

	Rocks	Animals (including humans)	Forces and Magnets	Light	Plants
 Yr 3	<p>What do rocks tell us about the way the Earth was formed? Topic link- Ancient Britain</p> <ul style="list-style-type: none"> • How rocks are formed • Different kinds of rocks • Fossils • Soil <p>Key outcomes for this unit, children to be able to:</p> <ul style="list-style-type: none"> • Compare and group together different rocks based on their simple physical properties. Chemistry 3.2.1 • Describe and explain how different rocks can be useful to us. Chemistry 3.1.1 • Describe how fossils are formed. • Recognise that soils are formed from rocks and organic matter? <p>WOW: Bring in a collection of rocks and let the children touch and talk about them, children create their own version of Stonehenge.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • What are fossils and why are they so fascinating? • What can you find out about sedimentary and igneous rocks? • Reflection: Can you work as a team to create a power-point presentation about rocks? <p>Key Skills Children to:</p> <ul style="list-style-type: none"> • Compare and group together different rocks based on their simple physical properties. • Describe and explain how different rocks can be useful to us. • Describe how fossils are formed. • Recognise that soils are formed from rocks and organic matter. <p>Challenge</p> <ul style="list-style-type: none"> • Can they classify igneous and sedimentary rocks. 	<p>The Fastest Human (Usain Bolt) Topic Link- Ancient Greece</p> <ul style="list-style-type: none"> • Nutrition, linked to what we eat • Skeletons and muscles <p>Key outcomes for this unit, children to be able to:</p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Biology 3.4b.1</p> <ul style="list-style-type: none"> • identify that humans and some other animals have skeletons and muscles for support, protection and movement. Biology 3.5.1 <p>WOW: Check to see how far each child can run in the 9.68 secs (this is the world record for 100m) and compare with Usain Bolt's world record run.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • How long will it take you to run 100m? • What role does the skeletal system play in animals? • How does the arm joint work and What role do the muscles have in helping the arm to move? • Why is a nutritious balanced diet important? • How does the food we eat get transported around our body? • How can you create a movement that links six different balances, using your body? • Reflection: From photographs of your balances explain how the skeleton and muscles link to support you. <p>Key Skills Children to:</p> <ul style="list-style-type: none"> • Make and record a prediction before testing. 	<p>Are you attractive enough? Topic Link- Fiery Earth</p> <ul style="list-style-type: none"> • How magnets attract/repel some materials • Magnetic poles • Friction <p>Key outcomes for this unit, children to be able to:</p> <ul style="list-style-type: none"> • compare how things move on different surfaces. Physics 3.1.1 • notice that some forces need contact between two objects, but magnetic forces can act at a distance. Physics 3.1.2 • observe how magnets attract or repel each other and attract some materials and not others. Physics 3.1.3 • 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. Physics 3.1.4 • describe magnets as having two poles. Physics 3.1.5 • Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>WOW: Children create their own creature or figure using paperclips make a chain/ use magnets to create a tug of war. What can they change to make their figure win?</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • What is a magnet and what is its relationship to the North Pole? • What do we mean by attract and repel? • What other force do we know about and how can we classify forces? • Reflection: Work as a team to make a figure that can be moved using magnets. 	<p>How far can you throw your shadow? Topic Link- Mediterranean Holidays</p> <ul style="list-style-type: none"> • Sources, including the Sun • Protecting eyes from the Sun • Shadows • Reflection /mirrors <p>Key outcomes for this unit, children to be able to</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light. Physics 3.3.1 • notice that light is reflected from surfaces. Physics 3.2.2 • recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. Physics 3.3.3 • recognise that shadows are formed when the light from a light source is blocked by a solid object. Physics 3.3.4 • find patterns in the way that the size of shadows change. Physics 3.3.5 <p>WOW:Use torches to create different shapes and attempt to photograph them.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • How can you show that your shadow changes according to the position of the Sun? • Why do footballers in a night match often have four shadows? • How can you explain the relationship between the Sun and the Moon (in terms of lighting up the moon)? • How can you set up an experiment to show how shiny things respond in the dark? • Reflection: Put together a photo story of the completed challenge. <p>Key Skills Children to:</p> <ul style="list-style-type: none"> • Make and record a prediction before testing. 	<p>How did that blossom become an apple? Topic Link- Cadbury World</p> <ul style="list-style-type: none"> • Function of different parts of plants • What different plants need to flourish? • Journey of water through a plant • Life cycle of a plant <p>Key outcomes for this unit, children to be able to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Biology 3.4a.1 • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Biology 3.2.1 • investigate the way in which water is transported within plants. Biology 3.4a2 • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Biology 3.4a3 <p>Wow:Introduction idea: Start by making a fruit salad and discuss the fruit used.</p> <p>Key Learning Points:</p> <ul style="list-style-type: none"> • What is blossom and why is it so important for the fruit we grow? • Can you make a presentation to show the life cycle of an apple? • Can you identify and describe the functions of different parts of plants? (roots, stem, leaves and flowers) • Could we grow any fruit in this country? If not, why not? • What happens to the water that you put into the soil to help a plant grow? • What do we mean by seed dispersal and why is it so important for our plants? • Why is it so important for us to look after the bees in our country? • Reflection: Choose one of these areas and perform a presentation to the

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		<ul style="list-style-type: none"> • Make accurate measurements using standard units. • Record their observations in different ways (labelled diagrams, charts etc.) • Describe what they have found using scientific words. <p>Challenge</p> <ul style="list-style-type: none"> • Can children record and present what they have found using scientific language, drawings, labelled diagrams, bar charts, keys and tables. 	<p>Key Skills Children to:</p> <ul style="list-style-type: none"> • Use different ideas and suggest how to find something out. • Make and record a prediction before testing. Plan a fair test and explain why it was fair. • Set up a simple fair test to make comparisons. • Explain why they need to collect information to answer a question. • Observe that magnetic forces can be transmitted without direct contact. • Talk about how some magnets attract or repel each other. • Classify which materials are attracted to magnets. • Describe the speed and direction of moving objects. <p>Challenge</p> <ul style="list-style-type: none"> • Can they investigate the strengths of different magnets and find fair ways to compare them. 	<ul style="list-style-type: none"> • Measure using different equipment and units of measure. • Record their observations in different ways (labelled diagrams, charts etc.) • Describe what they have found using scientific words. • Make accurate measurements using standard units. • Explain what they have found out and use their measurements to say whether it helps to answer their question. • Explain what dark is using words like shadow. <p>Challenge</p> <ul style="list-style-type: none"> • Can they explain why their shadow changes when the light source is moved closer or further from the object. 	<p>rest of the class: Why are bees important to us? Where did that apple come from?;What is seed dispersal?</p> <p>Key Skills Children to:</p> <ul style="list-style-type: none"> • Record their observations in different ways. (labelled diagrams, charts etc.) • Describe what they have found using scientific words. • Identify and describe the functions of different parts of plants. (roots, stem, leaves and flowers) • Identify what a plants needs for life and growth. • Describe the ways in which nutrients, water and oxygen are transported within plants. • Explain how the needs and functions of plant parts vary from plant to plant e.g. insect and wind pollinated plants. • Investigate the way in which water is transported within plants. <p>Challenge</p> <ul style="list-style-type: none"> • Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)
	Trips and Experiences	Trips and Experiences	Trips and Experiences	Trips and Experiences	Trips and Experiences
	Visit to Cheddar Gorge or Wooky Hole Birmingham Art Gallery to look at sculptures	Visit to Hagley Stadium, invite an athlete or dietician Visit an ice gym Villa vitality	Visit to Think Tank	MAC shadow puppet theatre Forest School- mirror view walk	Visit to Botanical Gardens, Bingo out in forest School – children to have a variety of leaves etc can they match to the correct tree or flower?
	Other ideas for trips and experiences	Other ideas for trips and experiences	Other ideas for trips and experiences	Other ideas for trips and experiences	Other ideas for trips and experiences
	Use rocks and stones to create their own rockeries. Top trump stones, rocks, crystals. Poetry linked to precious stones	Junk modelling to show movement	Use filings and paint to create pictures using magnets to move the filings through the paint.	Tell a story through shadows Shadow art	Use white carnations and food colouring to show how water travels along the stem of a plant. Plant their own seeds Make a mini beehive