

# Leintwardine Endowed CE Primary School Learning Journey Itinerary

## 'Letting Our Light Shine'

SUBJECT : Science      YEAR : A      TERM : Spring 1      YEAR GROUPS : 3/4

Key Question : Am I able to use the force? (magnetism)

Previous Knowledge – We would expect children to already be able to:  
 Explain the difference between push and pull.  
 Discuss what they have seen magnets used for.  
 Ask simple questions and recognise that they can be answered in different ways.  
 Perform simple tests.  
 Observe closely, using simple equipment.  
 Identify and classify.  
 Use observations.  
 Gather and record data to help answer questions.

### END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and will show that they are exceeding because they can:
<ul style="list-style-type: none"> <li>• Identify forces as pushes and pulls.</li> <li>• With help, describe friction as a force that slows objects down.</li> <li>• Feel the pulling force of a magnet.</li> <li>• With support, sort materials according to whether they are magnetic or not.</li> <li>• Participate in an investigation into magnet strength.</li> <li>• Identify the different poles of a bar magnet with support.</li> <li>• With some support, use a magnetic compass with four points.</li> <li>• Make a prediction.</li> <li>• Construct a bar chart on labelled axes with adult guidance.</li> <li>• As a part of a supported group, form a conclusion from my results.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify forces as pushes and pulls.</li> <li>• Describe friction as a force that slows objects down.</li> <li>• Feel the pulling force of a magnet.</li> <li>• Know that magnetic forces can be transmitted without direct contact.</li> <li>• Sort materials according to whether they are magnetic or not.</li> <li>• Participate in an investigation into magnet strength.</li> <li>• Identify the different poles of a bar magnet.</li> <li>• Use a magnetic compass with four points.</li> <li>• Make a prediction.</li> <li>• Construct a bar chart on labelled axes.</li> <li>• Form a conclusion from my results.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify forces as pushes and pulls and list examples of when a push or pull force might be used.</li> <li>• Describe friction as a force that slows objects down and explain how friction can be increased or decreased. .</li> <li>• Feel the pulling force of a magnet.</li> <li>• Know that magnetic forces can be transmitted without direct contact.</li> <li>• Sort materials according to whether they are magnetic or not.</li> <li>• Set up an investigation into magnet strength.</li> <li>• Identify the different poles of a bar magnet.</li> <li>• Use a magnetic compass with four points.</li> <li>• Make a sensible and detailed prediction.</li> <li>• Construct a bar chart on labelled axes.</li> <li>• Form a comprehensive conclusion from my results.</li> </ul>

#### ASSESSMENT OPPORTUNITIES

Discussions in lessons  
 End of unit assessment paper  
 Work in books

#### ENRICHMENT OPPORTUNITIES

Helping children to remember more  
  
 Using scientific equipment to carryout experiments

#### SUBJECT SPECIFIC VOCABULARY

Force, push, pull, friction, surface, magnet, magnetic, field, attract, repel, magnetic field, pole, north, south, compass, direction

#### CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.