

Castles & Legends	Week 1 4.1	Week 2 11.1	Week 3 18.1	Week 4 25.1 Half Term	Week 1 1.2	Week 2 8.2
Science Design & Tech	The Fulcrum Challenge To understand basic forces. Investigate how a lever works and the forces involved.	Elastic Energy To weight in grams and kilograms. Investigate the power of an elastic band. (Link to weight in maths use weights to test elastic energy.)	Catapult Investigation To explore, understand and use mechanisms. Chn investigate some ways to use different materials to make simple catapults using simple everyday items. Understand the terms levers, pivots and fulcrum. Chn test different catapults and decide which work best and why.	Design a Catapult To design purposeful products. Challenges 1. Most accurate catapult to hit a target at a distance of 5-7m 2. Fastest to destroy a fort wall made of match boxes 3. Most creative design as decided by 'the King' Show some of the materials they can use. E.g. Garden canes, gaffa tape, wooden spoons, elastic, rubber bands, withes, pool noodles etc	Make Catapults To select from a range of materials according to their functional properties. Chn build the basic structure of their catapult using garden canes, willow and gaffa	Make Catapults To select from a range of materials according to their functional properties. Chn build the lever of their catapult to propel the marshmallows.
Maths	Y2: Tell the time to the nearest ¼ hour; Tell the time to the nearest 5 minutes. Y3: Tell the time to five minutes using analogue, digital & Roman numeral clocks; Understand and use am/pm times appropriately; Y4: Tell the time to the nearest min; use analogue, digital and Roman numeral clocks; use am and pm times appropriately; convert units of time, work out time intervals crossing the hour.		Marshmallow Structures: Investigating the strength of 3D shapes in order to inform their catapult design. Y2: To recognise simple 3D shapes. Y3: Describe, name and sort 3D shapes (cube, cuboid, cylinder, sphere, cone, pyramid).	Y2: Construct a bar graph. Interpret and construct pictograms. Y3: Collect data; display using bar graphs/pictograms (where one picture represents multiple units). Y4: collect data and organise into bar charts and pictograms (where one picture represents multiple units). Use data from catapult investigations.	NRICH: If the World were a Village: Looking at how data is interpreted and represented. Chn investigate ways to (Also approximating amounts, using the vocabulary of fractions and ratios in order to make sense of the	

Maths	<p>Y2: Tell the time to the nearest $\frac{1}{4}$ hour; Tell the time to the nearest 5 minutes.</p> <p>Y3: Tell the time to five minutes using analogue, digital & Roman numeral clocks; Understand and use am/pm times appropriately;</p> <p>Y4: Tell the time to the nearest min; use analogue, digital and Roman numeral clocks; use am and pm times appropriately; convert units of time, work out time intervals crossing the hour.</p>		<p>Marshmallow Structures: Investigating the strength of 3D shapes in order to inform their catapult design.</p> <p>Y2: To recognise simple 3D shapes.</p> <p>Y3: Describe, name and sort 3D shapes (cube, cuboid, cylinder, sphere, cone, pyramid).</p> <p>Y4: with addition of prisms</p>	<p>Y2: Construct a bar graph. Interpret and construct pictograms.</p> <p>Y3: Collect data; display using bar graphs/pictograms (where one picture represents multiple units).</p> <p>Y4: collect data and organise into bar charts and pictograms (where one picture represents multiple units).</p> <p>Use data from catapult investigations.</p>		<p>NRICH: If the World were a Village: Looking at how data is interpreted and represented.</p> <p>Chn investigate ways to (Also approximating amounts, using the vocabulary of fractions and ratios in order to make sense of the information. Understanding of what amounts 'look' like. Number bonds to 100.)</p>
Art	<p>Illuminated Letters</p> <p>Class 2: Chn learn about the medieval art of illuminated lettering.</p>	<p>Transfer Technique/Shield Designs</p> <p>Class 2: Children go over</p>	<p>Embossing/Wax resist on Shields</p> <p>Class 2: Emboss their design onto tin foil. then</p>	<p>Medieval Fashion</p> <p>Class 2: Design a tabard and colour</p>	<p>Dying cloth</p> <p>Chn investigate dying cloth using natural materials.</p>	<p>Making tabards</p> <p>Chn use paints/dyes masking tape etc to create their bold design.</p>