Summer 1 Light and Shadow



Science Intent

Through science, children are taught to be curious about the world around them. Our curriculum is stimulating, engaging and challenging and ensures full coverage of the National Curriculum. It fosters a sense of wonder about natural phenomena. Children develop and use a range of scientific skills including questioning, fair-testing and drawing conclusions. Scientific vocabulary is taught and built upon as topics are revisited progressively in different year groups and across key stages.

English – National Curriculum/Skills	Overview
 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although increasing their familiarity with a wide range of myths and legends, and retelling some of these orally write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear use of the forms 'a' or 'an' and word families 	Using a mythical story as inspiration, pupils create their own adaptations of myths in the form of a play script to perform with shadow puppets they create. Follow and explore instructional texts about how to make shadow puppets and how to use mechanical mechanisms for a mythical beast that moves with either a lever or pneumatic system. Create their own non-chronological report about a mythical beast.

MEDIUM TERM PLANNING | UNIT OBJECTIVES Nunthorpe Primary Academy

support their findings.

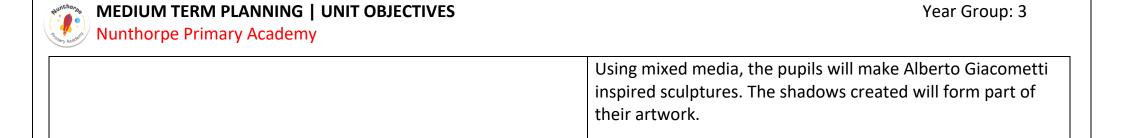
They seems that the performance of the performance			
Science – National Curriculum/skills	Overview		
•recognise that they need light in order to see things and that dark is	Pupils will discover that, in the dark, nothing can be seen. They		
the absence of light	will explore the formation of shadows, using different light		
 notice that light is reflected from surfaces 	sources, objects and screens, outdoors and indoors.		
•recognise that light from the sun can be dangerous and that there	They will discover how shadows are formed and will use their		
are ways to protect their eyes	observations to explain the process, investigate how different		
•recognise that shadows are formed when the light from a light	variables can change the size and nature of a shadow and		
source is blocked by an opaque object	make measurements to test their own ideas.		
Work scientifically by:	They will also begin to learn how sundials tell the time and		
•finding patterns in the way that the size of shadows change	how the size and direction of shadows change throughout the		
•asking relevant questions and using different types of scientific	day (we build on this area further in Y5).		
enquiries to answer them			
•setting up simple practical enquiries, comparative and fair tests			
•making systematic and careful observations and, where			
appropriate, taking accurate measurements using standard units,			
using a range of equipment, including thermometers and data			
loggers			
•gathering, recording, classifying and presenting data to help in			
answering questions			
•recording findings using simple scientific language, drawings,			
labelled diagrams and tables			
•using results to draw simple conclusions, make predictions for new			
values, suggest improvements and raise further questions			
•using straightforward scientific evidence to answer questions or to			

Year Group: 3



Design Tech – National Curriculum/Skills	Overview
 apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems (levers, linkages) evaluate their ideas and products against their own design criteria and consider the views of others to improve their work select from and use a wider range of tools and equipment to perform practical tasks such as cutting, joining and shaping accurately I can make a product which uses mechanical components. I can use the most appropriate materials. I can work accurately to make cuts and holes and join materials. 	Explore, design and create shadow puppet characters as part of a team. Consider the way they move and join. Make a moving monster with a lever or pneumatic system.

 to improve their mastery of art and design techniques, including drawing, painting and sculpture with charcoal, pencil, collage to learn about the artist Alberto Giacometti's sculptures The pupils will create 'Notan', cut paper designs (a term used by Japanese to refer to light and dark space and positive and negative space). Learn how to draw simple 3D objects using perspective and explore how light creates shadows on the 	Art and Design – National Curriculum/Skills	Overview
object drawn (cuboids, cylinders and so on). Experiment with pencil hardness and other media such as charcoal and chalk. Draw around shadows in the playground, considering the position of the light source.	 to improve their mastery of art and design techniques, including drawing, painting and sculpture with charcoal, pencil, collage 	The pupils will create 'Notan', cut paper designs (a term used by Japanese to refer to light and dark space and positive and negative space). Learn how to draw simple 3D objects using perspective and explore how light creates shadows on the object drawn (cuboids, cylinders and so on). Experiment with pencil hardness and other media such as charcoal and chalk. Draw around shadows in the playground, considering the



Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
How can we help to look after our planet?	Showcase shadow puppet stories	Greek Mythical Stories such as Perseus and
How can we become more energy		Medusa.
efficient?	Kettleness Trip	
What is a moral dilemma?		