

In this topic children gain a scientific understanding of light and we will relate this to light levels within a rain-forest.



History

Geography

Science

Computing

PSHE

Intent—

Intent -

Intent— To understand what light is & know that darkness is the absence of light.

Intent— To program using repetition & loops.

Intent—to know how the community they live in functions fairly and collaboratively and to understand their place in it and the contribution they make.

**Prior Learning**— To be able to develop an understanding of how people lived in Britain in prehistoric times and how & why his changed.

**Prior Learning**— In Y1/2 the children used maps to identify different continents.

**Prior Learning**— in Y1/2 the children explored light through the changes in seasons & when exploring the effects of light on plants.

**Prior Learning**— to create media content involving identifying devices & understanding copyright implications.

**Prior learning**—In the previous term the children have looked at how to stay safe online, how to carry out some basic first aid, and how their bodies will change as they get older.

Sequence of learning

Sequence of learning

sequence of learning

Sequence of learning

Sequence of learning

None this half term.

None this half term.

1. What is a light source?
2. What is reflected light?
3. Is the sun dangerous?
4. What is a shadow?
5. How do shadows change?
6. How do mirrors work?

1. Programming a screen turtle
2. Programming letters
3. Patterns & repeats
4. Using loops to create shapes
5. Breaking things down
6. Creating a program

To understand the environmental benefits of recycling (Year 3) or reusing (Year 4)

To understand the groups which make up the community (Y3) To understand the contribution groups make to a community (Y4)

To begin to understand how democracy works in the local area

To understand the value of diversity in a community

To begin to understand the UN convention on the rights of the child

To understand that charities care for others and how people can support them

**Next Steps**— Historical knowledge will be revisited in Cycle B Term 1

**Next Steps**— local geographical knowledge & land use.

**Next Steps**— In Y6, children will look at prisms & link light knowledge to the structure of the eye.

**Next Steps**— Data logging—collecting data over time. Programming will also be revisited in Cycle A term 6 using repetition in games.

**Next Steps**— Next term pupils will be doing an e safety unit to revisit how to keep safe online. Children will revisit their citizenship work in term 6 where they will be looking at economic well being.

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Children will name light sources & explain how the sun can pose dangers. They will explain how shadows can be manipulated.

Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

Children will be able to confidently demonstrate ways they can be active citizens by setting up recycling projects in school, setting up class votes to demonstrate democracy and exercising their rights as a child confidently in school.



Art

D & T

Music

RE

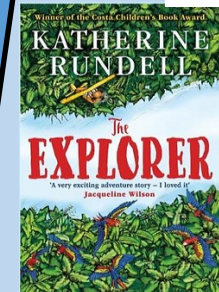
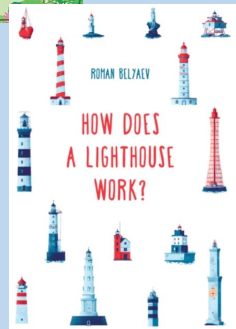
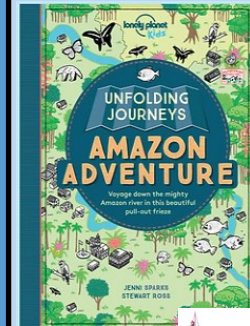
Texts that match our topic

Intent—

Intent— Design, develop a program, house and promote a Micro:bit electronic charm to use in low-light conditions.

Intent— Children will learn, play accompaniments and make improvisations to a well known song.

Intent— Children will explore the question 'Why do Christians call the day Jesus died 'Good Friday'?' and know why the day is so significant to the Easter story.



**Prior Learning—** to develop an understanding of prehistoric art using various styles & resources while considering the use of a colour palette.

**Prior learning—** Using a range of materials, design and make a boat on wheels with a working slingshot mechanism and house the mechanism using a range of nets.

**Prior learning—** Children have looked previously at notes D, E & F on the glockenspiel and have played along to songs, using the notations to help them.

**Prior learning—** In term 2, the children learned about the Christmas story and the important of 'bringing good news'. Children have some knowledge of the Easter story.

None this term.

Sequence of learning

Sequence of learning

Sequence of learning

1. Smart wearables
2. Programming an eCharm
3. eCharm pouches
4. Point of sale displays

Appraise and learn to sing the song 'Three Little Birds'

Sing the song and play instrumental parts within the song

Sing the song and improvise using voices and/or instruments within the song

Sing the song and perform compositions within the song

Choose what you perform today. Start to prepare for the end-of-unit performance

Prepare for the end-of-unit performance

Next steps: Next term we will revisit our glockenspiel skills, incorporating the next set of notes.

Make sense of belief:

Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live

Offer informed suggestions about what the events of Holy Week mean to Christians

Give examples of what Christians say about the importance of the events of Holy Week

Understand the impact:

Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities

Describe how Christians show their beliefs about Jesus in worship in different ways

Make connections:

- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

Next steps—children will move on to finding out the importance of the Pentecost to Christians.

**Next steps—** Formal elements of art in the Summer term.

**Next steps—** Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the

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Children will be able to write a programme to control light & create a loop to repeat the functions. Draw & manipulate 2D shapes.

Children will be able to perform the song using their voices, with some children adding accompanying instruments.

Children will be able to communicate the importance of Good Friday to Christians and relate it to their own lives.