

## Year 3 Shadow Puppets

Key Focus of the Unit		en will experimen cellophane, card	ow puppetry and will create a shadow puppet, it with the effects that different materials have , lace, mesh, net. The children will learn about
Objectives	<ul> <li>Investigate how objects made from different materials cast shadows.</li> <li>Understand how a shadow changes depending on the object's orientation.</li> <li>Understand opaque, transparent and translucent and the shadows these objects cast.</li> <li>Investigate how the orientation of an object affects the shadow.</li> <li>Create jointed shadow puppets controlled with a flexible stick</li> <li>Designing         <ul> <li>Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</li> <li>Use annotated sketches and prototypes to develop, model and communicate ideas.</li> <li>Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> </ul> </li> <li>Making         <ul> <li>Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</li> <li>Select from and use finishing techniques suitable for the product they are creating.</li> </ul> </li> </ul>	Vocabulary	Transparent Translucent Opaque Design, Develop, Purpose, Materials, Function. Hinge Joint Shadow Light Source Fixed pivot Loose pivot Purpose Function Design brief Design criteria Innovative User Appealing

	<ul> <li>Distinguish between fixed and loose pivots.</li> <li>Evaluation</li> <li>Pupils will design, make and evaluate their puppets against their own design criteria and consider the views of others to improve their work</li> </ul>		
Prior learning/Understanding Future learning/Understanding	In Key Stage 1, children will have gained experience of basic cutting, joining and finishing techniques with paper and card. Children will build upon this knowledge in Year 6 – Light- science. Children will use skills of cutting and joining and these will be developed further in the Year 4 topic of lighthouses.	Curriculum links Safety Points and Common Misconceptions:	<ul> <li>Science- Year 3 light topic</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>Find patterns in the way that the size of shadows change</li> <li>English: Spoken language <ul> <li>Listen and respond appropriately to adults and their peers</li> <li>Articulate and justify answers and opinions Use spoken language to develop understanding through exploring ideas</li> <li>Speak audibly and fluently with an increasing command of standard English</li> <li>Participate in discussions</li> <li>Consider and evaluate different viewpoints</li> </ul> </li> <li>Art and design <ul> <li>Use colour, pattern, line, shape</li> </ul> </li> </ul> <li>Show the children how to use paper fasteners safely by placing bluetack under the card before making s hole in the card with a sharp pencil.</li>

	Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task.			
Assessment objectives:	Use written, verbal and practical observations of the children to assess the children's understanding of the objectives covered using FFT			