

# What is Light?

# Spring Term 1 2024

# Landaviddy (Y2/Y3)

<p><b>Computing</b> <b>Computing Systems and Networks 2: Word Processing</b></p> <ul style="list-style-type: none"> <li>Develop confidence with the keyboard and the basics of touch typing.</li> <li>Develop word processing skills, including altering text, copying and pasting and Use keyboard shortcuts.</li> <li>Use word processing software to type and reformat text</li> <li>Searching for appropriate images to use in a document.</li> <li>Understand what online information is</li> <li>Identify whether information is safe or unsafe to be shared online.</li> </ul>	<p><b>Science</b> <b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that the dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the size of shadows changes</li> </ul>	<p><b>Geography</b> <b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use a simple database to present findings from fieldwork</li> <li>Use the four points of a compass to describe the locational knowledge of the United Kingdom and the wider world</li> <li>Use maps, atlases and globes to locate countries and features studied</li> <li>Follow a route on a map with some accuracy</li> <li>Make a map of a short route experienced using symbols</li> </ul>	<p><b>D.T.</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>Generate ideas through comparing existing products</li> <li>Plan an innovative product</li> <li>Identify appropriate tools and materials and explain their choice</li> <li>Describe their design by using pictures, diagrams and words</li> <li>Make templates</li> <li>Gather information about the needs/wants of particular individuals/groups</li> <li>Identify and plan the equipment/ tools needed and give reasons why</li> <li>Order the main stages of making their product</li> <li>Identify a design criteria and establish a purpose/ audience for their product</li> <li>Create realistic plans e.g. what tools, equipment, materials and components they will use</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Join materials and components together in different ways</li> <li>Measure materials to use in a model or structure with increasing accuracy and independence</li> <li>Use joining, folding or rolling to make it stronger</li> <li>Use equipment and tools accurately and safely</li> <li>Select the most appropriate materials, tools and techniques to use</li> <li>Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> <li>Assemble, join and combine materials and components with some accuracy</li> </ul>	<p><b>PSHE</b> <b>Dreams and Goals</b></p> <ol style="list-style-type: none"> <li>Goals to success</li> <li>My Learning Strengths</li> <li>Learning with Others</li> <li>A Group Challenge</li> <li>Continuing Our Group Challenge</li> <li>Celebrating Our Achievement</li> <li>Dreams and Goals</li> <li>My Dreams and Ambitions</li> <li>A New Challenge</li> <li>Our New Challenge</li> <li>Our New Challenge – Overcoming Obstacles</li> <li>Celebrating My Learning</li> </ol>
<p><b>Key Vocab:</b></p> <p>Author, back button, backspace, bold, copy, copyright, cut, delete, forward button, highlight, image, import, italics, keyboard, keyboard shortcut, keyword, layout, navigate, paste, redo, search, space bar, text, text effects, touch typing, underline, undo, word processing</p>	<p><b>Key Vocab:</b></p> <p>Light source, light, dark, absence, reflects, luminous, natural, human-made, reflective, reflect, surface, see, light, travel, straight lines, balance, damage, protection, sun protection factor (SPF), ultraviolet rays (UVA), white light, visible, shadow, opaque, translucent, transparent, block</p>	<p><b>Key Vocab:</b></p> <p>Analyse, bar chart, biodegrade, blueprint, cardinal points, colony, compass, conservation, conserve, deomesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, tally chart, ultraviolet, venom, x-axis, y-axis</p>	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Make simple judgements about their products and ideas against design criteria</li> <li>Suggest how their products could be improved, evaluating products and components used</li> <li>Explain what they would change if they were going to make their product again</li> <li>Think about their ideas as they make progress and be willing to make changes if this helps them to improve their work</li> <li>Assess how well their product works in relation to the purpose</li> <li>Explain how they could change their design to make it better</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>Make sensible choices of which material to use for their construction</li> <li>Identify how to and make their structure stronger, stiffer or more stable</li> <li>Join materials effectively to build a product</li> <li>Use a range of techniques to shape and mould materials</li> <li>Use finishing techniques e.g. sanding, varnishing, glazing etc</li> </ul>	<p><b>Key Vocab:</b></p> <p>Realistics, proud, success, celebrate, acheivement, goal, strengths, perservere, challenge, difficult, easy, learning together, partner, team work, product, dream bird, group, problem-solve, obstacles, dreams, ambitions, future, aspirations, garden, decoration, enterprise, design, cooperation, motivated, enthusiastic, excited, efficient, responsible, frustration, solution, review, learning, self-review, evaluate</p>
<p><b>PE</b> <b>Dance</b></p> <ul style="list-style-type: none"> <li>I am beginning to provide feedback using key words.</li> <li>I can copy, remember, repeat and create dance phrases.</li> <li>I can describe how my body feels during exercise.</li> <li>I can show a character and idea through the actions and dynamics I choose.</li> <li>I can use counts to stay in time with the music.</li> <li>I can work with a partner using mirroring and unison in our actions.</li> <li>I show confidence to perform</li> </ul> <p><b>Net and Wall Games</b></p> <ul style="list-style-type: none"> <li>I can defend space on my court using the ready position.</li> <li>I can describe how my body feels during exercise.</li> <li>I can hit a ball over the net and into the court area.</li> <li>I can throw accurately to a partner.</li> <li>I can use simple tactics to make it difficult for an opponent.</li> <li>I know how to score points and can remember the score.</li> <li>I show good sportsmanship when playing against an opponent.</li> </ul>	<p><b>RE</b> <b>Judaism</b> <b>Who is Jewish and how do they live?</b></p> <p><b>Making Sense of Beliefs:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> </ul> <p><b>Understanding the Impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> </ul> <p><b>Making Connections:</b></p> <ul style="list-style-type: none"> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>	<p><b>French</b> <b>Les couleurs</b> <b>Listening</b></p> <ul style="list-style-type: none"> <li>Develop understanding of the sounds of individual letters and groups of letters (phonics).</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use correct pronunciation when speaking and start to see links between pronunciation and spelling</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Recognise and understand familiar written words in written text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write or copy simple words correctly e.g. colours</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Be aware of the forms of word classes e.g. nouns, adjectives, and verbs</li> <li>Recognise the word order of adjectives and nouns is different in French</li> <li>Begin to understand the basic notion of adjectival agreements</li> <li>Recognise Negative Form</li> </ul>	<p><b>Key Vocab:</b></p> <p>Stronger, stiffer, stable, components, joining, template, outcome, durable, audience, design criteria, evaluate</p>	<p><b>Music</b> <b>Performing</b> <b>Explore and Compose</b> <b>Listen, Reflect and Appraise</b></p> <ul style="list-style-type: none"> <li>I can use my voice in different ways – to make sounds, rap and sing.</li> <li>I can learn the <i>Mr Noah Rap</i>, using my voice clearly and expressively, and maintaining a steady pulse as I rap.</li> <li>I can perform the <i>Mr Noah Rap</i> with confidence, adding appropriate sounds and actions.</li> <li>I can contribute to a class rap composition and take place in its performance.</li> <li>With my group or partner, I can compose my own rap, incorporating accompaniment (beat boxing, percussive backing on either unpitched percussion or keyboard etc).</li> <li>I can refine, edit, perform and evaluate my group's rap.</li> </ul>
<p><b>Key Vocab:</b></p> <p>Action, counts, create, direction, dynamics, expression, level, matching, mirroring, pathway, perform, speed, timing, unison, against, defend, partner, point, quickly, ready position, receive, return, trap</p>	<p><b>Key Vocab:</b></p> <p>Torah, Hebrew, Judaism, Jewish, Scroll, Shabbat</p>	<p><b>Key Vocab:</b></p> <p>les couleurs – colours bleu, gris, marron, rouge, orange, jaune, vert, noir, blanc, violet j'aime – I like je n'aime pas – I don't like</p>		<p><b>Key Vocab:</b></p> <p>Rap, chant, beat boxing, accompaniment, riff</p>