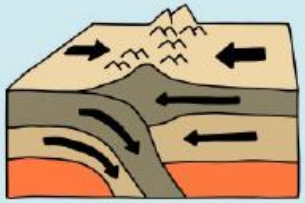


Plate boundaries



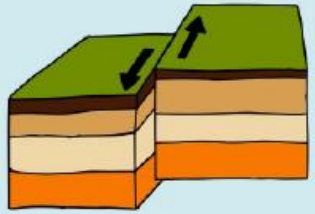
convergent

This is where two tectonic plates meet. The ground can fold up, creating fold mountains.



divergent

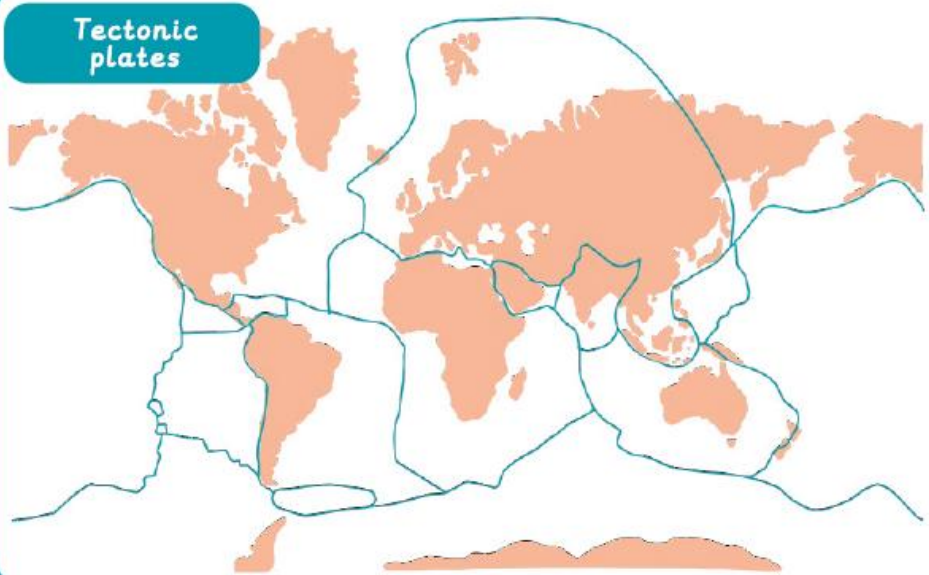
This is where two tectonic plates move apart. Magma can come through the gap, creating a volcanic mountain.



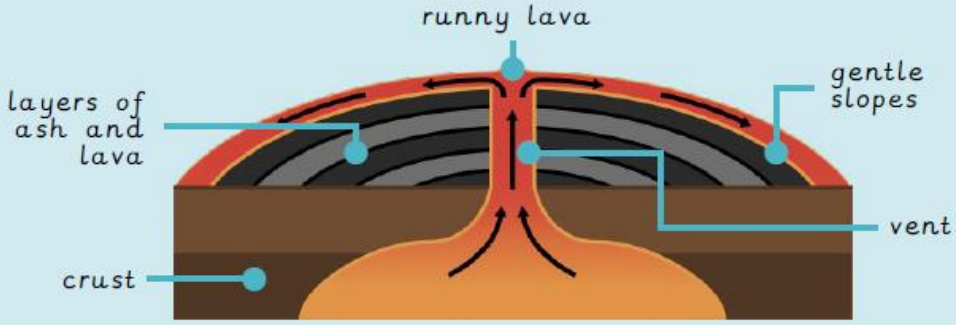
transform

This is where two tectonic plates slide past one another. Cracks in the plates can cause fault-block mountains.

Tectonic plates



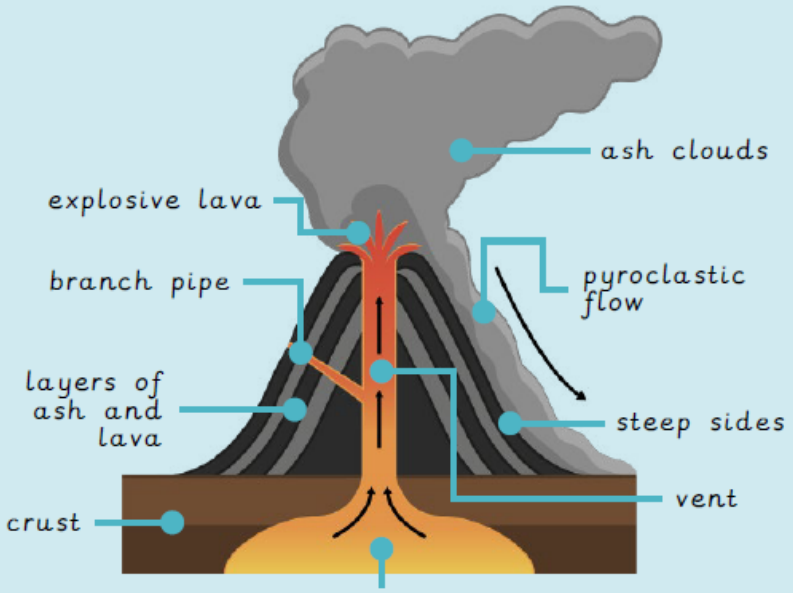
Shield volcano



A less-explosive, gently sloping volcano.

Geography - Why do people live near volcanoes?

Composite volcano



An explosive, steep-sided volcano.

Negative and positive effects of living near a volcano

Negative

- People may be injured or killed.
- Forests and farmland may be destroyed.
- Homes may be destroyed.
- Carbon dioxide emissions contribute to climate change.
- Ash clouds can pollute rivers, killing fish.
- Tsunamis and earthquakes may happen.

Positive

- Rich, fertile soil is created.
- New land is created over time from hardened lava.
- Volcanoes can be beautiful landscapes.
- Hot springs and skin-brightening mud attract tourists.
- Tourism to volcanoes creates jobs.
- Geothermal energy from the steam is environmentally friendly.
- Mining for precious stones and minerals around a volcano creates jobs and provides materials for making jewellery, electronics and other valuable products.

Volcano classification

active

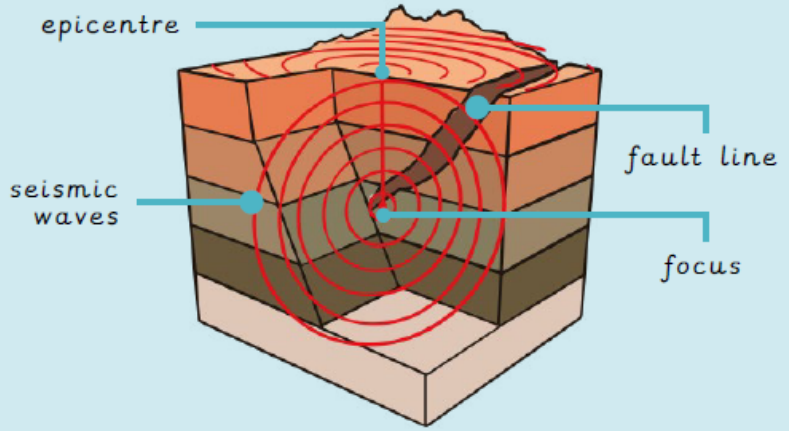
A volcano currently erupting or is likely to erupt soon.

extinct

A volcano that has not erupted in 10,000 years and is not expected to erupt again.

dormant

A volcano that may erupt again but has not erupted for a while.

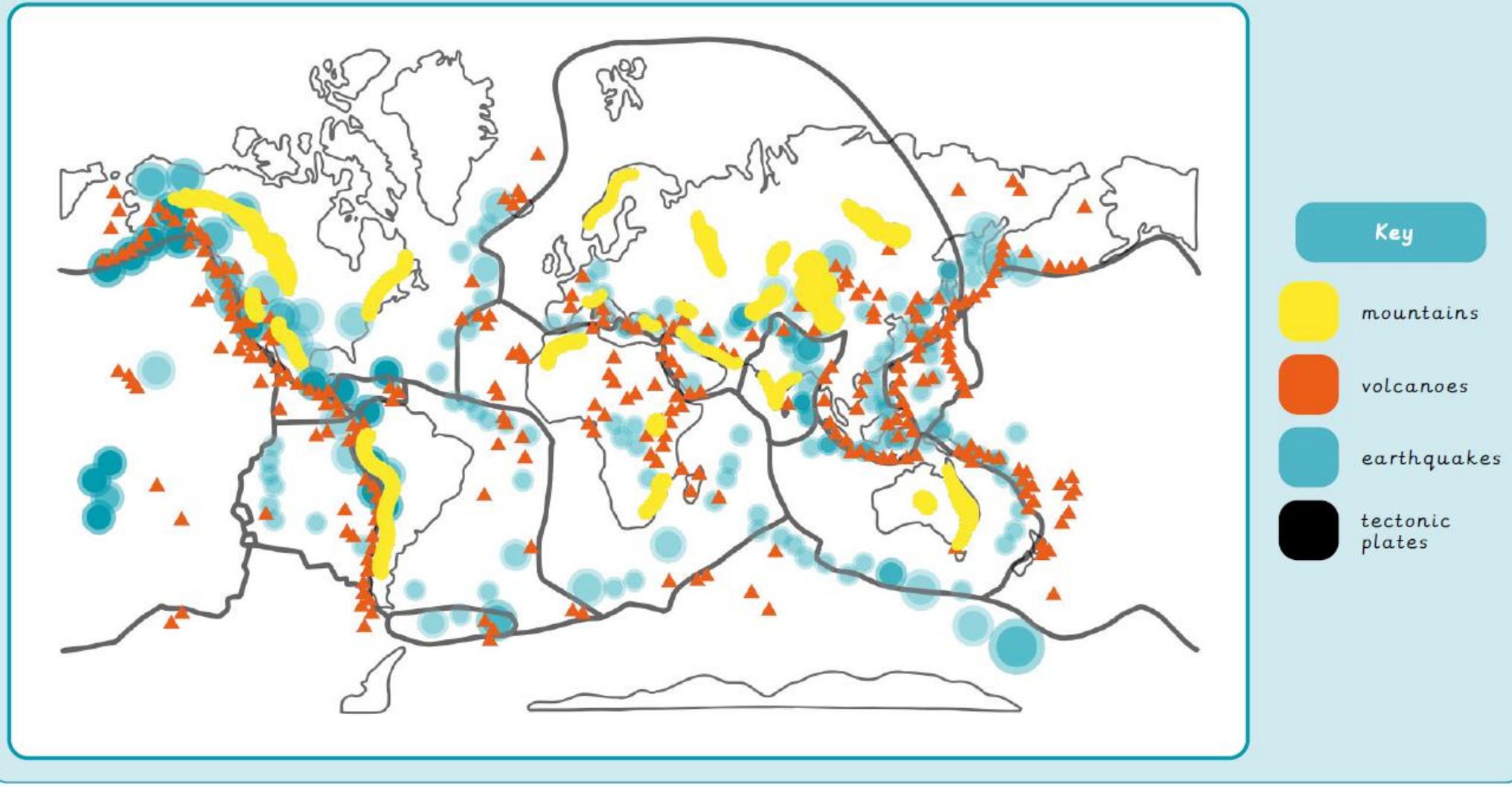


earthquake

A shaking of the ground caused by tectonic plates moving.

Geography - Why do people live near volcanoes?

Map of mountains, volcanoes and earthquakes



Year 3: Jazz

Musical style: Jazz

This unit is about Jazz music, including the styles of Ragtime, Traditional jazz and Swing. It was started by African-Americans in New Orleans, who mixed African and European musical styles together to create the Jazz style.



FAMOUS JAZZ MUSICIANS

- Scott Joplin
- Cab Calloway
- Ella Fitzgerald

Instruments



Vocabulary

1890-1920	Ragtime	Early jazz piano music which uses syncopation and off-beats.
1917	Traditional jazz	A type of jazz music using a large band with call and response and improvisation.
1926	Scat	A type of jazz singing where the vocalist makes up sounds and rhythms to mimic the sound of instruments.
	Motif	A short pattern of pitches used repeatedly.
	Swung rhythm	A pair of quavers which are not played equally.
	Syncopation	Playing or emphasising the off beat.
	Tempo	The speed or pace of the music. It can change throughout a piece of music.
	Rhythm	A pattern of long and short sounds (and silences) within a piece of music.
	Off-beat	The beats in between the ones you would naturally clap on.
	Call and response	When the leader sings or plays a part, and everyone sings or plays a response back.
	Improvising	Making up music as it is played or performed.

Ask AI Assistant
Why is this information important?

D&T - Eating seasonally

Key facts



Fruits and vegetables are full of vitamins, minerals and fibre. The different colours give a clue to what they contain.



Blue and purple: vitamin C and fibre.



Red: vitamin A and vitamin C.



Green: vitamin E, iron, B vitamins and calcium.



Orange and yellow: vitamin A, vitamin C and fibre.



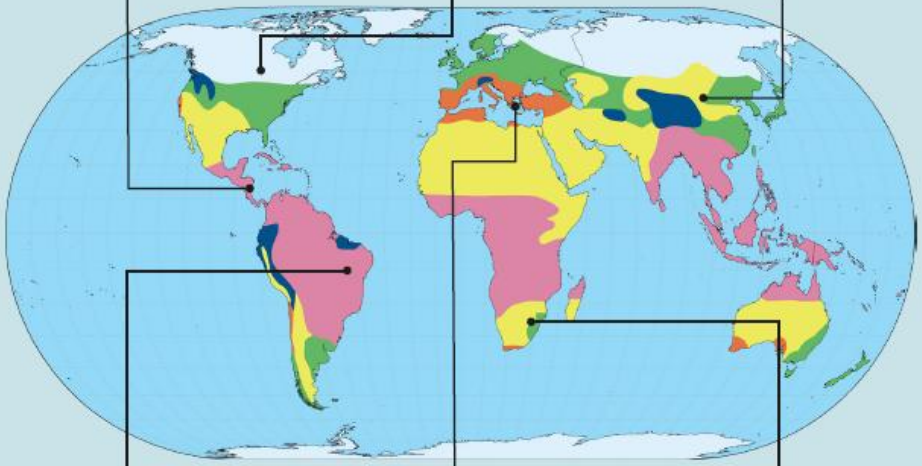
pumpkins from Mexico



soya beans from Canada



plums from China





bananas from Brazil



olives from Greece



watermelons from South Africa

D&T - Eating seasonally

appearance	The way something looks.
climate	The weather conditions that an area usually has.
complementary	Things that go together like colours or flavours.
design	A plan for a recipe or dish.
evaluate	To decide how good something is.
export	Food sold to another country.
import	Food bought from another country.
ingredients	Foods that a recipe is made from.
peel	To remove the skin of fruit or vegetables.
seasonal	Food that grows at a certain time of the year.
temperate	A climate with four seasons like the UK.
texture	The way food feels in your mouth.
weather	The temperature or conditions outside.



cutting



grating



spreading



taste testing



peeling

LANGUAGE ANGELS

Language: French | Teaching Type: Intermediate Language | Unit: As-tu un animal ?



Unit Objective:
To say what pet you have and do not have in French

By the end of this unit we will be able to:

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in French what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions **et** (and) and **mais** (but) to make more complex and interesting sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units.
- Vocabulary from 'Presenting Myself' and 'My Family' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in French have gender and this has an impact on the determiner.

Skills we will develop:

To work on creating longer, accurate yet authentic pieces of spoken and written French using the conjunctions '**et**' and 'mais'. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

Activities we will complete:

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting **j'ai**... (I have) learning how to say **je n'ai pas de/d'**... '(I don't have) plus the pet in French. Learning how to use the structure **qui s'appelle** and complete more demanding listening and reading tasks. There will a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

Grammar we will learn & revisit:

Indefinite articles, high frequency verbs & negative.
Revisiting 1st person singular conjugations of high frequency verbs **je m'appelle, j'ai, je suis** and **j'habite**. Indefinite articles/determiners **un** and **une**. Negative structure **je n'ai pas de/d'...**

Phonics & pronunciation we will see:

Recommended phonics focus: **É E È EAU EUX**

- **É** sound in **Cécile**
- **E** sound in **je & de**
- **EAU** sound in **oiseau**
- **Silent letters**. 'S' is not pronounced in **mais** or **souris** and the t is not pronounced in **et & chat**. 's' &'t' are often silent at the end of French words.
- **'H' Aspiré**. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in **hamster** acts like a consonant which is why it is **'je n'ai pas de hamster'**.
- **Elision 'Je n'ai pas d'oiseau'**. Dropping of the last letter of a word (in this case the 'e' in **ne** and **de**) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.

Vocabulary we will learn & revisit:

8 common pets. **J'ai**... ('I have') will be revisited before introducing the negative reply **je n'ai pas de/d'**...(I don't have). This is all listed on the Vocabulary Sheet.