

# Leintwardine Endowed CE Primary School Learning Journey Itinerary

‘Letting Our Light Shine’

SUBJECT : Science	YEAR : B	TERM : Autumn 2	YEAR GROUPS : 1/2
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**Key Question: Why isn't my shadow always there?**

Previous Knowledge – We would expect children to already be able to:  
 Have experience of falling leaves and other signs of autumn (EYFS KUW)  
 Understand light and dark  
 Have seen shadows  
 To be able to talk about weather in simple terms – sunny, rainy, windy, cloudy, snowy, stormy

### END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are <b>emerging</b> because they can:	Most children will show that they have reached the <b>expected</b> level because they can:	Some children will have gone beyond the expected level and will show that they are <b>exceeding</b> because they can:
know that wind travels in different directions know that some objects can be seen through and others can not, using the right vocabulary with adult support identify shadows and the objects that made them know and recognise some of the signs of autumn	compare two pieces of equipment that show wind direction make a device and use it to talk about wind strength/speed classify objects as transparent, translucent or opaque understand how shadows can be used to tell the time on a sundial know that shadows are formed by blocking a path of light and use this knowledge to create a shadow puppet talk about the seasonal changes of autumn including the shortening of day lengths and the clocks 'going back'	determine the direction of the wind using different equipment talk about the strength of the wind using evidence from the equipment they have made identify uses for transparent, translucent and opaque materials talk about how the patterns of shadows change throughout the day using terms such as longer and shorter and knowing why this is the case confidently talk about a range of seasonal changes in autumn including the difference between evergreen and deciduous trees and be clear about why there are less daylight hours.

### ASSESSMENT OPPORTUNITIES

Written work  
 Observations  
 Discussions

### ENRICHMENT OPPORTUNITIES

**Helping children to remember more**  
 Lots of practical activities  
 Items will be made and sent home to encourage further learning experiences beyond school  
 Outdoor learning - weather, shadows, autumnal changes

### SUBJECT SPECIFIC VOCABULARY

Wind speed  
 Wind direction  
 Light  
 Transparent  
 Translucent  
 Opaque  
 Sundial  
 Shadow  
 Autumn  
 Season

### CROSS-CURRICULAR LINKS

**Links that we can make to help children make sense of what we want them to know and be able to do.**  
 Art/DT skills in making wind socks, weather vanes, shadow puppets  
 Maths skills – measuring shadows