

ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Science – Light

YEAR GROUP: 3

TERM Summer 2

 Ight source (natural and man-made), shadwy, reflection, sun protection, mirror, surfaces, opaque, transparent, Enquiry skills: Designing a fair test: Asking relevant questions. Observing outcomes over time. Gashit, group, fair test, investigate, prediction, observe, record, results, table, measure, conclusion Iliustration Iliustration Iliustration Iliustration Iliustration Observing outcomes one tame and the sun or from a device Light is something that humans need to be healthy Light from the sun or from a device Light from the sun or from a device Light from the sun We have light and dark times during the day Light from the sun can be dangerous Characteristing and identifying difference, similarities or changes. Drawing conclusions. Prom previous learning at K51 or personal interests outside of school, some children may know: Light from the sun or from a device Light from the sun Light from the sun We have light and dark times during the day Light from the sun can be dangerous Schorter of the sun Prom previous learning at K51 or personal interests outside of school, some children may know: Light form the sun of from the sun of from the sun or from a device Light from the sun and describe the difference between light and dark times during the day Y2/A2 - notesting first-hand experiences Y2/A2 - Rocks - Differences between made man things and natural things were can do this. Prom previous learning at K51 or personal interests outside of school, some children may know: Using transmation 	Vocabulary	Skills (key skills for the unit in bold)	What we already know
 reflection, sur protection, mirror, surfaces, opaque, translucent, transparent, <i>Enquiry skills:</i> classify, group, fair test, investigate, prediction, observe, record, results, table, measure, conclusion <i>Ilustration</i> <i>Asking relevant questions.</i> <i>Observing and teorof data accurately in a variety of ways. Interpreting data.</i> <i>Characterising and identifying difference, similarities or changes.</i> <i>Drawing conclusions.</i> <i>Paplication/Outcomes</i> <i>Asking relevant questions.</i> <i>Uight can come from the sun or from a device</i> <i>Uight can come from the sun or from a device</i> <i>Uight can come from the sun or from a device</i> <i>Uight can come from the sun or from a device</i> <i>Uight can come from the sun or from a device</i> <i>Uight can come from the sun or from a device</i> <i>Uight can come from the sun or from a device</i> <i>Uight can come from the sun or from a device</i> <i>Uight can come from the sun or from a device</i> <i>Uight can come from the sun or from a device</i> <i>Uight comes from the sun</i> <i>Uight comes from the sun or from a device</i> <i>Uight comes from the sun</i> <i>Uight comes from the sun or from a device</i> <i>Uight comes from the sun or from a device</i> <i>Uight comes from the sun or form a device</i> <i>Uight comes from the sun or the sun or tor and accurately in a variety of ways. Interpreting data.</i> <i>V2/S2 - Plants need light to stay healthy</i> <i>Y2/A2 - lowestigate add skills</i> <i>Y2/A2 - lowestigate add skills</i> <i>Y3/A2 - Rock</i>		Enquiry skills:	From previous learning at KS1 or personal interests outside of school, some
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