

Weekly Plan
Science – knowledge and Understanding of the World

Year: 3	Week Beginning:		
<p>Key knowledge:</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles</p> <p>Predict Whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Key vocabulary:</p> <p>push, pull, twist, force, air, turns, fast, slow, slows down, material, surface, magnet, attracts, magnetic material, magnetism, acts at a distance, non-magnetic material, metal, non-metal, strength, north pole, south pole, repel, question, investigation, fair test, change, measure, predict, prediction, explanation, observations, draw conclusions</p>		
<p>Working Scientifically:</p> <p>When working scientifically children will compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet. They will carry out comparative and fair tests to investigate the strength of magnets and how objects move on different surfaces. They will make predictions as to whether two magnets will attract or repel each other, depending on which poles are facing.</p>			
B.A.D Assessment			
Basic	Advanced	Deep	
<p>With the support of a teacher, objects are moved on different textures of surface and their movement compared.</p> <p>With the support of a teacher, it begins to be noticed that some forces need contact between two objects and some forces act at a distance, e.g. it may be observed that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary, e.g. opening a door or pushing a swing.</p> <p>The way in which magnets attract or repel each other and attract some materials and not others begins to be observed.</p> <p>With the support of a teacher, a variety of everyday materials are grouped together on the basis of whether</p>	<p>The term 'friction' is used to describe how things move on different surfaces.</p> <p>Generally, it is noticed that some forces need contact between two objects and some forces act at a distance, e.g. it is observed that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary, e.g. opening a door or pushing a swing.</p> <p>The way in which magnets attract or repel each other and attract some materials and not others is observed.</p> <p>Generally, a variety of everyday materials are compared and grouped together on the basis of whether they are attracted to a magnet. Some magnetic materials are identified.</p> <p>The term 'poles' is generally used to describe magnets.</p>	<p>The terms 'friction' and 'texture' are used without prompts to explain the difference in the ways that things move on different surfaces.</p> <p>Without support, it is noticed that some forces need contact between two objects and some forces act at a distance. Questions begin to be asked about forces that make things begin to move, get faster or slow down.</p> <p>The way in which magnets attract or repel each other is explained.</p> <p>A variety of everyday materials are compared and grouped together on the basis of whether they are attracted to a magnet. Some magnetic materials are identified without support.</p> <p>The term 'poles' is fully understood and used without prompts to describe magnets.</p>	



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or not they are attracted to a magnet. Some magnetic materials begin to be identified. With the support of a teacher, magnets are experienced and described as having two poles. With the support of a teacher, predictions are made as to whether two magnets will attract or repel each other.	Generally, the term poles is used to help explain predictions as to whether magnets will attract or repel each other.	The rule that like poles repel and opposite poles attract is used fluently to explain predictions as to whether magnets will attract or repel each other.
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Date and Topic	Learning Objectives and working scientifically skill	Context	Activity	Communication of understanding eg. write up/flow diagram/identification key etc.
The Power of Forces				

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