

Year 3/4 Summer 1



# Out of this World

Children will be learning about the solar system, shadows and sundials, whilst using the theme to explore Art, DT and Computing.

Grange View C.E  
First School



## 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 ukulele (Y3)

Week 1 and 2

Mon 17th—Wed 19th March— KS2 Residential

English - Diary and autobiography (3 weeks)

ICT— How can we draw shapes?

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

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

ICT— How can you make things move along the screen?

History— How has space travel changed over time?

Science—How does a shadow change throughout the day?

Week 3 and 4

ICT— How can music be combined with animation?

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?

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

Literacy - Newspaper ( 2 weeks)

ICT— How can we change the appearance of a sprite?

History— What was it like to be an astronaut in 196

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

Thursday 11th May- KS2 Centre for Life Visit

Week 5 and 5

ICT— How can a loop be used to repeat actions?

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

Science— What is an orbit?

ICT— How can we control the movement with our mouse?

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

Science— How can charcoal be used to create shadow art?

## 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.

Fridays fluency: To develop times table fluency and recap skills

## 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

## Arts specific learning (Y4):

Art: To improve their mastery of techniques including drawing, painting and sculpture with a range of materials eg: pencil, charcoal, paint and clay.  
KS1 techniques to master: colour, pattern, texture, line, shape, **form and space**

## Physical Development

TUESDAY am  
Newcastle Foundation:  
Games: Striking and Fielding

WEDNESDAY pm - SWIMMING

Key  
Outside environment  
Multiculturalism  
Arts



## Communication Language and Literacy

Diary writing—texts based on biographies and writing in the first voice characterisation and dialogue  
Newspaper reports—focus on composition & effective language

## ICT- Scratch Algorithms & programming

## MFL- French (In the classroom)

**COMMUNICATION**  
Listening to classroom instructions  
Naming school objects  
Counting class supplies  
Asking and answering questions with "Combien..." et "Où..."  
"Qu'est-ce que c' est?"  
Making simple statements with "Il y a..."

## GRAMMAR

Imperatives: vous form  
Adjectives of colour:  
masculine and feminine,  
singular- plural agreement  
Verb: être

## VOCABULARY

School objects  
Numbers  
Prepositions of place