

QUESTION: HOW DOES LIGHT AND DARK IMPACT OUR LIVES?

Year 3	Week: 1 4/9/17	Week: 2 11/9/17	Week: 3 18/9/17	Week: 4 25/9/17	Week: 5 2/10/17	Week: 6 9/10/17	Week 7 16/10/17
Outcomes.	Emotion poem	To make sunglasses	To make rainbow prism	Shadow puppet theatre		Plant investigation	Leaflet on nocturnal animals
Special Events/ Launch Day / Visitors.	Planetarium Bouncy castle Light and dark activities						
Peer critique.						Sunflowers	
English	Context: Children to create emotive poems. - IALT develop a positive attitude to reading and understanding of what I read by preparing poems (3.2.c.1) - IALT develop a positive attitude to reading and understanding of what I read (3.2.c.2) - IALT read aloud my own writing to a group or whole class (3.2.d.1)	Context: Children learn a facing fear light and dark story. (imitate week) - IALT identify and discuss themes in a text (how light and dark make you feel); - IALT discuss my understanding and explain the meaning of words in context; - IALT use a dictionary to check the meaning of words I have read; - IALT understand a character's feelings & thoughts from their actions.	Context: Children to innovate their own facing fear story. - IALT plan my writing in order to understand and learn the structure, grammar and vocabulary (3.2.a.1) - IALT innovate new characters in our facing fear story. - IALT evaluate and edit the effectiveness of my own and others' writing (3.2.c.1)	Context: Children to invent their own facing fear story. - IALT plan my writing using similar structure, vocabulary and grammar; - IALT create my own characters, setting and plot; - IALT organise characters around a theme. - IALT understand how a character's emotions change over time.	Context: Children to evaluate and learn an information text. - IALT imitate and learn the features of an information text. - IALT use simple organisational devices within an information text (3.2.b.5)	Context: Children to evaluate and learn an information text. - IALT organise paragraphs and write my information text (3.2.b.3) - IALT use a wider range of conjunctions within my information text (3.3.b.2) - IALT retrieve and record information from non-fiction (3.2.i.1)	Context: Children to write an information text. - IALT: use retrieved information to write an information text. - IALT: use conjunctions.
Maths	Place value - Find 10 or 100 more or less than a given number; - Recognise the place value of each digit in a three digit number (hundreds, tens, ones). - Compare and order numbers up to 1000.	Place value - Read and write numbers up to 1000 in numerals and in words. - Solve number problems and practical problems involving these ideas. - Count from 0 in multiples of 50 and 100.	Number – addition and subtraction - Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.	Number – addition and subtraction - Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction.	Number – addition and subtraction - Estimate the answer to a calculation and use inverse operations to check answers.	Number – addition and subtraction - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Assessment and revision of strategies learnt this half term. Twinkl assessments
Science	Context: Children to investigate different light sources. - IALT recognise that they need light in order to see things and that dark is the absence of light. - IALT use straight forward scientific evidence to answer questions. - IALT ask relevant questions and using different types of	Context: Children to make own pair of sunglasses to protect eyes from the sun. - IALT design a functional product with a clear purpose for myself and others. - IALT name some characteristics of suitable materials. - IALT explore different ways of joining things together.	Context: Children to make own rainbow through investigating reflection. (See Sciencekids.co.nz) - IALT set up simple practical enquiries. - IALT record findings using simple scientific language and drawings. - IALT notice that light is reflected in different ways.	Context: Children to investigate shadows in different settings. - IALT recognise that shadows are formed when light from a source is blocked by an opaque object.	Context: Children to make their own shadow puppet theatre. - IALT find patterns in the way that the size of shadows change.	Context: Children to set up plant investigation. Investigate how light effects plants. - IALT ask relevant questions and use different scientific enquiries to answer them.	Context: Children to set up plant investigation. Investigate how light effects plants. - IALT make systematic and careful observations using a range of equipment.

QUESTION: HOW DOES LIGHT AND DARK IMPACT OUR LIVES?

	scientific enquiries to answer them.	- IALT consider the effectiveness of my design and suggest improvements.					- IALT identify and describe the functions of different parts of flowering plants. - IALT explore the requirements of plants for life and growth. - IALT investigate how water is transported within plants. - IALT explore the part that flowers play in the life cycle of flowering plants.	
History/ Geography		Context: Locating counties and cities of the UK. - IALT locate the counties and cities of the UK on a map.	Context: IALT study geographical similarities and differences.					
ICT			Context: Research instructions and method for creating own mini rainbow. - IALT use simple search tools to find information on the internet - IALT to be aware of basic online safety.				Context: Create own poster to show how light affects growth of plants. - IALT import graphics & add text - IALT select text & change the font, size, style & colour. Select text and change the font style	Context: Research nocturnal animals and how light effects them. - IALT to use a range of sources to find information. - IALT be aware of basic online safety.
PE	Outdoor – Invasion games Indoor – Leadership skills							
Spanish	Answering the register using topic-focused Spanish language Wow (word of the week): castillo (castle)	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):
RE		Context: Understanding Jesus as 'the Light of the World'	Context: The role of God in peoples' lives today. I can tell you what I think God is like.	Context: Understanding how Christians see God. I can tell you some of the different roles that Christians believe God has.	Context: to consider how Jesus's life would be different to ours.	Context: The importance of Harvest to Christians & why we celebrate it.	Context: Describe the key aspects of religions – people, stories and traditions. IALT: retell Jesus's feeding of the 5000 story.	

QUESTION: HOW DOES LIGHT AND DARK IMPACT OUR LIVES?

					I can explain the differences between my home and Jesus' home.	I am learning to understand the importance of harvest.	
Art /DT		Context: Children to make own pair of sunglasses to protect eyes from the sun. - IALT design a functional product with a clear purpose for myself and others. - IALT name some characteristics of suitable materials. - IALT explore different ways of joining things together.		Context: Children to design and make their own shadow puppets. - IALT discuss my ideas & explain how it will be made; - IALT select appropriate tools and equipment; - IALT choose appropriate equipment for cutting, shaping and joining; - IALT suggest ways of improving my own and others work through peer critique.		Context: Children to create their own Sunflower painting in the style of Van Gogh. - IALT respond to the work of others and say how it makes them feel.(peer critique and walking gallery). - IALT combine different materials to create a piece of art.	
PSHE/ Wellbeing/ Values	- IALT discuss own feelings and emotions regarding light and dark. - How you can have different feelings during day and night, some people frightened of the dark etc - Focussing on the story of 'The owl who was afraid of the dark'	- IALT recognise that light from the sun can be dangerous and that there are ways to protect my eyes. (Discuss H&S aspect of making own sunglasses - no real UV protection)	Context: Continuing to discuss emotions regarding light and dark.(link with English) - IALT understand why people are afraid of the dark. - IALT share my feelings (Circle time).		Performing shadow puppet show to parents. Discussion. - IALT perform confidently, using intonation, volume and actions.	- To discuss the effect light has on the feelings of humans and animals through seasonal changes. - IALT identify the change of light in the different seasons; - IAL that the absence of light can affect people differently.	Context: Circle time to discuss rules of basic online safety. - IALT keep myself safe when using the internet.