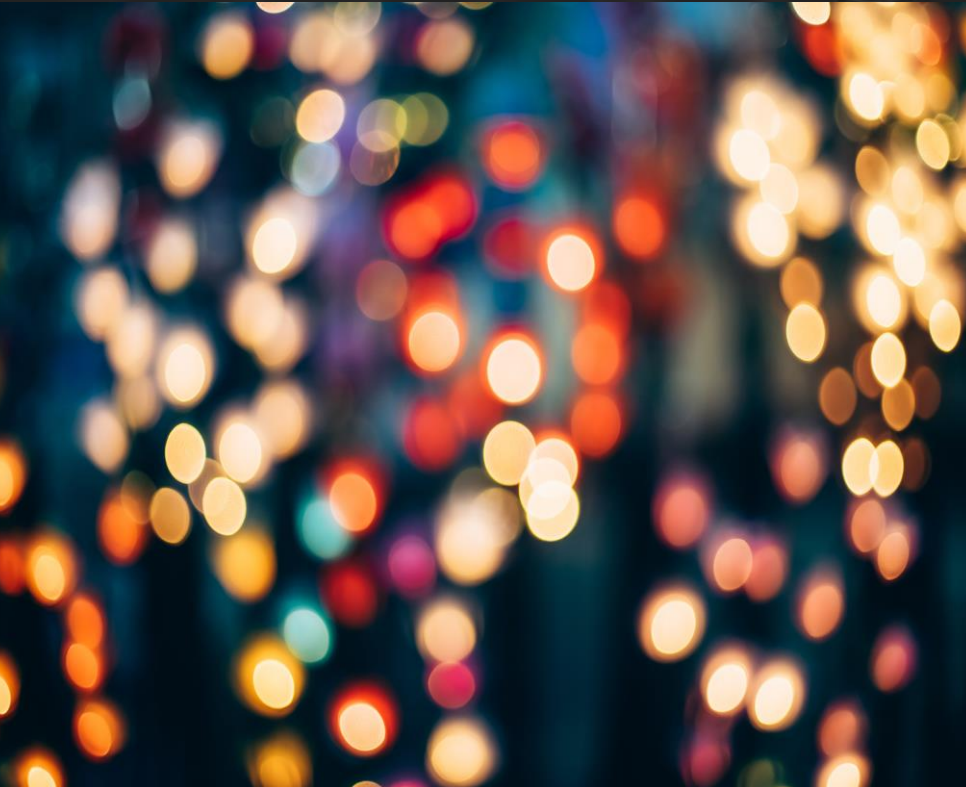


# Year 3 – Light up!



## Science

### Light up!

In this topic we will learn about how we see objects, the ways in which different objects reflect different amounts of light and how these ideas can be applied to staying safe at night.

We will explore what causes a shadow, as well as how the shape and size of a shadow can be affected by its position. We will learn how exposure to sunlight can cause harm and about ways in which we can protect ourselves. We will carry out investigations to test materials for sunglasses.

#### Key ideas:

There needs to be light for us to see.  
Some things give out light and others reflect it.  
There are factors which affect the size and shape of shadows.

When working scientifically we will ask and answer our own questions about light and shadows as well as investigating how some materials block more light than others. We will aim to develop the idea of exploring your own judgements e.g. why we have used a certain material for a 'safe at night' piece of clothing.

### R.E.

### Christmas is coming!

Understand that times of waiting and

## Spiritual, Moral, Social and Cultural

#### R.E.

Children gain an appreciation and understanding of Advent.

Recognise and appreciate what it meant to wait and prepare for something and the emotions/feelings connected with this.

#### Literacy ~ moral

Reflect upon worldly issues such as earthquakes and how this affects people and their way of life.

#### Topic ~ social and cultural

Use imagination to understand other people's experiences.

Talk about their opinions and views on issues that affect themselves and society.

## British Values

Reflect on Remembrance.

Respect and listen to the opinions of others in our learning.

Reflect upon why people including Christians celebrate Christmas.

Know what it means to be treated equally – link to people in need after

## Literacy

### Writing to inform – Newspaper report

#### (link to humanities – reports of earthquakes)

Paragraphs and subheadings

#### Grammar and Sentences

Subordinating conjunctions

Expanded noun phrases

Commas

Relative clauses

Present perfect

Adverbials (First, before, after, later, in addition, however) and conjunctions (when, before, after, because, if)

#### Punctuation Content

Consolidation of .,!?

Capital letters for proper nouns

Commas after fronted adverbials

Commas to mark subordinating clauses

Inverted commas for direct speech

Bullet points to list items

### Writing to entertain – Fictional diary entry (link to

**Thomas Edison – scientist, humanities – personal diaries, R.E reflective diaries and fictional diaries of biblical figures.**

#### Literacy features include:

Detailed description

Paragraphs for sequencing time

Comparing different forms of past tense (progressive and simple)

#### Grammar and Sentences

Fronted adverbials

Expanded noun phrases

Subordinating clauses

Nouns and pronouns for clarity and cohesion

Adverbials (soon, meanwhile, the next day, carefully, without a thought)

anticipation bring feelings of excitement and anxiety.

**What does it feel like to wait and prepare?**

Recognise that there were many people in the Bible who were expecting, waiting and preparing for the coming of Jesus.

**Who was waiting for the coming of Jesus?**

Look at an Advent calendar, discuss it being called 'Waiting for Jesus.' Read the account of angels visit to Mary and God's plan for her baby. Jesus would be the 'Saviour', God's special child sent to save and help his people.

Discuss the prophets that foretold the coming of Jesus. Isiah, an Old Testament prophet, who foretold the coming of the Saviour.

Listen to the story of Zechariah, Elizabeth, the visit of Mary and the birth of John the Baptist. Listen to 'Casper and the Star,' and talk about the waiting of the three wise men.

Christians still prepare for Christmas by thinking about whether they are ready to welcome Jesus and follow his teachings. Many people prepare for Christmas based on Christmas traditions.

**How do people including Christians, prepare for Christmas and why?**

Read the special prayer for the Sunday before Advent, talk about, 'Stir up Sunday.'

devastation (earthquakes).

**Art/ Design technology**

**Exploring line drawing, light, shade and tone from objects all around us.**

Pupils to learn how to draw simple lines with various tools exploring and investigating line and line patterns.

Explore and investigate

1. tone by smudging and blending
2. textural representation by using overdrawing
3. record three-dimensional shapes
4. explore shapes by adding, altering and combining focus line, shape and pattern

Explore mosaic design and create a tiled pattern design linking to Christmas.

and conjunctions (if, when, while, until, whenever, once) and conjunctions (if, when, because, while, as, until, whenever, once)

**Punctuation Content**

Direct speech (punctuation within and before inverted commas)

Secure use of apostrophes for possession, including plural nouns

Use commas after fronted adverbials and subordinating clauses

May begin to use dashes for emphasis

**Humanities**

**Why do some earthquakes cause more damage than others?**

Observe and record the distribution of earthquakes in New Zealand over the past two hundred years. Summarise observations of earthquake patterns.

Identify, describe and explain the causes of earthquakes

Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world.

Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction

Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand by synthesizing information previously learned.

