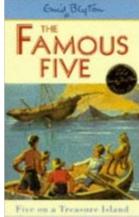
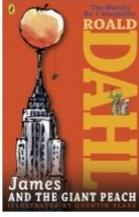


Year Three Term 5 Light		
English	<p>Adventure at Sandy Cove Pie Corbett Model</p> <p>Story Plot: Adventure Story</p> <p>Toolkit Focus: Suspense</p> <p>Senses Poem</p> <p>Listen! Pie Corbett</p> <p>Recount of Trip to Chalkwell</p>	<p>Reading for Enjoyment</p>  
Mathematics	<p>Maths No Problem</p> <p>Chapter 10 Pictures and Graphs</p> <p>Chapter 11 Fractions</p> <p>Chapter 13 Shapes</p>	
Science	<p><b>Light</b></p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>Can they raise questions about shadows/effect of light/absence of light?</li> <li>Can they identify the impact on shadows relating to the position of a light source/distance between a light source, an object &amp; its shadows?</li> </ul> <p><u>Knowledge &amp; Understanding</u></p> <ul style="list-style-type: none"> <li>Can they recognise that they need light in order to see things?</li> <li>Can they recognise that dark is the absence of light?</li> <li>Can they notice that light is reflected from surfaces?</li> <li>Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?</li> <li>Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?</li> <li>Can they find patterns in the way that the sizes of shadows change?</li> <li>Can they explain the difference between transparent, translucent and opaque?</li> <li>Can they explain why the shadow cast by an object changes when the light source is moved closer or further from the object?</li> </ul>	
History	No History	
Geography	<p>Possible starting point / stimulus:</p> <p>Pictures showing the impact of an volcanic eruption</p> <p>A map showing volcanic zones</p> <p>A visit to the 'Volcanoes &amp; Earthquakes' exhibit at the Natural History Museum</p> <p><b>Volcanoes</b></p> <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Can they raise relevant questions for investigation?</li> <li>Can they identify key features of a locality by using a map?</li> <li>Can they begin to use 4-figure grid references?</li> <li>Can they accurately plot NSEW on a map?</li> <li>Can they use some basic OS map symbols?</li> <li>Can they make accurate measurement of distances within 100Km?</li> <li>Do they use correct geographical words to describe a place and the events that have happened/happen there?</li> <li>Can they work out how long it would take to get to a given destination taking account of the mode of transport?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>Can they describe how volcanoes are formed?</li> <li>Can they confidently describe physical features of a locality?</li> <li>Can they locate information on maps and in atlases by using contents, glossary and indexes?</li> <li>Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?</li> <li>Can they identify the characteristics of a location/region and explain why those features/physical characteristics are present?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>Can they explain how the lives of people living near a volcano would be different from their own?</li> <li>Can they recognise how buildings might be constructed in order to make them 'Volcano proof' or why there might be few habitable old buildings?</li> <li>Can they identify the risks of living by a Volcano and compare these to the risks of living somewhere like Canning Town?</li> <li>Can they compare the differences between landscape features by a volcano &amp; the local area?</li> <li>Can they describe how volcanoes have an impact on people's lives?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>Can they name and locate some well-known European and North/South American countries/states?</li> <li>Can they explain why certain places are more prone to volcanic activity than others?</li> <li>Do they understand how volcanic activity has influenced the nature/physical features of a region over time?</li> <li>Can they identify any patterns/relationships in the distribution of regions prone to earthquakes &amp; those regions that are prone to volcanic activity?</li> <li>Can they identify any reasons for the relationship between the patterns of distribution of regions that experience volcanic activity and earthquakes?</li> <li>Can they locate and name some of the world's most well known volcanoes?</li> <li>Are they aware of &amp; can they locate the regions of the world that are most prone to volcanic activity on a map/in an atlas?</li> <li>Can they identify any patterns relating the regions that are prone to volcanic activity &amp; those regions that are not?</li> </ul>	
Computing	<b>Purple Mash 2code</b>	
Religious Education	<p><b>What is the significance of light in religions?</b></p> <p>Why is light special?</p> <p>Why do Hindus have divas for Diwali?</p> <p>Why do Sikhs celebrate Diwali?</p> <p>How do Christians use light at Christmas?</p> <p>What do Jews remember at Hanukkah?</p> <p>What does the light at Hanukkah symbolise?</p> <p>Why is light important at Diwali Christmas and Hanukkah?</p>	
Physical Education	<p><b>Outdoor /Adventurous</b></p> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>Can they explain why it is important to warm-up and cool-down?</li> <li>Can they identify some muscle groups used in gymnastic activities?</li> </ul> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>Can they select and use the most appropriate skills, actions or ideas?</li> <li>Can they move and use actions with co-ordination and control?</li> </ul> <p><b>Outdoor/ adventurous</b></p> <ul style="list-style-type: none"> <li>Can they follow a map in a familiar context?</li> <li>Can they move from one location to another following a map?</li> <li>Can they use clues to follow a route?</li> </ul>	

	<ul style="list-style-type: none"> <li>-Can they follow a route safely?</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>-Can they explain how their work is similar and different from that of others?</li> <li>-With help, do they recognise how performances could be improved?</li> </ul>
Art and Design	<p><b>Art Week</b>-To apply their experience of materials and processes, including drawing, developing their control of tools and techniques.</p> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>-Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>-Can they make notes in their sketch books about techniques used by artists?</li> <li>-Can they suggest improvements to their work by keeping notes in their sketch books?</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>-Can they show facial expressions in their drawings?</li> <li>-Can they use their sketches to produce a final piece of work?</li> <li>-Can they write an explanation of their sketch in notes?</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>-Can they predict with accuracy the colours that they mix?</li> <li>-Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>-Can they create a background using a wash?</li> <li>-Can they use a range of brushes to create different effects?</li> </ul> <p><b>Use of IT</b></p> <ul style="list-style-type: none"> <li>-Can they use the web to research an artist or style of art?</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Can they compare the work of different artists?</li> <li>-Can they explore work from other cultures?</li> <li>-Can they explore work from other periods of time?</li> <li>-Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</li> </ul>
Design and technology	No design and technology
Music	<p><b>The Class Orchestra Exploring Arrangements</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>-Can they play clear notes on instruments?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>-Can they work with a partner to create a piece of music using more than one instrument?</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>-Can they use different elements in their composition?</li> <li>-Can they create repeated patterns with different instruments?</li> <li>-Can they compose melodies and songs?</li> <li>-Can they create accompaniments for tunes?</li> <li>-Can they combine different sounds to create a specific mood or feeling?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>-Do they understand metre in 2 and 3 beats; then 4 and 5 beats?</li> <li>-Do they understand how the use of tempo can provide contrast within a piece of music?</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>-Can they improve their work; explaining how it has improved?</li> <li>-Can they use musical words (the elements of music) to describe a piece of music and compositions?</li> <li>-Can they use musical words to describe what they like and dislike?</li> <li>-Can they recognise the work of at least one famous composer?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>-Can they tell whether a change is gradual or sudden?</li> <li>-Can they identify repetition, contrasts and variations?</li> </ul>
French	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>-Do they understand a range of familiar statements?</li> <li>-Do they understand a range of familiar questions?</li> </ul> <p>May need items repeated.</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-Can they give short and simple responses to what they see and hear?</li> <li>-Can they name and describe people?</li> <li>-Can they name and describe places?</li> <li>-Can they name and describe objects?</li> <li>-Can they use (set) phrases?</li> </ul> <p>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</p> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>-Can they read and understand short phrases?</li> <li>-Can they read aloud single words and phrases?</li> <li>-Can they use books or glossaries to find the meanings of new words?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Can they copy a short familiar phrase?</li> <li>-Can they write or word-process set phrases we use in class?</li> </ul> <p>When they write familiar words from memory their spelling may be approximate.</p>
PSHE	<p><b>Relationships</b></p> <p><b>Family roles and responsibilities</b> Do they know how to make friends?</p> <p><b>Friendship</b> Do they try to solve friendship problems when they occur?</p> <p><b>Keeping myself safe</b> Can they help others to feel part of a group?</p> <p><b>Being a global citizen 1</b> Do they show respect in how they treat others?</p> <p><b>Being a global citizen 2</b> Do they know how to help themselves and others when they feel upset or hurt?</p> <p><b>Celebrating my web of relationships</b> Do they show and know what makes a good relationship?</p>
Enrichment	Chalkwell Beach