

Westbourne Primary School Medium Term Plan

Year Group: 3

Term: 2020-2021 , Autumn 1

Theme: Light and Dark (Science)
Me, Myself and I

Hook for Learning: Light Investigation Day

| W/C | English: Phased Planning Breakdown (inc. additional sessions, key questions, and Publication) | | Maths | Science | Foundation Subjects | Notes (Dates, Visitors, Trips, Events, Immersion (sounds, environment, hook, narrative)) |
|------------|---|---|--|--|---|--|
| | Writing | Reading | | | | |
| Wk1 | <p>Mon: Basic skills assessment. Class story.</p> <p>Tues: Hook – Light day. Light activities. All in darkness – torches.</p> <p>Weds: Write about Light hook day.</p> <p>Thurs: diary entry about light day. Edit and refine</p> <p>Fri: final write in green book</p> <p>Lesson Starters – Sentence dictation/verbs and adverbs</p> | <p>Owl Who Was Afraid of the Dark</p> <p>Reciprocal Reading Strategy See RW email</p> | <p>Place value – tens units hundreds.</p> <p>Ordering.</p> <p>Comparing. (> and =)</p> <p>Partitioning.</p> | <p>Light day Light activities</p> <p>Reflective things around class room</p> <p>Emergence services reflective vehicles and writing</p> <p>Shadows</p> <p>Looking through different coloured cellophane – data logger light sensor</p> <p>Shadows – make and draw around shadows and objects on strips of paper.</p> <p>Monitor shadows throughout the day.</p> <p>https://www.bbc.co.uk/bitesize/topics/zbsgk7/resources/1</p> <p>use link for a variety of learning clips.</p> <p>How do we use light to see? Feely bag inside is dark, then shine a torch inside.</p> <p>Can light go around corners?</p> <p>What material would make the best curtains?</p> <p>Glow sticks light show.</p> | <p>Art – Make collage Owls with reflective eyes.</p> <p>PSHCE- well being</p> | <p>Art with VY ongoing throughout.</p> <p>Mental Health and Well Being</p> |
| Wk2 | <p>Mon: watch – Before Sunrise. Make notes and then write sentences,</p> <p>Tues: Before Sunrise- retell in own words.</p> <p>Weds: Add text to the story.</p> <p>Thurs: setting description.</p> <p>Fri: character description</p> <p>Lesson Starters – Sentence dictation/Y3 Spellings/homophones</p> | <p>Light reflecting</p> | | <p>KWL</p> <p>Ass questions</p> <p>Mastery</p> <p>Light reflected form surfaces</p> <p>Research best sunglasses and why they are the best</p> <p>WS – make careful observations, record findings using scientific language, use results to draw conclusions.</p> | <p>DT-design shadow puppets from Before Sunrise</p> <p>Make shadow puppets</p> <p>Evaluate shadow puppets</p> | |
| Wk3 | <p>Mon: Write a script for before the Sunrise.</p> <p>Tues: DT day – shadow puppets.</p> <p>Weds: Write</p> <p>Thurs: Write</p> <p>Fri: Edit Plays</p> <p>Lesson Starters – Y3 Spellings/Prefixes</p> | <p>Sun – danger to eyes</p> | | <p>Protect eyes from sun – design and make sun glasses.</p> <p>Why should we never look directly at the sun?</p> <p>WS – Ask questions, gather information using data loggers, use scientific evidence to support findings.</p> | <p>DT day Tuesday -Shadow puppets and shadow theatre</p> <p>Design and make sunglasses</p> | |
| Wk4 | <p>Mon: Practice Play</p> <p>Tues: Practice Play</p> <p>Wed: Perform</p> <p>Thurs: Perform for KS1/parents?</p> <p>Fri: Write a review of the plays.</p> <p>Lesson Starters – Y3 spellings/suffixes</p> | <p>Shadows</p> | | <p>Investigate shadows –</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>find patterns in the way that shadows change.</p> <p>WS – Use results to draw simple conclusions</p> <p>Report on findings from enquiries</p> | <p>Design and make a puppet show theatre.</p> | <p>Thurs – school Linking Nell Bank</p> <p>Fund raising?</p> |
| Wk5 | <p>Mon- Tues – Explanation about shadows</p> <p>Wed – Fri – Shadow poems and perform them.</p> <p>Lesson Starters – Y3 spellings/prepositions</p> | <p>Shadow poems</p> | | <p>Investigate how light is used in computers and televisions.</p> <p>WS – ask and investigate questions, gather information, report on findings.</p> | <p>Make paper mache Earth , sun and moon</p> | <p>Commando Joe's</p> |
| Wk6 | <p><u>National Space Week and Planetarium</u></p> <p>Mon: Night and day explanation wagoll – identify feature and main points</p> <p>Tues – Practice sentences to use in explanation with appropriate grammar.</p> <p>Wed: Write explanation</p> | <p>How we get night and day</p> | | <p>Space activities</p> <p>Light and dark</p> <p>How we get night and day?</p> <p>https://www.bbc.co.uk/bitesize/clips/z9fpvrd</p> <p>The effect of night and day and the seasons</p> <p>Model the motion of the planets</p> <p>Draw a diagram</p> | <p>Geog - Different time zones across the world. Use globes, maps and atlases.</p> | <p>Mental health events</p> <p>National Space week & Planetarium</p> |

| | | | | | | |
|------------|---|-------|--|--|--|------------------------|
| | Thurs: Write explanation Lesson Starters – Y3 spellings/start a sentence with an adverb | | | | | |
| Wk7 | <u>National Space Week writing continued.</u> Writing based on the planetarium to be confirmed. Possible news report. Lesson Starters – Sentence dictation using Y3 spellings/adverbs/prepositions | Space | | Prepare and present findings about light. WS - Report on findings, including oral or written explanations, displays or presentations of results and conclusions. Possible assembly? | | Performance to parents |
| | | | | | | |