







Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
I can explain that I need light to see things, and that dark is the absence of light.	I can investigate which surfaces reflect light.	I can use a mirror to reflect light and explain how mirrors work.	I know that light from the sun can be dangerous and that there are ways we can protect our eyes.	I can investigate which materials block light to form shadows.	I can find patterns when investigating how shadows change size.
I can identify a range of light sources.	I can explain reflection.	I can explain why mirrors are good reflectors.	I can explain the benefits and dangers of the sun.	I can explain how light travels.	I can explain how a shadow is formed.
I can explain that dark is caused by the absence of light.	I can identify reflective materials.	I can use mirrors to reflect light onto different objects.	I can explain about UV light and its dangers.	I can sort different materials according to whether they are opaque, transparent or translucent.	I can plan and set up an investigation about the way shadows change size.
I can explain that I need light to see things.	I can select the most reflective material for a purpose.	I can explain how mirrors work in different tasks.	I can describe ways to protect our eyes from the sun.	I can use these materials in an investigation into different shadows.	I can observe patterns in the way shadows change size.
					I can explain the patterns I find.





# Science: Light

**K**

What I know

**W**

What I want to know

**L**

What I have learnt





# assessment guidance



# Planit Unit Assessment Suggestions



Each **planit** unit has the following assessment tools included.

## Spreadsheet

Various assessment options have been provided in a spreadsheet to offer maximum flexibility and opportunity for editing to suit your needs.

### Assessment One

This sheet lists the 'all/most/some' statements related to what children will learn during the unit. Children's names can be entered in the appropriate column and the spreadsheet will calculate the proportion of the class at each stage.

### Assessment Two

This sheet splits down the 'all/most/some' statements on the previous sheet in a class grid, allowing a more detailed picture. The spreadsheet will calculate the proportion of the class at each stage as well as the percentage of statements achieved by each child.

### Assessment Three

This sheet lists the aim and success criteria for each lesson across the unit in a class grid. The spreadsheet will calculate the percentage of statements achieved by each child. If you would prefer to focus purely on the aims or success criteria alone, the relevant rows can easily be deleted.

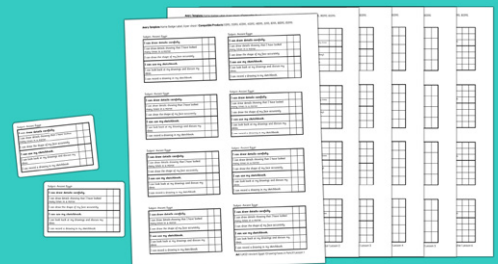
### Assessment Four

This sheet simply lists the elements of the National Curriculum addressed by the unit for you to cut and paste if required.

## Child Led Assessment

### Success Criteria Grids *(per lesson)*

These individual grids listing the aims and success criteria with check boxes can be given out at the start of the lesson so that children have them to refer to during their learning. At the end of the lesson children can self or peer assess against the criteria. A second box is provided for teachers to then record their assessment.



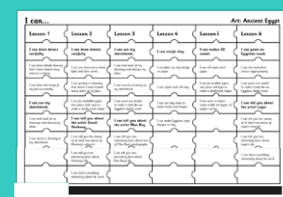
### KWL Grid

These grids can be done individually or as a class at the start and end of a unit to record what children **k**now, what they **w**ant to know, and what they have **l**earnt.



### Jigsaw Target

These sheets list the aims and success criteria for each lesson across the unit in a child friendly jigsaw grid. These could be stuck in books and coloured in before/during/after the unit as a continuous assessment document to show progression, or used at the end of each lesson or the unit to record learning.



# Assessment Ideas within Lessons

Some handy ideas from our **Planit** teaching team on how you could assess within a lesson.

## Planit Success Criteria Grids

These individual grids are provided for each lesson and will print out on label templates for convenience.

## Planit Activity Sheets

Our activity sheets have three circles below the aim box for optional assessment, using the traffic light system or colouring 1, 2 or 3 circles as appropriate.

## Whiteboards

Useful throughout the lesson, whiteboards give you the opportunity for individual feedback and a quick way to spot misconceptions.

## Traffic Light, Smiley Face Fans or Thumbs Up/Thumbs Down

A fun way for children to show their confidence and understanding at different points throughout the lesson.

## Stimulus and Card Response

Useful in a variety of lessons, children can be given a word or a statement and they respond using a relevant card from the pack they have been given. This could be saying a word and children showing the correct picture card, or reading a statement and children showing true or false. These could also be A/B/C/D cards to be used as multiple choice responses to a quiz on the IWB.

## Lesson Reflection

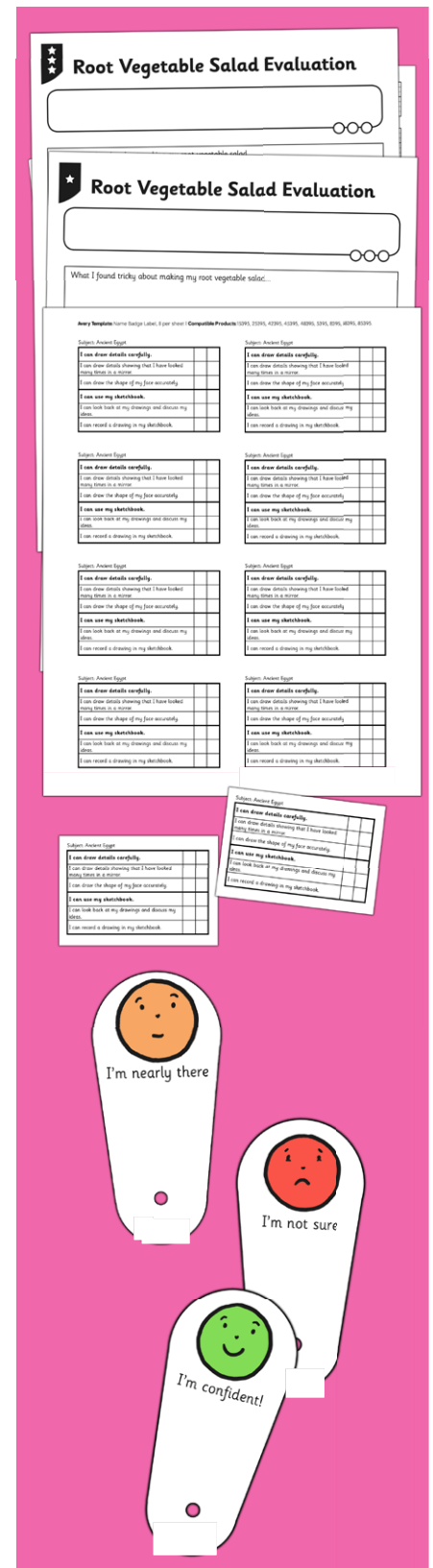
Children record how they felt about the lesson, what their next steps should be and any questions they have. Suggestions within this include:

- Using colour coded pens (e.g. tickled pink, polishing purple, green for growth)
- Smiley faces to indicate enjoyment and understanding of the lesson
- Peer assessment
- Traffic light system to indicate understanding

At the beginning of the next lesson children could be given time to respond to any feedback.

## Bookending

A question could be set at the start of the lesson and repeated at the end to show progression.





Be kind to yourself, you're doing wonderfully.

