Term: Autumn 3 Year Group 3 2023-2024

|  |
| --- |
| **Learning Challenge Question: Why does the seesaw go up and down?**  WOW – Trip to the park  Homework: 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 park  Science LI: I can identify and classify forces |
| **Week 2: What happens when it is slippy?**  Science LI: I can plan a fair test  Science LI: I can collect data by measuring |
| **Week 3: What happens when it is slippy?**  Science LI: I can present my data in a table  Science 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 magnet  Science 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 pulleys  DT 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 game  DT 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

|  |
| --- |
| **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. |

|  |
| --- |
| **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. |