Term: Autumn 3 Year Group 3 2023-2024

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| **Learning Challenge Question: Why does the seesaw go up and down?**WOW – Trip to the parkHomework: How are forces used every day? |
| **Week 1: How do things move in the park?**What can I remember?What do I want to find out?WOW- trip to the parkScience LI: I can identify and classify forces |
| **Week 2: What happens when it is slippy?**Science LI: I can plan a fair testScience LI: I can collect data by measuring |
| **Week 3: What happens when it is slippy?**Science LI: I can present my data in a tableScience LI: I can answer questions about my findings (including evaluating investigation) |
| **Week 4: Do opposites attract?**Science LI: I can classify materials as magnetic or non-magnetic using a magnetScience LI: I can describe the relationships between the magnetic poles |
| **Week 5: Can we do Lego****Lego We Do**Computing LI: I can follow a sequence of instructions to build the various models for LEGO We Do.Computing LI: I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. |
| **Week 6: What is a pulley?**DT LI: I can investigate pulleysDT LI: I can design a fishing game using a pulley and a magnet |
| **Week 7: What is a pulley?**DT LI: I can make my fishing gameDT LI: I can evaluate my game |
| **Week 8: What have I learned?**Double Page Spreads |

Class Novel: Harley Hitch and the Iron Forest by Vashti Hardy

Links and skills

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| **Science Knowledge:**LKS2 Forces and 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.

**Science Skills:*** I can raise my own and other relevant questions about world around me.
* I can begin to make my own decisions about the most appropriate types of scientific enquiry.
* I can set up simple fair test.
* I can look for patterns and relationships.
* I can collect and record data from my own observations and measurements.
* I can present data in tables and bar charts.
* I can draw simple conclusions and answer questions.
* I can use relevant simple scientific language to discuss ideas and communicate findings.
* I can identify new questions arising from collected data.
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| **DT Technical Knowledge:*** understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
* apply their understanding of computing to program, monitor and control their products.

**DT Skills:*** I can generate ideas for an item, considering its purpose and the users.
* I can make labelled drawings from different views showing specific features.
* I can develop a clear idea of what has to be done.
* I can plan how to use materials, equipment and processes.
* I can select appropriate tools and techniques for making my product.
* I can measure, mark out, cut and shape arrange of materials, using appropriate tools, equipment and techniques.
* I can identify criteria that can be used for my own designs.
* I can evaluate my work both during and at the end of the assignment.
* I can evaluate products carrying out appropriate tests.
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