



Out of this World!

Children will be learning about the solar System, shadows and sundials whilst using the theme to explore art, DT and ICT topics



KUW

Science—

Light cannot travel through some materials and this leads to the formation of shadows.

That the sun, moon and earth are approximately spherical
How the position of the sun appears to change during the day, and how shadows change as this happens.
How day and night are related to the spin of the Earth on its own axis
That the Earth orbits the Sun once each year, and that the Moon takes approximately 28 days to orbit the Earth

Geography -

To use appropriate geographical vocabulary
To use atlases and globes, maps and plans in a range of scales

To use secondary sources including aerial photographs
To identify and describe what places are like
To explain why places are like they are

History -

To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied

To describe and make links between the main events, situations and changes within and across the different periods studied

RE— See separate planning

KUW— Skills based objectives to focus on:

Science—

Measuring and recording:
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- gather, record, classify and present data in a variety of ways to help in answering questions

History -

Significance:

Identify and begin to describe historically significant people and events in situations

ONGOING MUSIC learning to play the recorders

Week 1 and 2

Literacy - Plays (2 weeks)

ICT— How can we add instructions to make Roamer or Beebot move?

Science—What is a shadow - how is it formed?

Science—How does a shadow change throughout the day?

Science—How and why does the length and position of a shadow change?

ICT— How can you give commands to make the on screen turtle move?

Science—What materials are opaque and do not let light pass?

Science—How big is the sun, moon and earth?

Science—What is the connection between the earth, sun and moon?

Week 3 and 4

Literacy - Read, Write Perform (lost in space) 2 weeks

ICT— What shapes do you think the given commands will create?

Science—What is an orbit?

Science—What is the name of the nine planets in the solar system?

Science—How does the presence of light affect different countries?

ICT— How can you use the pen up/pen down feature to write alien messages?

Geography—What are the land features like of each of the nine planets?

Art—How can oil pastel shading be used to create a planet?

Geography—How do the planets features compare and differ?

Week 5 and 6

Literacy - Man on the Moon (narrative writing) 2 weeks

ICT— How can you follow commands of instructions to navigate on a space map?

History—What was it like when they landed on the moon?

History—How has space travel changed over time?

History—What was it like to be an astronaut in 1969?

ICT—How can I present my space topic findings using technology?

DT—What are the main features and design conditions needed to create a good rocket?

DT—How can you use the materials available to create a suitable rocket model?

Mathematical Development

Fractions

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Number - fractions

Compare and order unit fractions, and fractions with the same denominators.

Measurement: Money

Add and subtract amounts of money to give change using both £ and p in practical contexts.

Statistics

Interpret and present data using bar charts, pictograms and tables.

Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.

Friday's fluency: To develop times table fluency

FOREST SCHOOL

Science—How can habitats be adapted to suit butterflies?
Carousel:

1. Science—How sunny is our school area?
2. How do plants germinate?
3. How do you pond dip?

How can charcoal be used to create shadow art?

Creative Development

Art -

Apply their experience of materials and processes, including drawing, developing their control of tools and techniques
Visual and tactile elements including colour, line, tone, shape and space.

DT -

Develop ideas and explain them clearly
Select appropriate tools and techniques for making their product
Reflect on the progress of their work

Music -

To follow a steady beat
To know the value of the different length bars on the instrument
To learn and perform a given tune on the djembe drums
To understand the meaning of call and response as well as a musical conversation

Physical Development

Gymnastics - Unit M VS Year 3—Symmetry / Asymmetry

To understand and identify symmetry and asymmetry
To move and balance showing specific planned shapes and variations in speed and level
To adapt and transfer learned skills onto appropriate apparatus

Mastery opportunities for maths:

- To use rulers accurately to measure lengths of their shadows
- to read and compare number values for light on data loggers
- to read and interpret charts
- to tell the time to record their shadows throughout the day
- to present findings in graphs and charts and analyse / compare results
- to discuss patterns of moon cycles, months, years etc and compare planets

PSED (SEAL) - Relationships

To know how to make someone happy
To express feelings of guilt
To know ways to make amends if they have done something cruel or unkind
To know things to do when you feel guilty
To understand the need for taking responsibility for actions

Discrete Learning

French - Les Planetes

PSHE - SEAL:
Relationships

RE: 4.6 Prayer and
Islam: Lifestyles

Key
Outside environment
Multiculturalism
Arts



Communication Language and Literacy

Plays—to read and perform plays taking note of stage directions. To innovate and write own plays based on a given theme

Read, write, perform : Lost in space- To write and perform a transition home from space

Big writing—working on target : To write imaginative and thoughtful texts.

SPAG: Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

ICT- Control

To know how to create, test, improve and refine sequences of instructions to make things happen
To use simulations and explore models in order to answer 'What if ... ?' questions, to investigate and evaluate the effect of changing values
To identify patterns and relationships

MFL-

To listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
How to communicate with each other in the foreign language in pairs and groups.

Mastery opportunities for Literacy:

- To use ambitious vocabulary to write up their experiments
- To design and evaluate their science experiments
- To use talk for writing language to predict, reason and explain investigations
- To use descriptive language to describe how shadows are formed and the features of different planets
- to write persuasively to be an astronaut
- to record their beebot commands as detailed instructions
- to evaluate their rocket

