



The Oratory R.C. Primary and Nursery School

'Shine as to be a light to others'

Medium Term Planning

Year 3

Spring Term



Sparkling Start	Essential Question	Fabulous Finish
<p>Day without light- using candle light and natural sun light.</p>	<p>How important is light to our lives?</p>	<p>Light Trail</p>
<p>Big Ideas</p>	<p>As READERS we will be looking at Candlestick City by Marlene Allen. We will be looking at the meaning behind the text as this book has many hidden meanings for us to explore. We will also be looking at atlases when we compare England to different countries around the world.</p> <p>We will also be looking at different historical sources to find out where light was invented and how light has changed over the years.</p>	<p>Through Design and Technology we will be designing, making and evaluating our own candle lanterns. We will be testing materials to ensure they are waterproof before designing our lantern.</p> <p>We will also be creating lights by using science to create a circuit and designing something for our lights to go inside. We will have to evaluate our designs and remake them to give our final product.</p>
	<p>As WRITERS we will be using Talk4Writing to learn and edit a quest story linked to Candlestick City by Marlene Allen. We will create our own version of the story by using the book as a model for our writing.</p> <p>We will also write a newspaper article about the day when the light bulb was invented. Through this we will be looking at the features of a newspaper article as well as improving on our powerful adjectives.</p> <p>We will write poetry about light and how light is important to us. We will also write prayers about Jesus being the light of the world.</p>	<p>As Historians we will look at the first lights used and how people came about finding them. We will look at the difficulties they had to face as they couldn't see without fires. We will look at the use of oil lamps and how they were used.</p> <p>We will also look at the invention of the light bulb and how Thomas Edison created it. We will explore the impact this had on the world and how lives changed since it was created. We will look at the changes of light over the years and how they are still improving in modern days. We will look at what would happen if there was no light in the world. By the end of the topic we will have explored the different lights and how they are all around us.</p>
	<p>As MATHEMATICIANS we will use mental multiplication to double 2-digit numbers. We will also be carrying on learning and becoming more confident with our 2, 5 and 10 times tables.</p> <p>We will be looking at time and how we read an analogue and digital clock. We will be adding and subtracting time and will be able to read what the new time is after. We will understand the difference between am and pm and when to use them. We will also be able to convert between analogue and digital</p>	<p>As Geographers we will compare different countries around the world and their sources of light. We will compare affluent countries with poorer countries and how their lives differ due to light. We will identify all of these countries on a map and look at the location in correspondence with England. We will compare our school with other schools around the world and see how our artificial lighting compares to theirs.</p>

	<p>clocks.</p> <p>We will become data collectors and create bar graphs and pictograms using the information we collected.</p> <p>We will be adding and subtracting 1, 10 and 100 to and from 2 and 3-digit numbers as well as carrying out more work on column addition and subtraction.</p> <p>We will be finding $\frac{1}{2}$ $\frac{1}{4}$ and $\frac{3}{4}$ of numbers and quantities.</p>	
	<p>As PHYSICISTS we will recognise that we need light to see things and that light can be reflected from different surfaces. We will gain an understanding about the biggest form of light, the sun, and discuss how we can make sure we stay safe in it.</p> <p>We will look at our shadows and see how they change throughout the day depending on the position of the sun in the sky. We will understand what the term opaque means and find out what materials are opaque. We will also learn the difference between artificial and natural lighting.</p>	<p>As Artists we will create paintings of stain glass windows using see through coloured materials. We will gain our ideas from church to create these.</p> <p>We will use chalk effects to draw candles in a still-life effect.</p> <p>We will draw pictures linked to God's creation from where he said 'let there be light.'</p>
	<p>As THEOLOGIANS we will understand that Jesus is the light of the world and we understand what we can do to follow in his footsteps. We will also look at creation as God created light and dark.</p> <p>We will understand the meaning behind "the people who walked in darkness have seen a great light" (Isaiah 9:1-2). We will explore the sacraments and how they help us to share Jesus' light.</p>	<p>Through Music we will be performing with singing and actions to: This Little Light of Mine; Shadow; Hello Mr Sun, Hello, Hello and Traffic Light Song.</p> <p>We will be listening to Morning from Peer Gynt suite by Edvard Grieg and focusing on the style, instruments, tempo and volume.</p> <p>We will also be finding out some facts about the composer.</p>
	<p>Through Physical Education we will be becoming more flexible and carrying out gymnastic activities.</p>	<p>Through PSHE we will discuss how Jesus is the light of the world and encourage ourselves to follow in his footsteps. We will also understand through history how fortunate we are to have the lights and technology which we have today. We will also introduce daily ways we can be kind to others and have a daily reflection of things that day we have done to be kind.</p>
Further Opportunities	Communication:	In addition to our end showcase displaying work we have done, we will do some acting and role play of the story Candlestick City we have been learning throughout the term. We will also narrate this to explain the hidden messages.
	Readers:	We will be ensuring we reread our work to check for spelling and punctuation errors to become more independent learners. We will also be reading other quest stories during reciprocal reading.

	Writers:	We will be writing up the science experiments we have carried out and including conclusions to discuss our findings.		
	Mathematicians:	We will be creating various graphs during science experiments. We will also be creating timelines about how light has developed over the years.		
Oratory Curriculum Drivers	In our Spiritual and Moral Development	Through Enquiry	Through Emotional Awareness	Through Community / Diversity
	We will: Look at the story of creation and understand how God created the world. We will prepare for our First Holy Communion. We will learn that Jesus is the light of the world through our book which shows this through a hidden message.	We will: Investigate shadows and the effects which the sun has on them. We will also investigate different materials and carry out our own experiment to determine which are best to use for our lights we create in design and technology.	We will: Develop teamwork skills through working with commando Joe. We will also gain more respect for our peers by listening to their opinions as well as our own. During D&T we will be working in a group. This will help to enhance our team work skills. We will also discuss ways which we can be more kind to other people.	We will: Learn how communities in different parts of the world manage with the light they have and how this differs to ours. We will visit the fire station to see how they use light and how important it is for them and the job they do.
Positive Learning Behaviour / Attitudes	Resilience - Don't Give up!	Wisdom/Right Judgment	Respect/Diversity	
	We will understand what our goal is for the end of the project and we will work towards that. We will not give up and we will encourage others to keep going in our team.	We will listen to our peers and adults within the school who are telling us what is the right thing to do. We will think about our behaviour before it happens.	We will work in groups where each of us have different strengths. We will use those strengths to help us succeed in our aims. We will also distribute roles to each member of the group to help us to work together as a team by fulfilling our role.	



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Medium Term Planning, Weekly Overview Year 3 Spring Term

Sparkling Start			Theme Light		Fabulous Finish Showcase of how lights have changed.	
WEEKS	1	2	3	4	5	6
Communicators	Reading the story aloud for familiarisation.		Guest speaker from EON.	Preparing for fire station trip-questions.		Fire station trip.
Readers	Candlestick City by Marlene Allen					
Writers	Quest stories				Poetry	
Mathematicians	Ordering and comparing 3 digit numbers.	Doubling 2 digit numbers.	Adding 1, 10 and 100 to 2/3 digit numbers.		Column addition	
Scientists	Sun safety (Physics)		Where light comes from		Light reflection	
Theologians	"Let there be light" (Genesis 1:3)		The Burning Bush (Exodus 3)	The pillar of light and cloud (Exodus 13:21)	"The people who walked in darkness have seen a great light" (Isaiah 9:1-2)	"The light shines in the darkness, and the darkness has not overcome it" (John 1:5)
Computing	Google maps to find destinations. Research online about light sources in poverty countries.			Email to fire station asking to visit.		Final draft of poetry to be typed.
Geographers	Comparing our light sources with those in poverty.			Where the light bulb was invented and the impact.		
Historians	The first sources of light.		Invention of the light bulb.		How light has changed over the years.	
Musicians	Performing "This little light of mine" and "Shadows" Listening to Morning from Peer Gynt suite by Edvard Grieg. *Style, instruments, tempo, volume.					
PSHE	How we can follow in Jesus' footsteps.			How we can be kinder to other people.		
Physical Education	Gymnastics *Flexibility					

ART/DT	Stain glass window making	Designing our lights	Making our lights
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Sparkling Start			Theme Light		Fabulous Finish Showcase of how lights have changed.	
WEEKS	7	8	9	10	11	
Communicators		Preparation for the showcase- speaking parts				
Readers	Candlestick City by Marlene Allen					
Writers	Newspaper Writing				Poetry	
Mathematicians	Column Subtraction		Understanding analogue and digital time.			
Scientists	Shadows and how they are affected by light sources			Opaque and transparent materials.		
Theologians	"I am the light of the world" (John 8:12)	"You are the light of the world" (Matthew 5:14)	"God is light and in him there is no darkness at all" (John 1:5)			
Computing	Creating graphs using a computer.		Google maps to find geographic locations.			
Geographers			Geographic locations of different light sources			
Historians	Why is light important? What would we do without light?		Different sources of light in today's society.			
Musicians	Performing "Hello Mr Sun, Hello, Hello" and "Traffic Light Song" Listening to Morning from Peer Gynt suite by Edvard Grieg. *Style, instruments, tempo, volume.					
PSHE	How to be appreciative of the things we have in our lives.					
Physical Education	Gymnastics					
Art/DT	Making our lights.	Evaluating lights.	Still life candle paintings			