

Cross Curricular Topic Assessment Grid : Light and Sound : Year 3

<h2 style="margin: 0;">Light and Sound</h2>																			
Art		Group:		Year:		Term:													
Lesson 1	Do children know that white light contains all the colours of the rainbow?																		
	Can children name primary, secondary and tertiary colours?																		
	Can children mix primary colours to make secondary and/or tertiary colours?																		
Lesson 2	Know why it is important for artists to be able to portray light and shadow.																		
	Can children practise different ways of shading their artwork?																		
	Can children use shading in their artwork?																		
Lesson 3	Can children describe how sound can be represented through art?																		
	Can children create an image to represent sound waves?																		
	Can children evaluate their work and describe what they think and feel about it?																		
DT																			
Lesson 1	Plan and design a musical instrument using a variety of materials and techniques.																		
	Can children make a musical instrument based on a design or criteria?																		
	Can children evaluate their finished products effectively?																		
Lesson 2	Develop ideas for products, thinking about who will use them and what they need to be successful.																		
	Can children follow a design to create a game involving a circuit?																		
	Can children evaluate their finished products and say what they think and feel about them?																		

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Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Music																			
Lesson 1	Can children identify and name some common instruments?																		
	Can children listen to sounds with attention to detail?																		
	Can children describe how different instruments sound using a variety of criteria?																		
Lesson 2	Do children know that everyday objects can be used to create musical sounds?																		
	Can children explore different ways of creating sounds?																		
	Can children describe the sounds they have created using appropriate vocabulary?																		
Lesson 3	Do children know what pitch and volume are?																		
	Can children describe how the pitch and volume can be changed?																		
	Can children sing in unison at the correct pitch, changing the volume of their voices?																		
Lesson 4	Can children use sounds to describe what is happening in a story?																		
	Can children combine pitch, volume and sounds to create effects?																		
	Can children rehearse and perform a sound story and evaluate their performances?																		
ICT																			
Lesson 1	Do children know what a sound byte is?																		
	Can children insert a sound byte into a PowerPoint presentation?																		
	Can children combine sounds, text and images to create a presentation?																		
Lesson 2	Can children use painting software to create images?																		
	Can children experiment with effects, colours and shapes?																		
	Can children print and save their work?																		

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<h2>Light and Sound <small>(Science Light and Shadow)</small></h2>																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
<h3>Science</h3>																				
Lesson 1	Do children know that we need light in order to see things?																			
	Do children know that dark is the absence of light?																			
	Can children identify a variety of light sources?																			
Lesson 2	Can children name a way to protect their skin or eyes from the sun?																			
	Can children identify ways in which a test can be made fair?																			
	Are children able to make clear and relevant observations?																			
Lesson 3	Do children know that shadows are formed when light is blocked?																			
	Do children know the difference between objects that are transparent, translucent and opaque?																			
	Can children explore shadows and record their observations?																			
Lesson 4	Can children explain that a shadow is made because light is being blocked?																			
	Can children identify where a shadow will be based on the position of the light source?																			
	Can children use simple equipment to explore how shadows behave?																			
Lesson 5	Can children explain why shadows created by the Sun change position during the course of a day?																			
	Can children plan and carry out an investigation?																			
	Can children find patterns in the way the size of shadows change?																			
Lesson 6	Do children know that light travels in a straight line?																			
	Do children know that we see objects when light is reflected from a surface?																			
	Do children understand that all objects reflect light to some degree?																			
Lesson 7	Can children describe what a highly reflective object/ surface is?																			
	Can children identify a highly reflective object?																			
	Are children able to identify ways in which we use reflective surfaces?																			