

School: Windmill Hill Academy	Year Group: Year 3	Class Teacher: Amy Sharpe
Recommendations:		
It is recommended to use Humanities and Creative Subject(s) first as the sub	jects that make strong connections with oth	ner subjects.
Within the term, Science must be a priority subject in at least one or two blo	ocks to ensure it is recognised as a core subje	ect.
Always ensure there are strong connections and links between subjects.		
At times, there may need to be isolated subjects to ensure coverage e.g. RE,	where strong connections cannot be made.	
Always ensure you are subject specific with the children e.g. so they know it	is a geography lesson.	
The school decides whether the 'subject concepts' are covered each year or	over a two year period within the school ve	rtical progression map. Other 'subject concepts'
will be touched upon within a block as part of good quality learning provision	n.	

Whilst a priority capability is chosen, other capabilities will also be touched upon within a block as part of good quality learning provision.

	The Class Learning Map								
Term	Lengt h Of Block (Wee ks)	Learning Connection Block Title (Concept Linked) Key Learning Questions (s) for the Block	Priority Capabilit y based on Class Feedback	Priority Subject for the Block	Subjects Included	Enrichments 'Hook' 'Outcome' To include parents	Inclusion (SEN/ GDS) (E.g. Breadth/ Depth/ Scaffolding for the Subject. Ensuring Wider Application)	Quality English Text(s)	
Autumn	5 weeks	Natural Elements Where are things grown? Can you locate the seas and oceans on a map? Can you use a grid reference? Can you locate the tropics? Can you identify where our food comes from?	Managing feelings	Geography: Place Knowledge/ Skills/ Fieldwork - Where things are grown?- France <u>Science:</u>	Computing: 'Office Skills' and Computationa I Thinking- We are bug fixers MFL: French - Foods DT Mechanical Systems	Hook: Locating names of rivers and seas, cities, countries, tropics, symbols and keys on maps. Use of google earth, four-grid reference. Outcome: Making own moving robot using levers and pulleys.	Geographical knowledge: The World and Continents Locate the world's countries, focusing on Europe and North and South America. WT: Can locate countries in Europe and North and South America on a map or atlas. Can describe some European and North and South American cities using an atlas.	Class Novel: The world came to my place today (Eden project) Leon and the place in between by Angela McAllister and	



Can you draw a map?	Magnets and		Creating a magnetic		Grahame
Can you use map	forces	<b>Isolated</b>	game and whole	WA: Can locate some	Baker-Smith.
symbols?		Subjects:	school assembly.	countries in Europe and North	
		RE		and South America on a map	Newspaper
Do some forces need		PE		or atlas.	reports:
contact between two		Music			Selection of
objects? Can magnetic		SMSC		WB: Can locate most	current news
forces act at a				countries in Europe and North	related to the
distance?				and South America using an	topic.
How do magnets				atlas.	
attract or repel each					Classic Poetry
other and attract				Geographical skills: Map and	Selection
some materials and				Atlas Work	related to
not others? Can you				Use maps, atlases, globes and	topic of
compare and group				digital/computer mapping to	Natural
together a variety of				locate countries and describe	Elements and
everyday materials on				features studied.	adventure ar
the basis of whether				WT: Can use a map to identify	mystery. 100
they are attracted to a				countries in Europe and/or	best poems b
magnet, and identify				North and South America.	Roger
some magnetic					McGough.
materials? Can you				WA: Can use a map or atlas to	Poems for
describe magnets as				locate some countries and	Year 3 Pie
having two poles? Can				cities in Europe or North and	Corbett.
you predict whether				South America.	consett.
two magnets will					Cornish Giant
attract or repel each				WB: Can use an atlas to locate	
other, depending on				many countries, cities and key	Tin man story
which poles are				features in Europe or North	
facing?				and South America.	
Can you test different				Physics: <b>Forces</b>	
methods of levers and				Compare how things move on	
pulleys? Which pulley				different surfaces	
and lever would be				,,,,,,	



best for your design of       Notice that same forces need         the tin mon? How can       contact between two objects,         you make his arms       a distance         gn/p? Can you plan in a       Observe how magnets attract         group? Can you plan in a       Construction         group? Can you plan in a       Conserve how magnets attract         group? Can you plan in a       Conserve how magnets attract         group? Can you design and       car repel each other and         explain your reasons       Compare and group together         for you choices? Can       wareity of everyday         you use and what are       wareity of everyday         you use and what are       magnet; and identify some         you use and what are       pools         you use and what are       pools         you reasons for your       Predict whether two magnets         choice?       WT: Recognise that things         may move differently on       adifferent yon         different surfaces. Recognise       and that others. Recognise         mout and that others are not.       Recognise that things         may move differently       and that others are not.         Recognise that things       and that others are not.         Recognise that tham magnetic       and th	F		 			
you make his arms       but magnetic forces can act at         grip? Can you plan in a       a distance         grip? Can you make       o distance         a prototype? Can you make       o attract some materials and         a prototype? Can you dation       attract some materials and         adraw you design and       exploin your reasons         for your choices? Can       compare and group together         group? What would       materials on the basis of         you evaluate the       magnetic forces can act at         effectiveness of your       a variety of everyday         you a differently?       magnetic forces         you a value the       magnetic forces         effectiveness of your       a magnetic materials         you a valiet of province       a magnetic materials         you reasons for your       predict whether two magnets         you reasons for your       predict whether two magnets         choice?       Writ Recognise that things         may move differently       predict whether we notifies         you reasons for your       attract some materials are not.         choice?       Writ Recognise that things         may move differently       attract some anderials         add that others are not.       Recognise that					-	
image and his hands       of storice         grip? Can you make       observe how magets attract         a prototype? Can you       attract some materials and         a prototype? Can you       attract some materials         a work out design? Whoth would       materials         you use and what are       poles         you use and what are       poles are facing.         Witch materials did       poles are facing.         Witch materials did       poles are facing.         Witch materials did       poles are facing.         Witch mat magnetis field       atthere cach ot					contact between two objects,	
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a prototype? Can you draw your design and explain your reasons for your choices? Can 		grip? Can you plan in a			Observe how magnets attract	
draw your design and explain your reasons for your choices? Can you evaluate the effectiveness of your design? What would you do differently? Which materials did you use and what are your reasons for your choice?       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       a magnet, and identify some magnetic materials         You use and what are your reasons for your choice?       Predict whether two magnets will attract or repel each other, depending on which poles are facing.         WT: Recognise that things may move differently on different surfaces. Recognise that magnetic forces don't require physical contact. Identify that magnets affect each other. Recognise that some materials are magnetic and that others are not. Recognise that magnets affect each other differently, depending on which poles are		group? Can you make			or repel each other and	
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depending on which poles are						
					depending on which poles are	
					facing.	



			WA: Compare how an object,
			such as a toy car, will move on
			different surfaces. Recognise
			the difference between
			contact and contact forces.
			Describe how magnets attract
			or repel each other and
			attract magnetic materials.
			Group materials on the basis
			of testing for being magnetic.
			Describe and identify the
			poles of a magnet. Predict
			outcomes of a particular
			arrangement of magnets.
			WB: Predict how an object
			will move on other surfaces
			and suggest why.
			Explore how magnetic
			attraction and repulsion are
			affected by distance. Explore
			whether some magnets are
			stronger than others. Identify
			some applications of magnets
			and magnetic materials.
			Explore the similarities and
			differences between the two
			poles. Apply ideas about the
			interaction of magnets to
			contexts such as toys.
			Technical Knowledge: Making
			things work



			<ul> <li>WT: That materials can combined and mixed create more useful characteristics. That is have both functional properties and aesthic qualities.</li> <li>WA: How to use learn science to help desig make products that with the correct technical vocabulary for the prise of the prise and linkages of pneumatic systems can be movement.</li> <li>WB: That mechanical electrical systems have input, process and out of the prise of the p</li></ul>	to materials etic hing from h and vork ojects how buch as reate and ve an
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