

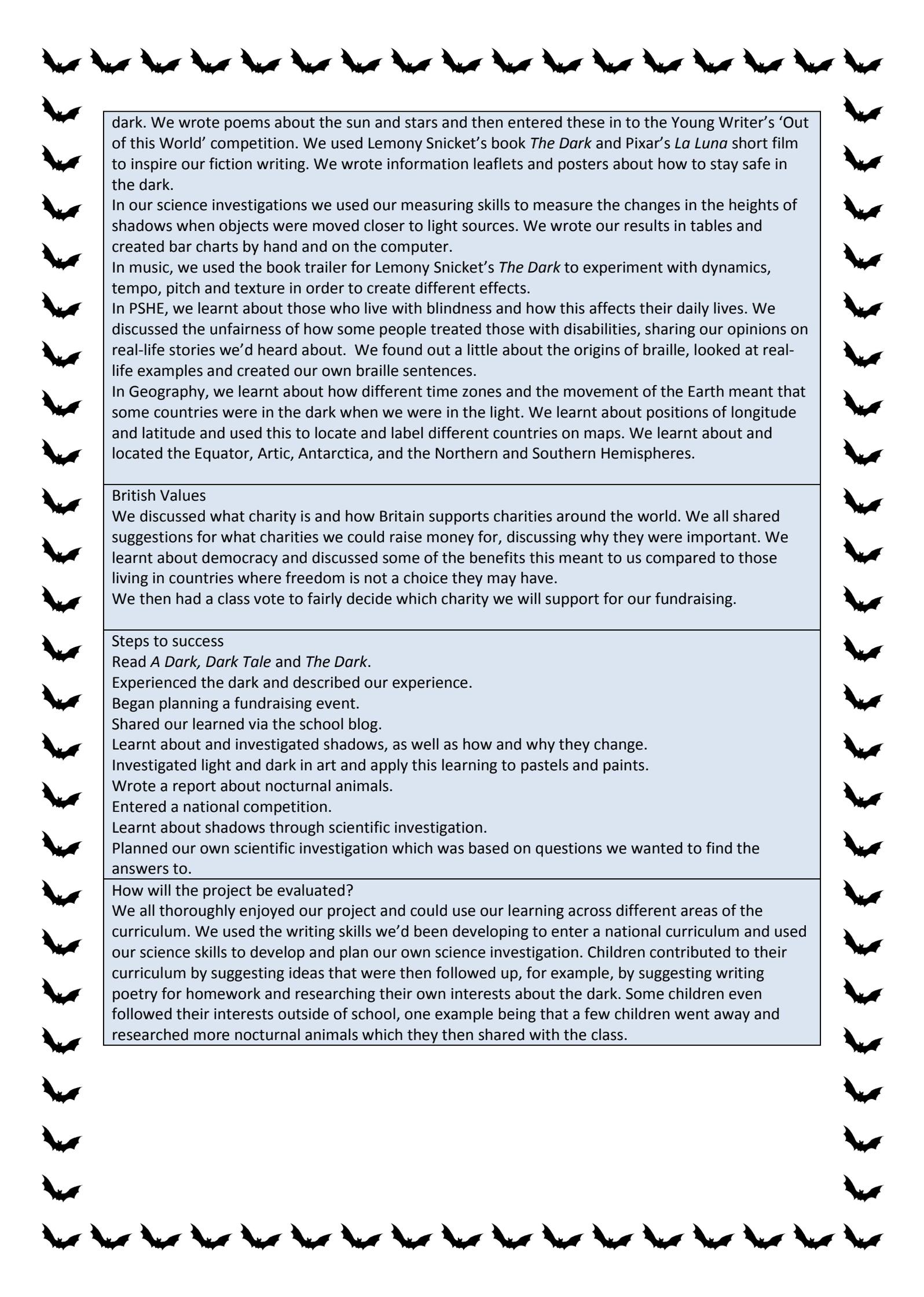
Are you Afraid of the Dark?

Rationale

Sometimes, the dark can be frightening to us and can be a source of many fears. However, in this topic we learnt about and explored its exciting elements. To fully immerse ourselves into this topic, we started by experiencing a school day in the dark.



Creativity	Independence	Aspiration
<p>Made silhouette art. Created our own versions of Van Gogh's 'Starry Night.' Wrote poetry about either the stars or the sun.</p>	<p>We planned our own science investigation. We planned, wrote and edited our own alternate ending for <i>La Luna</i> and <i>The Dark</i>. We researched and wrote a report on nocturnal animals.</p>	<p>We began planning our charity event. We delivered an information session to parents about e-safety. We entered a national writing competition.</p>
<p>Spark We had a dark day, where we did our lessons in the dark. We had to do our work by torchlight, which included writing a diary entry about our experience. We also created and performed our own scary stories, complete with sound effects!</p>		<p>Learning Celebration We have created a WOW work display in our classroom which celebrates the learning covered throughout the topic.</p>
<p>Role Playing/Life Skills/Real Learning We began planning our fundraising event. We gathered ideas for which charity to raise money for and had a class vote to make the final decision. We have learnt about we can stay safe in the dark and created information leaflets and posters. We'll acted out our own dark stories and created our sound effects for our performance.</p>		<p>Community Cohesion We have been blogging about our learning. We have begun planning a fundraising event. We shared our e-safety learning with parents.</p>
<p>Out of Classroom Opportunities We went out of the classroom to look at the movement of our shadows to help inspire our writing.</p>		<p>Home Learning Activity We have created and designed our own invention to help people see in the dark. We have written our own poems about the dark and designed our own scary settings. We have researched facts about the sun and stars.</p>
<p>Computing and E-safety As part of our e-safety learning, we learnt about SMART rules for staying safe on the internet. We created information posters to showcase our learning and role-played different scenarios to demonstrate what we should do in different scenarios. We learnt to create bar charts and used this to produce different graphs showing our science experiment results. We used the internet to research facts about nocturnal animals. As part of that experience, we learnt how to find and use the most relevant information. We then typed up our reports and included subheadings, titles and images.</p>		
<p>Links to discrete subjects: In Literacy, we wrote reports about nocturnal animals and diary entries about our experience in the</p>		



dark. We wrote poems about the sun and stars and then entered these in to the Young Writer's 'Out of this World' competition. We used Lemony Snicket's book *The Dark* and Pixar's *La Luna* short film to inspire our fiction writing. We wrote information leaflets and posters about how to stay safe in the dark.

In our science investigations we used our measuring skills to measure the changes in the heights of shadows when objects were moved closer to light sources. We wrote our results in tables and created bar charts by hand and on the computer.

In music, we used the book trailer for Lemony Snicket's *The Dark* to experiment with dynamics, tempo, pitch and texture in order to create different effects.

In PSHE, we learnt about those who live with blindness and how this affects their daily lives. We discussed the unfairness of how some people treated those with disabilities, sharing our opinions on real-life stories we'd heard about. We found out a little about the origins of braille, looked at real-life examples and created our own braille sentences.

In Geography, we learnt about how different time zones and the movement of the Earth meant that some countries were in the dark when we were in the light. We learnt about positions of longitude and latitude and used this to locate and label different countries on maps. We learnt about and located the Equator, Arctic, Antarctica, and the Northern and Southern Hemispheres.

British Values

We discussed what charity is and how Britain supports charities around the world. We all shared suggestions for what charities we could raise money for, discussing why they were important. We learnt about democracy and discussed some of the benefits this meant to us compared to those living in countries where freedom is not a choice they may have.

We then had a class vote to fairly decide which charity we will support for our fundraising.

Steps to success

Read *A Dark*, *Dark Tale* and *The Dark*.

Experienced the dark and described our experience.

Began planning a fundraising event.

Shared our learned via the school blog.

Learnt about and investigated shadows, as well as how and why they change.

Investigated light and dark in art and apply this learning to pastels and paints.

Wrote a report about nocturnal animals.

Entered a national competition.

Learnt about shadows through scientific investigation.

Planned our own scientific investigation which was based on questions we wanted to find the answers to.

How will the project be evaluated?

We all thoroughly enjoyed our project and could use our learning across different areas of the curriculum. We used the writing skills we'd been developing to enter a national curriculum and used our science skills to develop and plan our own science investigation. Children contributed to their curriculum by suggesting ideas that were then followed up, for example, by suggesting writing poetry for homework and researching their own interests about the dark. Some children even followed their interests outside of school, one example being that a few children went away and researched more nocturnal animals which they then shared with the class.