**Year 3 (Phase 2/ Lower Key Stage 2)**

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| **Week** | **Model of Learning** | **Topic** | **Curriculum Standard** | **Learning outcomes** | **Prior Learning** | **Cross curricular links** | **Resources** | **Home learning/ Homework** | **Assessment Platform/ Apps for**  **AFL** | **Key vocabulary** | **Ongoing reflection/**  **Modification** |
| **JANUARY** | | | | | | | | | | | |
| **Week 16**  **(03/01/2021-07/01/2021)** | Blended | **Follow up of all winter break homework. Submission of work and discussion of common mistakes. Follow up of Century tech assignments.**  **Introduction to GL PTS syllabus (all specification points review).**  [**https://elspvtdubai-my.sharepoint.com/:b:/p/sausan/EVKzGkXFSw1GpM8jwWfmSGkB6o5BPSRd323dVqldRODe2Q?e=sAaD8z**](https://elspvtdubai-my.sharepoint.com/:b:/p/sausan/EVKzGkXFSw1GpM8jwWfmSGkB6o5BPSRd323dVqldRODe2Q?e=sAaD8z)  **(The link provides access to the PTS digital administration document. Discuss page 2 with the students)** | | | | | | | | | |
| Blended | **All revision for MYA to be completed in this week** | | | | | | | | | |
| **Week 17**  **(10/01/2021-14/01/2021)** | Blended | **Forces and Movement**  **6.1. Push and pull**  (Number of lessons approx. 1-2) | Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.    Observe how magnets attract or repel each other and attract some materials and not others.    Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | Explore how forces can make objects start or stop moving.  Suggest ideas, make predictions and communicate these.  Measure using simple equipment and record observations in a variety of ways. | N/A | Design and Technology, PE, ICT | Refer to teaching ideas in Unit 6 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EkEP-RAKioZFo_D7bYIBUmcBReU0beK3dLd1_Yn4RttdVQ?e=5yBhpv>  **Resources in Learner’s Book:** Activity 6.1 Question 1, 2, 3.  **Resources in Activity Book:** Exercise 6.1  **Resources in** **Teacher’s resource:** Worksheet 6.1a, 6.1b.  **Practical Activities:** Activity 6.1 from Teaching ideas 6.1 | Exercise 6.1 in the Activity Book.  Worksheet 6.1b. | This initial lesson will allow you to find out about the learners’ understanding about forces by listening to and observing their responses. Can they talk about simple pushes and pulls as forces? Can they describe how forces might stop objects and change their direction?  You can involve the learners in self- assessment by asking them to talk about things they did well in the lesson and things that they would have liked  to change.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Direction  Force  Get faster  Pull |  |
| Blended | **Forces and Movement**  **6.2. Changing shape**  (Number of lessons approx. 1-2) | Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.    Observe how magnets attract or repel each other and attract some materials and not others.    Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | Explore how forces can change the shape of objects.  Collect evidence in a variety of contexts to answer questions or test ideas | Year 2 Properties of materials | Design and technology, Art, ICT, Literacy | Refer to teaching ideas in Unit 6 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EkEP-RAKioZFo_D7bYIBUmcBReU0beK3dLd1_Yn4RttdVQ?e=5yBhpv>  **Resources in Learner’s Book:** Activity 6.2a, 6.2b Question 1, 2, 3.  **Resources in Activity Book:** Exercise 6.2  **Resources in** **Teacher’s resource:** Worksheet 6.2a, 6.2b, 6.2c  **Practical Activities:** Activity 6.2a, 6.2b from Teaching ideas 6.2 | Ask the learners to make a paper or metal foil sculpture. Ask them to make a note of the shape of the sheet of paper at the start and how they applied forces to shape it. | This is another opportunity to elicit understanding and to determine whether learners appreciate the cause and effect of a force and the change of shape.  Can learners describe the changes they observe using scientific terms? Can they collect evidence and present results?  Ask the learners to say whether they think they have grasped the concept of a fair test, using the traffic light system where green means they have grasped it fully, amber means they are not quite sure, and red means they do not follow it at all.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Effect  Observe |  |
| **Week 18**  **(17/01/2021-21/01/2021)** | **Mid Year Assessment** | | | | | | | | | | |
| **Week 19**  **(24/01/2021-28/01/2021)** | **Mid Year Assessment** | | | | | | | | | | |
| **JANUARY/ FEBRUARY** | | | | | | | | | | | |
| **Week 20**  **(31/01/2021-04/02/2021)** | Blended | **Forces and Movement**  **6.3. How big is that force?**  (Number of lessons approx. 1) | Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.    Observe how magnets attract or repel each other and attract some materials and not others.    Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | Know that pushes and pulls are examples of forces and that their sizes can be compared.  Collect evidence in a variety of contexts to answer questions or test ideas.  Suggest ideas, make predictions and communicate these. | N/A | Mathematics, ICT | Refer to teaching ideas in Unit 6 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EkEP-RAKioZFo_D7bYIBUmcBReU0beK3dLd1_Yn4RttdVQ?e=5yBhpv>  **Resources in Learner’s Book:** Activity 6.3 Question 1, 2.  **Resources in Activity Book:** Exercise 6.3  **Resources in** **Teacher’s resource:** Worksheet 6.3.  **Practical Activities:** Activity 6.3 from Teaching ideas 6.3 | Ask learners to list the things at home that require big, medium and small forces to move them.  Exercise 6.3 in the Activity Book. | Can learners compare forces? Can they talk about the effects of different forces? Can they talk about bigger forces and smaller forces?  Ask the learners to discuss Activity 6.3. What two things did they do well? What would they like to have done better?  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. |  |  |
| Blended | **Forces and Movement**  **6.4. Forcemeters**  (Number of lessons approx. 2) | Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.    Observe how magnets attract or repel each other and attract some materials and not others.    Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | Know that pushes and pulls are examples of forces and that they can be measured with forcemeters.  Measure using simple equipment and record observations in a variety of ways. | N/A | Mathematics, ICT | Refer to teaching ideas in Unit 6 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EkEP-RAKioZFo_D7bYIBUmcBReU0beK3dLd1_Yn4RttdVQ?e=5yBhpv>  **Resources in Learner’s Book:** Activity 6.4 Question 1, 2.  **Resources in Activity Book:** Exercise 6.4  **Resources in** **Teacher’s resource:** Worksheet 6.4.  **Practical Activities:** Activity 6.4 from Teaching ideas 6.4 | Exercise 6.4 in the Activity Book. | N/A | Forcemeter  Newton |  |
| **Week 21**  **(07/02/2021-11/02/2021)** | Blended | **Forces and Movement**  **6.5. Friction**  (Number of lessons approx. 2) | Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.    Observe how magnets attract or repel each other and attract some materials and not others.    Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | Explore how forces, including friction, can make objects move faster, slower or change direction.  Suggest ideas, make predictions and communicate these.  With help, think about collecting evidence and planning fair tests.  Measure using simple equipment and record observations in a variety of ways. | Year 2 Properties of materials | Mathematics, ICT | Refer to teaching ideas in Unit 6 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EkEP-RAKioZFo_D7bYIBUmcBReU0beK3dLd1_Yn4RttdVQ?e=5yBhpv>  **Resources in Learner’s Book:** Activity 6.5  **Resources in Activity Book:** Exercise 6.5  **Resources in** **Teacher’s resource:** Worksheet 6.5a, 6.5b, 6.5c.  **Practical Activities:** Activity 6.5 from Teaching ideas 6.5 | Ask the learners to draw their home and add drawings to show at least four examples where friction features. For example, on the floor, mats or carpets as they walk, holding onto handles, holding onto banister rails, opening jars, bottles, etc.  Exercise 6.5 in the Activity Book. | N/A | Friction  Grip  Rough  Smooth |  |
| Blended | **Scrapyard challenge** | Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.    Observe how magnets attract or repel each other and attract some materials and not others.    Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials.  To compare and group materials according to whether they are magnetic by sorting materials. | Children will have learnt about forces as pushes and pulls in lesson 1 and investigated friction in lesson 2. | ICT, Literacy | Scrapyard challenge lesson pack from **twinkl** (Scrapyard challenge)  <https://drive.google.com/drive/folders/1QIIwA1FIljIiUjfJO1RAD3i8C5U4MDH9?usp=sharing> | Make a collage of magnetic and non-magnetic materials. | Self-assessment using the success criteria grid in lesson pack.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Force Magnet Magnetic  Attract  Magnetic field. |  |
| **Week 22**  **(14/02/2021-18/02/2021)** | Blended | **Magnet Strength** | Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.    Observe how magnets attract or repel each other and attract some materials and not others.    Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | To observe how magnets attract or repel each other and attract some materials  and not others by investigating the  strength of different magnets. | Children will have learned about magnets and magnetic materials in lessons 2 and 3. | Literacy, Mathematics, ICT | Magnet strength lesson pack from **twinkl** (Magnet strength)  <https://drive.google.com/drive/folders/1QIIwA1FIljIiUjfJO1RAD3i8C5U4MDH9?usp=sharing> | Find out what the different types of magnets are used for. | Self-assessment using the success criteria grid in lesson pack.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Magnet Attract Force |  |
| Blended | **Magnetic poles** | Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.    Observe how magnets attract or repel each other and attract some materials and not others.    Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | To describe magnets as having two poles  and to predict whether two magnets will  attract or repel each other, depending  on which poles are facing by making a  compass to hunt for treasure. | Children will have learnt about magnetic attraction in lessons 3 and 4. | Literacy, Art, ICT | Magnetic poles lesson pack from **twinkl** (Magnetic poles)  <https://drive.google.com/drive/folders/1QIIwA1FIljIiUjfJO1RAD3i8C5U4MDH9?usp=sharing> | Make a poster to explain how the magnetic poles attract and repel. | Self-assessment using the success criteria grid in lesson pack.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Magnet Pole  North South Attract Repel  Compass Direction |  |
| **Half Term Break for Students (21/02/2021-23/02/2021)** | | | | | | | | | | | |
| **Week 23**  **(24/02/2021-25/02/2021)** | Blended | **Marvellous magnets** | Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.    Observe how magnets attract or repel each other and attract some materials and not others.    Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | To observe how magnets attract or repel each other and attract some materials and not others by making, playing and evaluating a magnetic game. | Children will have learnt about magnetic attraction and repulsion in lessons 3, 4 and 5. | Literacy, ICT | Marvellous magnets lesson pack from **twinkl** (Marvellous magnets)  <https://drive.google.com/drive/folders/1QIIwA1FIljIiUjfJO1RAD3i8C5U4MDH9?usp=sharing> | Why not make a book about magnets? Include information about magnetic materials, types of magnets and magnetic  poles. You could even include pop ups! | Self-assessment using the success criteria grid in lesson pack.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Force Magnet Attract |  |
| Blended | **Forces and Movement** | Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.    Observe how magnets attract or repel each other and attract some materials and not others.    Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.  Describe magnets as having two poles  Predict whether two magnets will attract or repel each other, depending on which poles are facing. | **Unit Test 6+Research activity from Wonderopolis**  [**https://wonderopolis.org/wonder/how-are-magnets-used**](https://wonderopolis.org/wonder/how-are-magnets-used)  **Provide practice questions from GL PTS reports**  [Year 4](onenote:https://elspvtdubai.sharepoint.com/sites/ELSScience/SiteAssets/ELS%20Science%20Notebook/GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one#Year%204&section-id={57CF1F95-3A76-45BD-97AC-E5B990181957}&page-id={A02C48FD-F649-4488-B74C-3FA9A1AFD310}&end)   ([Web view](https://elspvtdubai.sharepoint.com/sites/ELSScience/_layouts/OneNote.aspx?id=%2Fsites%2FELSScience%2FSiteAssets%2FELS%20Science%20Notebook&wd=target%28GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one%7C57CF1F95-3A76-45BD-97AC-E5B990181957%2FYear%204%7CA02C48FD-F649-4488-B74C-3FA9A1AFD310%2F%29)) | | | | | | | |
| **FEBRUARY/ MARCH** | | | | | | | | | | | |
| **Week 24**  **(28/02/2021-04/03/2021)** | Blended | (This topic will be taught from Year 2 Cambridge Primary Science resources)  **Light and dark**  **4.1. Light sources**  (Number of lessons approx. 2) | Recognise that they need light in order to see things and that dark is the absence of light.    Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change. | Identify different light sources including the Sun.  Collect evidence by making observations when trying to answer a science question.  Use first-hand experience.  Predict what will happen before deciding what to do.  Talk about risks and how to avoid danger. Make and record observations.  Make comparisons.  Talk about predictions (orally and in text), the outcome and why this happened.  Ask questions and suggest ways to answer them.  Make suggestions for collecting evidence. | N/A | Art, Literacy, ICT. | Refer to teaching ideas in Unit 4 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EoihZbRIWJlOgtbkUJQkoFMBM9HkLXZ7jEJ7t5GJd2BueQ?e=wjc2XZ>  **Resources in Learner’s Book:** Activity 4.1 Is it a light source?  **Resources in Activity Book:** Exercise 4.1  **Resources in** **Teacher’s resource:** Worksheet 4.1a, 4.1b  **Resource sheet:** 4.1a, 4.1b  **Practical Activities:** Activity 4.1 from Teaching ideas 4.1 | Exercise 4.1 in the Activity Book.  Worksheet 4.1b. | After Activity 4.1, ask learners to show each other their recorded results and talk about what they found out. Ask them to look for similarities and differences in the results. Any differences may need to be tested again. This encourages learners to carry out the scientific enquiry objective of using a variety of ways to tell others what happened.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Light  Moon  Reflect  Sun |  |
| Blended | (This topic will be taught from Year 2 Cambridge Primary Science resources)  **Light and dark**  **4.2. Darkness**  (Number of lessons approx. 1-2)  **Note:** you will need to make dark boxes before the lesson. | Recognise that they need light in order to see things and that dark is the absence of light.    Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change. | Know that darkness is the absence of light.  Collect evidence by making observations when trying to answer a science question.  Use first-hand experience.  Predict what will happen before deciding what to do.  Make and record observations.  Use a variety of ways to tell others what happened.  Talk about predictions (orally and in text), the outcome and why this happened. Review and explain what happened. | Unit 4.1 | Literacy, Mathematics, ICT. | Refer to teaching ideas in Unit 4 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EoihZbRIWJlOgtbkUJQkoFMBM9HkLXZ7jEJ7t5GJd2BueQ?e=wjc2XZ>  **Resources in Learner’s Book:** Activity 4.2 Can you see in the dark?  **Resources in Activity Book:** Exercise 4.2  **Resources in** **Teacher’s resource:** Worksheet 4.2  **Resource sheet:** 4.2  **Practical Activities:** Activity 4.2 from Teaching ideas 4.2 | Exercise 4.2 in the Activity Book. | After Activity 4.2, ask learners to work in pairs and take turns to describe the stages of what they have just done. Choose pairs of learners to repeat their explanations to the whole class. This allows learners to develop the scientific enquiry skills of reviewing and explaining what happened.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Dark  Torch  Flashlight |  |
| **Week 25**  **(07/03/2021-11/03/2021)** | Blended | (This topic will be taught from Year 2 Cambridge Primary Science resources)  **Light and dark**  **4.3. Making shadows**  (Number of lessons approx. 1) | Recognise that they need light in order to see things and that dark is the absence of light.    Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change. | Be able to identify shadows.  Use first-hand experience.  Talk about risks and how to avoid danger.  Make and record observations.  Identify simple patterns and associations. | Unit 4.2 | Literacy, Mathematics, ICT. | Refer to teaching ideas in Unit 4 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EoihZbRIWJlOgtbkUJQkoFMBM9HkLXZ7jEJ7t5GJd2BueQ?e=wjc2XZ>  **Resources in Learner’s Book:** Activity 4.3 Making shadows in the Sun  **Resources in Activity Book:** Exercise 4.3  **Resources in** **Teacher’s resource:** Worksheet 4.3a, 4.3b  **Resource sheet:** 4.3  **Practical Activities:** Activity 4.3 from Teaching ideas 4.3 | Exercise 4.3 in the Activity Book. | After Activity 4.3, ask learners to look at each other’s drawings of shadows and say one thing they like and one thing that they could improve.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Shadow |  |
| Blended | (This topic will be taught from Year 2 Cambridge Primary Science resources)  **Light and dark**  **4.4. Shadow shapes**  (Number of lessons approx. 1-2)  **Note:** you may need to make a screen before the lesson | Recognise that they need light in order to see things and that dark is the absence of light.    Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change. | Be able to identify shadows. Use  simple information sources.  Identify simple patterns and associations.  Review and explain what happened.  Use first-hand experience. | Unit 4.3 | Literacy, ICT, Art | Refer to teaching ideas in Unit 4 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/EoihZbRIWJlOgtbkUJQkoFMBM9HkLXZ7jEJ7t5GJd2BueQ?e=wjc2XZ>  **Resources in Learner’s Book:** Activity 4.4a Making shadow puppets, Activity 4.4b  **Resources in Activity Book:** Exercise 4.4  **Resources in** **Teacher’s resource:** Worksheet 4.4  **Resource sheet:** 4.4  **Practical Activities:** Activity 4.4a, 4.4b from Teaching ideas 4.4 | Exercise 4.4 in the Activity Book | Ask learners to assess each other’s work from Worksheet 4.4 by comparing their predictions with the shadows observed. Challenge learners to describe any differences between the predictions and results and to say why the difference happened.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. |  |  |
| **Week 26**  **(14/03/2021-18/03/2021)** | Blended | (Assessment for this topic will be carried out from Year 2 Cambridge Primary Science resource)  **Light and dark** | Recognise that they need light in order to see things and that dark is the absence of light.    Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change. | **Unit Test 4+Research activity from Wonderopolis**  [**https://wonderopolis.org/wonders?category=&subcategory=&order\_by=&q=light+and+shadow**](https://wonderopolis.org/wonders?category=&subcategory=&order_by=&q=light+and+shadow)  **Provide practice questions from GL PTS reports**  [Year 4](onenote:https://elspvtdubai.sharepoint.com/sites/ELSScience/SiteAssets/ELS%20Science%20Notebook/GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one#Year%204&section-id={57CF1F95-3A76-45BD-97AC-E5B990181957}&page-id={A02C48FD-F649-4488-B74C-3FA9A1AFD310}&end)   ([Web view](https://elspvtdubai.sharepoint.com/sites/ELSScience/_layouts/OneNote.aspx?id=%2Fsites%2FELSScience%2FSiteAssets%2FELS%20Science%20Notebook&wd=target%28GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one%7C57CF1F95-3A76-45BD-97AC-E5B990181957%2FYear%204%7CA02C48FD-F649-4488-B74C-3FA9A1AFD310%2F%29)) | | | | | | | |
| **Week 27**  **(21/03/2021-25/03/2021)** | Blended | **Forces and movement**  (Challenge book) | **6.1. Push and pull**  **6.3. How big is that force?**  **6.5. Friction** | | | | | | | | |
|  | Blended | **Magnets** | **Challenge questions from SAT papers** | | | | | | | | |
|  | Blended | **Light and dark**  (Challenge book Year 2) | **4.1. Light sources**  **4.2. Darkness**  **4.3. Making shadows**  **4.4. Shadow shapes** | | | | | | | | |
| **Spring Break**  **(28/03/2021-08/04/2021)** | | | | | | | | | | | |