

**YEAR: 3**  
**TERM: Spring 1st**  
**TOPIC:**



**SIR ROBERT GEFERY'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**

**2.3 What is the Trinity and why is it important for Christians?**

**PUPILS WILL KNOW THAT:**

- Christians believe God is Trinity: Father, Son and Holy Spirit.
- Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.
- Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.
- Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.
- Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

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

**Lesson 2 - Offer suggestions about what texts about baptism and Trinity might mean.**

**Lesson 3 - Give examples of what Gospel texts mean to some Christians today.**

**SCIENCE  
INTENT**

To understand how fossils are formed and how they can tell us about the past through the work of palaeontologists.

To ask **curious questions** as **Charles Darwin and Mary Anning did**. Recognise that **adaptation and evolution occurs over a long period of time and can help animals survive in a range of habitats**.

**Lesson 1 - Fossil focus - we are palaeontologists!**

**Watch videos of recent discoveries in Patagonia- look at techniques used.**

**Use sand trays and brushes to discover fossils. What could they be?**

**How are they formed? What can they tell us about the past?**

**Drama link to learn and embed the process with key scientific language**

**Lesson 2 - Mary Anning- palaeontologist**

**Research and comic strip - what obstacles did Mary face? How is this different for women scientists now? Build science capital by looking at a range of careers for all genders. What are your aspirations?**

**Hot seating and drama link**

**Lesson 3 - Charles Darwin**

**Learning about Charles Darwin and the theory of evolution through different research media.**

**Go on a Darwin style thinking walk in the school grounds, take photos at points of reflection and scientific questioning.**

**MUSIC  
INTENT**

To develop an understanding of notation and improvisation across a variety of genres using tuned instruments.

To begin to practise a 7 note melody on the Glockenspiel to a country backing track.

Compare and contrast between pop music and country music and use our notation skills to compose a pop backing track on music technology.

Compare and contrast between Pop, Country and Disco music and use our understanding of the glockenspiel to improvise to a Disco backing track.

Using our prior knowledge of Pop, Country and Disco to understand improvisation and notation in New Orleans Jazz. Use our understanding of the Glockenspiel to improvise to a New Orleans Jazz backing track

Learn a traditional folk song and understand the role of songs being passed from generation to generation.

Revise and review a song from the prior learning and use our reflection skills on our practise.

**IMPACT**

**Year 3 Musicians will be able to appraise several styles of music and be able to take inspiration from them throughout the improvisation process. They will explore styles that don't typically contain improvisation and compare them to a style of music that often does. They will further develop their understanding of tuned instruments by practising melodies of the glockenspiel within these song studies.**

**PHSE  
INTENT**

To give children an opportunity to share, question and discuss ways of motivating themselves and each other, resilience, perseverance and how to maintain positive attitudes towards challenges and new learning goals.

**Lesson 1-** Staying motivated when doing something challenging

**Lesson 2-** To keep trying even when it is difficult

**Lesson 3-** Working well with a partner or in a group

**Lesson 4-** Having a positive attitude

**Lesson 5 -** Helping others to achieve their goals

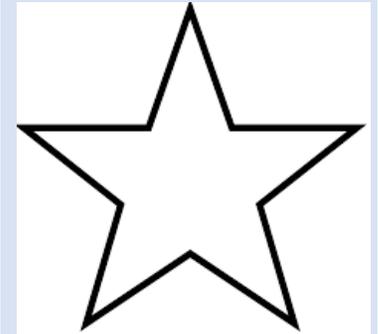
**Lesson 6 -** Working hard to achieve their own dreams and goals

**IMPACT**

Children will be able to discuss when they or people they know, have faced difficult challenges and how they've achieved success by overcoming them. They'll be able to identify the dreams/ambitions that are important to them and discuss ways new learning challenges will help them achieve them. They will have an idea of how to stay motivated and enthusiastic when meeting new challenges or obstacles and understand that there may be steps that hinder them but know how they can take steps to overcome them. Pupils will be able to evaluate their own learning process and identify how it can be better next time.

**Computing  
INTENT**

Year 3 Computing has and is being covered in Autumn 2022 and Summer 2023



Lesson 4 - Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.

Lesson 5/6 -Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

### IMPACT

SRG RE-Searchers will know that Christians believe God is Trinity: Father, Son and Holy Spirit. They will know that Christians believe the Father creates; he sent his Son who saved his people; the Son sent the Holy Spirit to his followers. They will know that Jesus, the Son of God, is seen by Christians as revealing what God the Father is like and understand God is challenging; people spend their whole lives learning more and more about God and that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

Modelling and asking of **curious questions**.

### Lesson 4- Amazing Adaptations!

**Research** link to African animals - what adaptations do they have for different habitats? Annotated animals from different African habitats eg savanna animals - both predators and prey such as zebra and cheetah. Physical and behavioural characteristics.

### Lesson 5- Adaptation - your turn!

Using the previous learning, create an African animal to fit into an imaginary African country that has a wide range of habitats and climates. How can it survive - look at physical appearance but also behavioural characteristics.

### IMPACT

SRG scientists will refine their curious questions based on their observations in the real world around them and on the school farm. They will begin to understand how evolution and adaptation are linked and help animals survive. Pupils will be able to discuss the work of scientists such as Mary Anning and Charles Darwin and how their work has shaped current scientific thinking.

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**DT  
INTENT**

**PE  
INTENT**

**Geography  
INTENT**

**History**

**MfL  
INTENT**

**Gymnastics**

Lesson 1 -

Can you find the different ways to take off and land when jumping?  
Can you link two jumps with a travelling movement with control?

Lesson 2 -

Can you perform and name different jumps (E.G. Straight, star, half turn, tuck)? Can you create a sequence of 7 different actions on the apparatus with good body tension and including two jumps?

Lesson 3 -

Can you link jumps with sideways rolls with quality and body tension? Can you evaluate your own performance and those of others?

Lesson 4 -

Can you perform a forward roll safely?  
Can you link together a jump, roll and balance neatly on the floor and apparatus?

Lesson 5

Can you create and evaluate a sequence as detailed in the pupil challenge and practise for a performance?

**IMPACT**

Year 3 SRG gymnasts will be able to create and refine sequences both individually and in small groups.

Children to be introduced to the concept of compare and contrast through exploring the wider world and making links to locality. Children will develop their understanding of the skills of a geographer whilst learning about comparison on a global scale.

Lesson 1-

Can I explain the difference between a country and a continent and make **comparisons** between Africa and the rest of the world?

Lesson 2:

Can I show my understanding of climates and biomes by **investigating** the weather patterns across the globe?

Lesson 3:

Can I show my understanding of the equator and hemispheres by **presenting** to an audience?

Lesson 4:

Can I **investigate** and produce a non-chronological report on a **comparative** country by researching and collaborating?

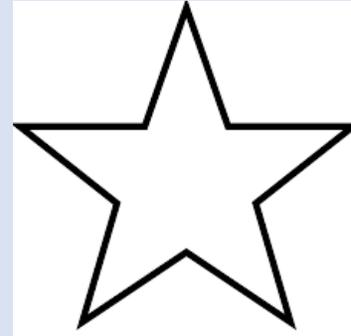
Lesson 5:

Can I make a **comparison** between two schools- focussing on the social and economical differences between the two?

**IMPACT**

LKS2 Geologists will be able to implement the key skills of geography whilst developing their

History was and is covered in Autumn 2 and Summer 1.



**IMPACT**

Children will be introduced to new vocabulary linked to clothes, cities in France and asking politely to complete simple conversations.

Lesson 1- Learn the geography of France including maps of the main 10 cities. Learn North, South, East & West. Learn about Paris to create a fact file about the capital of France including the Eiffel Tower,

Lesson 2 - Continue researching about the 10 largest cities in France Paris, Lille, Bordeaux, Lyon, Nice, Marseille, Strasbourg, Toulouse, Nantes & Montpellier.

Lesson 3 - Learn vocabulary linked to clothes.

Lesson 4 - Create your own shop selling clothes and learn the vocabulary linked to the verb 'acheter'

Lesson 5 - Learn vocabulary linked to asking politely; s'il te plait, merci, voila

**IMPACT**

Year 3 linguists will have a growing French vocabulary to draw upon linked to clothes, a firmer knowledge of France as a country and be able to carry out simple conversations.

**IMPACT**

		<b>understanding of the wider world from a social, economic and industrial viewpoint.</b>		
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