

**YEAR: 3**  
**TERM: Autumn 2nd**  
**TOPIC: WW2**



**SIR ROBERT GEFFERY'S SCHOOL**  
*A School for Enthusiasts*

*Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.*

**RE  
INTENT**

2.4 What kind of world did Jesus want?  
To identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus and make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

**Lesson 1** - Identify part of a 'Gospel', which tells the story of the life and teaching of Jesus.

**Lesson 2** - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

**Lesson 3** - Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.

**Lesson 4** - Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.

**Lesson 5** - Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

**SCIENCE  
INTENT  
INTENT**

To create opportunities for children to identify similarities and differences between vertebrates and invertebrates and to **then use/create classification keys to identify animals.**  
To use local/global studies to identify the impact of humans/natural occurrences on animal and plant species.  
Make links to PSHE - celebrating difference! Throughout this topic children will **talk about criteria for grouping, sorting and classifying; and use simple keys.**

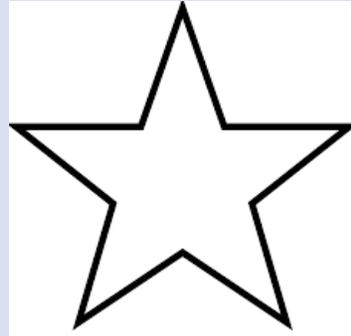
**Lesson 1 - Grouping and classifying living things**  
To recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups.  
**Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions**

**Lesson 2 - Classifying vertebrates**  
To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment . In order to do this children will be **generating questions** to sort vertebrates in a classification key.

**Lesson 3 - Invertebrate Hunt**  
Using classification keys to help identify invertebrates found in the school grounds.  
Learn to collect samples safely and with respect for the creatures found.

**Lesson 4 - Classification keys**  
Creating our own classification keys by asking and answering questions.

**MUSIC  
INTENT**  
Year 3 Music is being covered in Spring and Summer 2023



**PHSE  
INTENT**

To give children an opportunity to share, question and celebrate the concept of difference and how to maintain positive friendships through their words and actions.

**Lesson 1 - Accept that everyone is different**  
To understand that everybody's family is different and important to them

**Lesson 2-Include others when working and playing**  
understand that differences and conflicts sometimes happen among family members

**Lesson 3- Know how to help if someone is being bullied**  
To know what it means to be a witness to bullying

**Lesson 4- Try to solve problems**  
To know that witnesses can make the situation better or worse by what they do

**Lesson 5 -Try to use kind words**  
To recognise that some words are used in hurtful ways

**Lesson 6 -Know how to give and receive compliments**  
To discuss times when words have affected someone's feelings and what the consequences were

**IMPACT**  
Children will be able to reflect on their relationships with peers/family members and appreciate their family and the

**Computing  
INTENT**

Unit 3.9 - Presenting Google Slides

To create and design a page in a presentation using a variety of objects (e.g. animations, texts and pictures) and then use the skills learnt in previous weeks to design and present an effective presentation based on specific topics linked to WW2.

**\*Lesson 1 - Making a Presentation from a Blank Page**  
To create a page in a presentation.

**\*Lesson 2 - Adding Media**  
To add media to a presentation

**\*Lesson 3- Adding Shapes and Lines**  
To add shapes and lines to a presentation.

**\*Lesson 4 Adding Animation**  
To add animations into a presentation.

**\*Lesson 5/6 Create a Presentation**  
To use the skills learnt in previous weeks to design and present an effective presentation.

**IMPACT**

Children will know what Google Slides is and be able to open Google Slides to add text and be able to format and change the design of their slides.  
They will be able to insert a new slide, insert and edit pictures and insert video content (extension).  
Children will be able to add design features to their slides by adding: lines, shapes, animations, slide transitions, text and pictures.

<p><b>Lesson 6 - Class-based teaching 'Christmas Story'</b></p> <p><b>IMPACT</b></p> <p>Children will be able to suggest ideas and find out about what Jesus' actions towards outcasts mean for a Christian giving examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p> <p>Make connections: making links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p><b>Lesson 5 - Local habitat survey</b></p> <p>Looking at changes to our local environment in Landrake. What would the village have looked like at around the time of our topic? WW2? What changes have occurred? Look at the impact of the A38 and how this may have have both positive and negative affects.</p> <p><b>Lesson 6 - Environmental changes since WW2</b></p> <p>Looking at the affect of environmental change on a worldwide scale. How have man-made changes impacted plants and animals? Dams? Deforestation? Building?</p> <p><b>IMPACT</b></p> <p>Year 4 scientists will be able to create and use a classification key. They will know the differences between vertebrates and invertebrates and be able to identify many of these. Children will have practised asking relevant questions to separate groups when generating keys and to have answered questions through observation when using keys. Children will be able to comment on how humans impact species through their actions and how sometimes these consequences can also be as the result of natural occurrences. Children will have greater respect for their environment and how it can be looked after - eco schools link.</p>		<p>people who care for me, know ways to calm down and how to use the 'Solve it together' technique, know some ways of helping to make someone who is bullied feel better, be able to problem-solve a bullying situation with others and to understand the impact of words, being able to give and receive compliments and know how this feels.</p>	<p>Children will be able to present their work on Slides.</p>
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## DT

### INTENT

To design and make a prototype for an air raid shelter based on given specifications.

Evaluate a range of familiar structures against each other and recognise what a framework is.

Learn how to make a framework, discover which is the strongest shape and how a frame can be reinforced.

Design an air raid shelter with an additional use within the home. Create an annotated 2D drawing of their design, taking account of the sequence of construction.

Build and evaluate a product against a plan. Recording evaluations and any design adaptations during the process.

Conduct a fair test to evaluate the effectiveness of a finished product against the given specifications.

Evaluate a completed prototype against the criteria and consider choices made during the process. Ask what worked and what could be improved.

### IMPACT

Year 3 designers will understand the importance of frameworks within a structure and which type is appropriate for a selected product. Children will be able to evaluate their own work and that of others and recognise if a product is suitable for a target user.

## PE

### INTENT

To understand the principles of the game of hockey and further develop their ability to attack and defend, make choices in game situations and recognise the benefits of being fit and healthy.

#### Lesson 1 - Can I dribble the ball holding the hockey stick correctly?

Children will be encouraged to dribble the ball travelling in different directions with the ball under control. Travelling through cones and hooped areas.

#### Lesson 2 - Can I pass and receive the ball from another player?

Children will work to actively pass and receive the ball with control when travelling in different directions.

#### Lesson 3 - Can I pass and receive the ball whilst moving?

Children will practise moving into space whilst controlling the ball and select a player to pass the ball to accurately.

#### Lesson 4 - Can I select the best way to defend? - Tackling skills

Children will have opportunities to learn how to put pressure on attackers by tracking and tackling players with the awareness of space needed to be defended.

#### Lesson 5 - Can I select the best way to attack and defend?

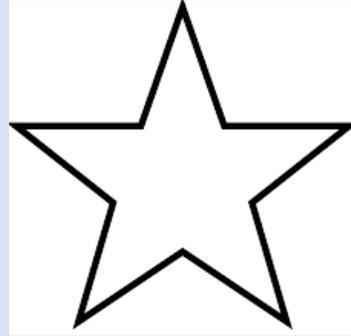
Children learn to involve teammates, running into space controlling and passing the ball accurately and looking for intercepting opportunities.

#### Lesson 6 - Can I use the skills learnt and transfer these into a small sided game situation?

Class house matches for this session - putting skills learnt over the last 6 weeks into practice in

## Geography

### Geography covered in Spring 1



## History

### INTENT

Children improve on their knowledge of a key time period within world history and begin to make links to the concept of cause and effect whilst developing their skills of how to be a historian.

Lesson 1- Timeline of events- Children create a timeline in their books of the key events from WW2 in order to improve their overall knowledge whilst developing their skills of **chronology**.

Lesson 2- Children look at a range of **primary and secondary sources** in order to understand what caused WWII to take place.

Lesson 3- Children to be able to identify who fought alongside the allies and who sided with the axis alliance within WW2 and discuss potential reasons for why they chose that side by **making links and questioning**.

Lesson 4- Children to gain an understanding of propaganda and be able to explain what it is and how it affected communities by looking at **sources of evidence**.

Lesson 5- Children to identify the key reasons for conflict through a range of sources and look at the key battles from WWII: Pearl harbour, Normandy, Dunkirk, Battle of Midway. Children **make links and ask questions** to open debate and increase understanding.

Lesson 6- Children to look at the impact and outcomes that WWII had on Britain and does this affect us today. Looking at the **chronology** of events and the impact it has had long term on Britain.

### IMPACT

## MfL

### INTENT

To understand vocabulary linked to asking basic questions about themselves; 'Comment t'appelle tu?', 'Quel âge as-tu?' and 'Ou habite tu?', simple classroom commands and gain a working vocabulary of Christmas words

#### Lesson 1 - Questions & Answers - What is your name? & How old are you?

Children will learn to read, write and ask someone what their name is and also ask how old they are. Link this learning to revision of the numbers 1-12.

#### Lesson 2 - Questions & Answers - Where do you live?

Children will learn to read, write and ask someone where they live. Link this learning to a map of our local area of South East Cornwall and plot where people in our class live on the map.

#### Lessons 3 & 4 - Simple classroom commands.

Children will learn simple classroom commands linked to a game Simon says (Simon dit). Children create their own cartoon images of these actions/commands.

#### Lesson 5 - Christmas Vocabulary

Children create their own vocabulary bank linked to items/people associated with Christmas.

#### Lesson 6 - Happy Christmas

Children learn some of the traditions linked to celebrating Christmas in France. Children create French Christmas cards for a loved one.

### IMPACT

	<p>small sided games and skills challenges.</p> <p><b>IMPACT</b></p> <p>Year 3 hockey players will have a basic understanding of the rules of hockey, know how to pass, dribble and tackle during a game situation and further develop their understanding of the tactics to play invasion games successfully.</p>		<p>Children gain a secure understanding of a historical time period that has founding links to locality and provoke their interest in becoming historians of the future. Children develop and begin to secure their skills of being a historian whilst developing their love for history.</p>	<p>Year 3 linguists will be able to recall basic language linked to colours, numbers, their names and days of the week/months of the year.</p>
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