An Daras Trust: Curriculum Knowledge: Horizontal Class Learning Map

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 subjects that make strong connections with other subjects.
Within the term, Science must be a priority subject in at least one or two blocks to ensure it is recognised as a core subject.
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 vertical progression map. Other 'subject concepts' will be touched upon within a block as part of good quality learning provision.
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	Length Of Block (Weeks)	Learning Connection Block Title (Concept Linked) Key Learning Questions (s) for the Block	Priority Capability 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 **Science:**	**Computing:** 'Office Skills' and Computational 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

An Daras Trust: Curriculum Knowledge: Horizontal Class Learning Map

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

		best for your design of the tin man? How can you make his arms move and his hands grip? Can you plan in a group? Can you make a prototype? Can you 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?					*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.* 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 the term 'magnetic pole'. Recognise that magnets affect each other differently, depending on which poles are facing.	

An Daras Trust: Curriculum Knowledge: Horizontal Class Learning Map

							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. <u>*Technical Knowledge:*</u> ***Making things work***	

							WT: That materials can be combined and mixed to create more useful characteristics. That materials have both functional properties and aesthetic qualities. WA: How to use learning from science to help design and make products that work.. The correct technical vocabulary for the projects they are undertaking. How mechanical systems such as levers and linkages or pneumatic systems create movement. WB: That mechanical and electrical systems have an input, process and output.	