

Skills

- Can I interpret and present data from science investigations in bar charts and tables?
- Can I accurately read and record measurements of length, time and weight?
- Can I create a piece of writing in the style of a well-known British author?
- Can I create, draw and describe a super hero of my own and develop a story plot in which they lead?
- Can I compose a super hero poem using a familiar structure?

Hook
'School of Military'
Boot camp day

Design Technology

- Can I design and make a magnetic game suitable for young children to use?
- Can I respond to a scientific problem involving friction in a creative way, using a range of materials and fixings?

Children's experiences
and local context

Extended learning

- Children to conduct Treasure Hunt at home to identify and sort materials which are magnetic or non-magnetic
- Independent research of topic at home

Computing

We are opinion pollsters

- Can I find out and understand how computer networks work including the internet?
- Can I use technology, including the internet, safely, respectfully and responsibly?
- Can I identify a range of ways to report concerns about content and contact?

Science

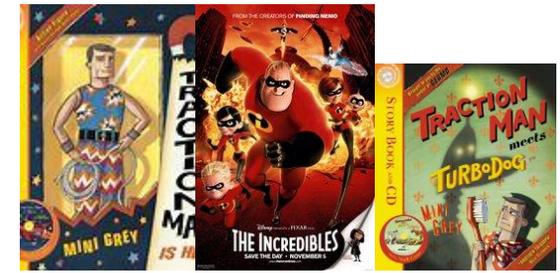
- Can I plan a fair test?
- Can I find out how different surfaces affect movement?
- Can I explore simple forces and recognise their use in everyday life?
- Can I find out which materials are magnetic or not?
- Can I identify which everyday materials are magnetic?
- Can I summarise how magnets work and predict whether two magnets will repel or attract in practical investigations?

How Strong are you?

- Can I design my own super hero?*
- Can I plan and write my own adventure story?*
- Can I explain to a young child what forces are?*
- Can I examine magnets to find out how they work?*
- Can I discover how magnets pull metals?*
- Can I collect, analyse and present data?*

SMSC

- Core Theme: What do different people believe about god?
- Can I reflect on what Hindus and Muslims believe about God?
- Can I identify aspects of common faith practice?
- Can I begin to explore and reflect on my own beliefs?



Year 3 Spring 2 – National Curriculum Coverage

Science- Forces and Magnets

Pupils should be taught:

- 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.

Working scientifically

Pupils should continue:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their thoughts and findings

History- no historical focus this half term

Geography- no geographical focus this half term

Computing- We are opinion pollsters

Pupils should be taught to:

- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design Technology

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Scheme Music - Benjamin Britten – There was a Monkey

Pupils should be taught to

- develop an understanding of the history of music
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

MFL- French

Pupils will be taught vocabulary related to:

The Alphabet

Days of the week

Months

Birthdays

Weather

Money

Religious Education

What do different people believe about god?

- Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).
- Ask questions and suggest some of their own responses to ideas about God (C1).
- Suggest why having a faith or belief in something can be hard (B2).
- Identify how and say why it makes a difference in people's lives to believe in God (B1).

Physical Education- Yoga/Body awareness

Pupils will have the opportunity to

- develop flexibility, strength, technique, control and balance

Science Notes and guidance (non-statutory) Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe). Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.