



No Limits
To Learning!

Topic Title: Phunky Pharaohs

Year Group: 3

Academic Year: 2021-2022

Science Intent:

Children will understand why they need light in order to see things and what happens when light isn't present. The children will go on to investigate the absence of light and what happens when light is present, but blocked by an object. Children will work scientifically to explore how shadows change and how light is only reflected from some surfaces.

<p>Prior Scientific Learning/Linked Topics:</p> <p>Year 1- Everyday materials Year 1- Seasonal changes Year 2- Uses of everyday materials</p>	<p>Literacy Links (including texts/media used):</p> <p>Egyptian Cinderella The Story of Tutankhamun</p>	<p>Maths Links:</p> <p>Time</p>		
<p>Scientific Knowledge</p>	<p>Working Scientifically</p>			
	<p>Observing and Measuring over time</p>	<p>Identifying, classifying and grouping</p>	<p>Comparative and fair testing (controlled investigations)</p>	<p>Research</p>
	<p>Questioning and enquiry planning. Ask some relevant questions and use different types of scientific enquiries to answer them. Begin to raise their own questions about the world around them.</p> <p>Recording and reporting findings Gather, record, and begin to classify and present data in a variety of ways to</p>	<p>Identifying, grouping and classifying Begin to identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Begin to compare and group according to</p>	<p>Investigating Explore using different materials as surfaces when reflecting light.</p> <p>Investigate what happens when the light from a light source is blocked by an opaque object.</p>	<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through</p>



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	<p>help in answering questions. Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Begin to record results in tables and bar charts. Conclusions Begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Begin to use straightforward scientific evidence to answer questions or to support their findings. With help, begin to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p>	<p>behaviour or properties, based on testing.</p>	<p>Use scientific knowledge to measure how shadows change and give reasons for this.</p>	<p>practical investigations.</p>
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Content:

What is Light?

Reflective Surfaces and Materials

The Sun

Shadows

Investigating Shadows



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Key Vocabulary:

Block, longest, shortest, straight, transparent, translucent, opaque, light, solid, dark, shape, shadow, changes, natural, travels, lowest, reflect, highest, artificial, source, absorb, energy, light, mirror, absence, sun, sunlight, materials, protect, materials, surface.

Stunning Start/Marvellous Middle/Fabulous Finish:

All to be revealed!

OAA/Trips/Visits/Visitors:

All to be revealed!