



Oratory REAL Project Overview Spring

'Shine as to be a light to others'



Year: 3

Teacher: Mrs Zegan

Project Name	Project Summary	Essential Question
Light	<p>Children will be investigating what the first sources of light are and how they came about. They will discover who invented the light bulb and how this has changed over time. They will also compare and contrast the light available in our society with those living in poverty.</p> <p>We will discover the uses of light and how light is used for many sources. We will discuss how we would live without light and how important light is to our lives.</p>	<i>How important is light to our lives?</i>

How will your children meet the 4 components of effective REAL Projects?

RIGOROUS	ENGAGING
<p><i>How will the children show in depth subject knowledge?</i></p> <p>Children will be able to answer the essential question by providing enough information in their final showcase. They will be able to discuss with guests the importance of light and different sources. Their final products will have been critiqued so they are at a high standard of knowledge.</p>	<p><i>How will your children engage in the learning?</i></p> <p>The classroom learning environment will be adapted to show the different sources of light we have. Displaying our essential question will allow enquiry and motivate children to answer the question. All learning will be showcased in the final exhibition giving children purpose to their learning.</p>
AUTHENTIC	LEARNING
<p><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p>Parents and Carers will be invited to come and view their final showcase. It is the children's responsibility to provide information and enjoyment for their families.</p>	<p><i>How will your children show their learning of content and key skills in this project?</i></p> <p>Children will use the knowledge which they have learnt in a showcase to present to parents and carers at the end of the topic. Children will also be working towards answering the essential question throughout the topic and providing an answer at the end.</p>

REAL Project Planner Spring

Project Start	Project End
January	April

Key Outcomes	Trips and Experiences	Immersion - Classroom
<ul style="list-style-type: none"> • Understanding of the different light sources available. • Comparing our light sources with those less fortunate. • Knowing the first sources of light and how they were used. • The invention of the light bulb and the impact this had. • Understanding the importance of light. • Quest stories. • Newspaper article writing. • Staying safe in the sun. • Understanding of the book Candlestick City and looking for meaning behind the text. • Creating stained glass windows and making own lights. 	<ul style="list-style-type: none"> • Fire Station- Talk • Guest speaker from EON • Think Tank- Luminous Light • Walk around local area to see different sources of light. • Norman to talk about how lights have changed over the years with artefacts. • St Chads Cathedral 	<ul style="list-style-type: none"> • Timeline of light to be built on over the weeks across the back wall. • Model of lamppost in doorway to classroom. • Fairy lights around the classroom.

Exhibition Venue	Exhibition Plan
School Hall.	<p>Interactive Timeline- Children to show art work and silent plays based on the important events and changes which happened over the years for the lights we have now.</p> <p>The timeline will go around the school hall with the different dates, focusing on important milestones in the history of light.</p> <p>All children to be involved in either a performance or explaining the details of the art work.</p>

Weekly REAL Project Planning Spring 2018

Date	Key Outcomes	Skills and Milestones
<p style="text-align: center;">Week 1+2</p> <p>Essential Question:</p> <p style="text-align: center;">How did people survive without electric lights?</p>	<ul style="list-style-type: none"> *Project launch- Working without light, with candle light and natural sunlight. *Poster of how to stay safe in the sun. *Orally retell quest story 'The Hodgeheg.' *Letter about the invention of the candle. *Table of lights in England compared to Africa. 	<p><u>English-</u></p> <ul style="list-style-type: none"> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve. <p><u>Maths-</u></p> <ul style="list-style-type: none"> *Ordering and comparing 3 digit numbers. <p><u>Science-</u></p> <ul style="list-style-type: none"> *Recognise that light from the sun can be dangerous. <p><u>History-</u></p> <ul style="list-style-type: none"> *Compare some of the times studied with those of other areas of interest around the world. *Place first light sources on a time line using dates.
<p style="text-align: center;">Week 3+4</p> <p>Essential Question:</p> <p style="text-align: center;">When and how was the light bulb invented?</p>	<ul style="list-style-type: none"> *Innovate quest story 'The Hodgeheg' *Scientific report of circuit's experiments. *Recipe of how we can follow in Jesus' footsteps. *Questions prepared for guest speaker from EON. *Letter to Thomas Edison 	<p><u>English-</u></p> <ul style="list-style-type: none"> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve. <p><u>Maths-</u></p> <ul style="list-style-type: none"> *Find 1000 more or less than a given number. <p><u>History-</u></p> <ul style="list-style-type: none"> *Compare some of the times studied with those of other areas of interest around the world. *Place first light sources on a time line using dates. <p><u>Science-</u></p> <ul style="list-style-type: none"> *Set up simple, practical enquiries and comparative and fair tests. <p><u>Art-</u></p> <ul style="list-style-type: none"> *Select and arrange materials for a striking effect. *Create original pieces that are influenced by studies of others.

<p>Week 5+6</p> <p>Essential Question: How has light changed?</p>	<ul style="list-style-type: none"> *Recount of trip to fire station. *Discussion of questions to ask at the fire station. *Acrostic poem about light. *Timeline of the invention of lights. *Scientific report of opaque and transparent materials. *An email sent to the fire station. *Design a light container. 	<p><u>Communication</u></p> <ul style="list-style-type: none"> * Engage in discussions, making relevant points. <p><u>English</u></p> <ul style="list-style-type: none"> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve. <p><u>Maths</u></p> <ul style="list-style-type: none"> *Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. <p><u>Science</u></p> <ul style="list-style-type: none"> *Notice that light is reflected from surfaces. *Gather, record, classify and present data in a v *Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
<p>Week 7+8</p> <p>Essential Question: Why is light important?</p>	<ul style="list-style-type: none"> *Light source map of local area. *Scientific report of shadow investigation. *Create a light container. *Newspaper article. *Column subtraction. *Table comparing light sources in England and Africa. *Design a light advertisement. 	<p><u>English</u></p> <ul style="list-style-type: none"> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve. <p><u>Maths</u></p> <ul style="list-style-type: none"> *Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. <p><u>Science</u></p> <ul style="list-style-type: none"> *Recognise that shadows are formed when the light from a light source is blocked by a solid object. *Find patterns in the way that the size of shadows change. <p><u>Geography</u></p> <ul style="list-style-type: none"> *Describe geographical similarities and differences between countries. <p><u>PSHE-</u></p> <ul style="list-style-type: none"> *See oneself as lucky.

<p>Week 9+10</p> <p>Essential Question: What lights do we have today?</p>	<p>*Telling the time using analogue and digital clocks.</p> <p>*Scientific report from opaque and transparent materials investigation.</p> <p>*Explanation of how to carry out a fair test.</p> <p>*Newspaper article.</p> <p>*Still life drawing of candles and flames.</p> <p>*Create light trail for exhibition.</p>	<p><u>English-</u> *Write for a wide range of purposes using the main features identified in reading. *Compose and rehearse sentences orally. *Plan, write, edit and improve.</p> <p><u>Maths-</u> *Tell and write the time from an analogue clock. *Estimate and read time with increasing accuracy to the nearest minute.</p> <p><u>Art-</u> *Sketch lightly (no need to use a rubber to correct mistakes). *Use different hardnesses of pencils to show line, tone and texture.</p>
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