

SCIENCE

FORCES AND MAGNETS

Pupils should be taught to:

- 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.

Work scientifically

- How well does magnetism pass through or attract different materials?
- Which magnet is strongest?
- Are bigger magnets stronger?
- Are all metal objects attracted to a magnet?

Compare

- how different things move and grouping them;

Raise questions

Carry out tests

Find out

- how far things move on different surfaces

Gather and record

- data to find answers their questions;

Explore

the strengths of different magnets and finding a fair way to compare them;

Sort

- materials into those that are magnetic and those that are not;

Look 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;

Identify

- how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

Other teaching ideas

- Children have magnets and they search for magnetic materials
- Discuss what magnetic materials do near magnets
- Will magnets attract magnetic materials through paper, fabric etc?
- Which part of a bar magnet attracts magnetic materials.
- Children have two bar magnets and explore how they interact
- **Discuss what bar magnets do near other bar magnets**
- Make a fishing game with magnets
- Make a maze game.
- The object has to follow the path/maze on a board with a magnet pulling the object from underneath

COMPUTING

Coding

- To design and write a program that accomplishes a specific goal.
- To design and write a program that simulates a physical system. • To use repetition commands.
- To introduce 'if' statements.
- Debugging.
- To introduce variables.

Online safety sessions based on a relevant topic.

- 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

YEAR 3 SPRING 1

A VICTORIOUS REVOLUTION

ARTS

Art – Famous Victorians – William Morris

- Use sketchbooks to collect and record visual information from different sources
- Experiment with a wide range of drawing implements.
- Apply a simple use of pattern and texture in a drawing.
- Create printing blocks using a relief or impressed method
- Create repeating patterns
- Print with two colour overlays

Hockey

- Demonstrate changes of direction, speed & level in competitive environments or during performances
- Use FUNdamentals of movement to employ simple tactics in competitive environment Displays an understanding
- of fair play, respect and working well with others

HUMANITIES

Ancient Civilisations—Main Study, 'Egyptians'

- Various enquiries including;
- Who were the Ancient Egyptians?
- How can we find out about them?
- Why did they settle along the Nile?
- What did they believe in? How did they live?
- How was medicine different?
- Why were the pyramids built?

Tutankhamun and Nefertiti, who were they and what do we know about their lives?

How was life similar/ different as it from Britain at this time?
Using artefacts, timelines, sources and a trip to the Museum.

FRENCH

All School

Children will be introduced to vocabulary that will enable pupils to talk

- About their school day and favourite subjects.
- About how they travel to school, become familiar with rooms in the school building
- Learn the vocabulary for items of stationary found in a pencil case.

Some children might move on to

- Telling the time in French, which can be used in many other units too.

The unit ends with a story that draws on some vocabulary learned in the units lesson.

By the end children should be able to:

- Respond to simple questions using sentence models from the lesson.
- Confidently use number vocabulary from previous lessons to say what it the time
- Ask simple questions learnt in the unit
- Pronounce vocabulary accurately including the definite of indefinite article.
- Write some singular nouns with their article.
- Recognise if nouns are singular or plural based on their article.