

SCIENCE

LIGHT

Pupils should be taught to:

Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Recognise that shadows are formed when the light from a light source is blocked by a solid object

Find patterns in the way that the size of shadows change.

Working Scientifically.

How does distance of a shadow causing object from a screen affect the size of the shadow?

How does distance from the light source affect the size of the shadow?

How does the colour of a filter affect the colour of white/blue/red/green/yellow light?

How do overlapping shadows affect the darkness of the shadow?

Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Other teaching ideas

- Exploring how shadows of stationary objects change through the day (or the seasons)
- Discussing where the sun first appears and where it goes during the day.
- Discussing where the sun disappears and where it goes during the night.
- How does the apparent movement of the sun compare with our model of the solar system?
- Where do colours go at night - a speculative discussion
- What kind of lights make sharp shadows?
- Sorting and grouping materials into opaque, shiny and transparent
- Make a shadow clock in the playground
- Using shadows of children's heads to draw silhouettes
- Using a torch, some objects and a screen to create silhouettes and then drawing around them
- Make a collage of objects that are opaque or shiny or transparent.

Observational drawings of the same object in different kinds of light

COMPUTING

Branching Database

- To sort objects using just YES/NO questions.
- To complete a branching database using 2Question.
- To create a branching database of the children's choice.

Online safety sessions based on a relevant topic.

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

YEAR 3 SUMMER 2

ARTS

Painting – Landscapes (Computing, Creative Industries)

- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects
- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.
- Select areas of a painting, copy and paste to make repeating patterns
- Capture, store, retrieve and edit a digital image
- Develop further control over a digital stills camera (landscape, portrait, macro, sports)

SPORTS

Athletics

- Demonstrate changes of direction, speed & level in competitive environments or during performances
- Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)

HUMANITIES

Biomes and Vegetation

Various enquiries including;

- What are Biomes?
 - Where are they?
- Focus on Rainforests (position and features) Desert:
- What grows there?
 - Why?

Using artefacts, sources and maps

FRENCH

My home

Learn the vocabulary they need in order to say where they live. By the end of the unit:

Learn vocabulary they need to give details about a variety of rooms and furniture.

Introduce basic verbs associated with the daily routine, in the first person.

Pupils will:

Recap colours and numbers

By the end children should be able to:

- *Identify a given sound most times it appears when listening to a song.
- *Recognise some familiar words and phrases in a spoken story.
- *Use numbers and colours in descriptions.
- *Say and write from memory several sentences about where they live and their daily routine, with good punctuation.
- *Respond to a spoken question with a written answer in a full sentence.
- *Confidently say sentences where the word order differs to English.

Children will look into the key Class room Language such as:

*Be quiet, listen, repeat, look, answer, touch, find, stop, say

Children will also learn useful little words such as: yes, no, please...

Children will also learn useful little phrases such as: *Can I go to the toilet, Please? *I don't understand *Can you help, please?