

Spring Term 1: Anthony Browne – Light and Shadow

Liz Osborne

	Week 1 9.1	Week 2 16.1	Week 3 23.1	Week 4 30.1	Week 5 6.2	Week 6 13.2
Science DT	Light and Dark LO: Recognise that they need light in order to see things and that dark is the absence of light Find out what children think light is? Discover sources of light. Discuss how our eyes adjust to darkness. Investigate a Dark Box and a 'dark cave'.	Reflection LO: Notice that light is reflected from surfaces (D&T LO: To design something for a purpose) Study how light is reflected from surfaces. Consider vocabulary used to describe surfaces reflecting light. Look at reflective & fluorescent materials & their uses. Design an outfit and bike for the Jolly Postman, to enable him to be seen more clearly on these wintery nights.	Mirrors LO: Notice how light is reflected from surfaces Go through a brief history of mirrors before finding out how we use the light that is reflected to see a virtual image in a mirror. Use mirrors to reflect beams of light & to tackle symmetry activities. Try mirror writing to send secret messages!	The Sun LO: Recognise that they need light in order to see things and that dark is the absence of light. Discuss sunny facts: the importance of the Sun for life, its structure & its movement across the sky. Discuss ways of protecting ourselves from the Sun. Design a sunhat or pair of sunglasses.	Shadows LO: Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find out that shadows are formed when the light from a source is blocked by a solid object. Talk about the history of sundials & make their own.	Transparency LO: Recognise that shadows are formed when the light from a light source is blocked by a solid object. Using OHP and sunlight, look at the different shadows formed by translucent, opaque & transparent objects. Discuss how the transparency of materials can affect their uses. Make stained glass windows.
Maths	B2.c: Classify and describe prisms. Create nets of 3d shapes.	B2.d: Y3 Classify and describe common 3d shapes. Y4 Rehearse names and nets of 3d shapes.	B2.c: Identify and draw lines of symmetry. (See session 1 and 2 and activity B2.d.1)	B2.d: Visualise 3d shapes. Children create their own 3d shapes from flat 2d images, using straws and plastercine.	B2.d: Y3 Classify and describe common 3d shapes. Y4 Rehearse names and nets of 3d shapes.	Tesselations: Finding repeating patterns in Islamic art.
Art	Charcoal Drawing LO: To create light and shade with charcoal. Use charcoal to create 3 dimensional pictures of glass bottles. Notice how light creates light and shadows.	Pastel Drawing of Fruit LO: To create light and shade with pastels. Look at still life pictures. Use pastels to create light and shade with colour.	Islamic Art LO: To use various 2d shapes to create an Islamic inspired pattern. Designing a pattern for a stained glass window. Consider the lines of symmetry. (See http://www.artfulartsyamy.com/2014/11/lesson-plan-islamic-stained-glass.html#comment-form)	Create Stained Glass Window LO: To colour in carefully to create a symmetrical pattern. Transfer Islamic design onto acetate using permanent markers	Create Stained Glass Window Finish stained glass windows and frame.	100 Colour Project To be able to mix colours to make secondary and tertiary colours. Challenge chn to use what they know about colour mixing to make 100 different colours using watercolour paints.

Other Events						
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Possible ideas for next term...

Make shadow puppets next term as part of a DT unit.

Explore surrealism in Anthony Brownes illustrations and look at influence of surrealist movement and Magritte on his work. Create papier mache animal masks.