

**YEAR: 3**  
**TERM: Autumn 1**  
**TOPIC: Vikings**



**SIR ROBERT GEFFERYS 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**

**To Discuss and explain** how festivals and worship show what matters to a muslim (L2.9)

**What is Islam and what beliefs do Muslims have about God?**

Identify some beliefs about God in Islam, expressed in Surah 1, and make clear links between beliefs about God and ibadah.

**What does the opening chapter of the Qur'an teach muslims about God?**

Make links between Muslim beliefs about God and a range of way in which Muslims worship (e.g. in prayer, at home and in the mosque)

**Why does prayer matter to Muslims?**

Make connections about how and why prayer is valuable to Muslims.

**Why is the mosque a special place for Muslims?**

Make links between Muslim beliefs about God and a range of way in which Muslims worship.

**Why do Muslims celebrate at the end of Ramadan?**

Understand the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.

**How do festivals and worship show what matters to a Muslim? What can I learn from this?**

Make links between the Muslim idea of living in harmony with the Creator

**Science**  
**INTENT**

SRG scientists will learn the names of forces and experience the effects that they have on everyday life.

They will build upon the golden threads of an SRG scientist - **curious questioning, planning, predicting, pattern spotting and finally reflecting and improving.**

SCIENCE - Forces with a link to Viking long ships - components building to a composite design outcome encompassing all learning.

**Lesson 1 - Forces - let's investigate!**

**LQ - Can I name the forces I can observe around me and recognise how they affect the world? Can I create curious questions about what I notice?**

**Learning about the main forces we see and feel everyday eg gravity, air resistance, water resistance, friction and Isaac Newton.**

**Designing our own questions based on observations.**

**Forces diagrams using arrows - building on the KS1 concept of a push and a pull.**

**Lesson 2 - Air resistance - sails.**

**LQ - Can I explain what a fair test is by reflecting? Can I summarise how air resistance can be increased and decreased?**

**Practical session investigating the effect of area of cloth on the air resistance produced.**

**Lesson 3 - Overcoming air and water resistance - streamlining.**

**Music**  
**INTENT**

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

To begin to practice 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**

**PHSE**

**Being Me in My World**  
**INTENT**

**To provide children with the opportunity to share, question, and reflect upon any personal challenges they may face throughout this academic year, helping them to understand their individual roles within the class.**

**Lesson 1-** Help others to feel welcome

Learning how to recognise self worth, set personal goals and understand how to use my Jigsaw Journal

**Lesson 2 -** Try to make our school community a better place  
 Children to embrace new challenges positively asking for help when needed.

**Lesson 3 -** Think about everyone's right to learn  
 Understanding the importance of rules and responsibilities.

**Lesson 4 -** care about other people's feelings  
 Learning about empathy and how actions have an impact, fostering consideration of others feelings.

**Lesson 5 -** Work well with others  
 Learn to make responsible choices and take action.

**Lesson 6 -** Choose to follow the learning charter

**Computing**  
**INTENT**

**To base a written algorithm for a program upon a real-life situation, designing an algorithm carefully whilst thinking about what I want the program to do and how I could turn my algorithm into code. To also design a program thinking logically about the sequence of steps required and to read programs with several steps and predict what it will do. (3.1) (Autumn 2 - 4.1)**

**Lesson 1 – Using Flowcharts**

Children will read and explain a flowchart, creating a computer program. that uses click events and timers.

**Lesson 2 – Using Timers**

Children will revise previous lesson and then create a program that uses a timer-after command and a timer-every command, debugging to understand there can be different ways to solve a problem.

**Lesson 3 – Using Repeat**

Children understand how the turtle object moves, using the repeat command with an object to create a computer program that includes use of the repeat command.

**Lesson 4 – Code, Test and Debug** Children will create computer programs using prior knowledge, running, testing and debugging their programs whilst considering nesting when debugging their programs.

**Lessons 5 and 6 – Design and Make Interactive Scene**

Children will use the properties table to set the properties of object, planning their scene and algorithms before they create their program. The aim will be to have

<p>and the need for all people to live in harmony with each other in the world today.</p> <p><b>IMPACT</b> Children will be able to identify key beliefs of Islam, understand their significance for Muslims, and draw connections between worship practices and Islamic values of harmony and submission.</p> <p>..</p>	<p><b>Can I make suggestions about how to investigate a curious question by collaborating?</b> <b>Can I summarise how water resistance can be increased/decreased?</b> <b>Practical session investigating the effect of changing the shape of a ball of blu tack dropped in a measuring cylinder.</b></p> <p><b>Lesson 4 - Boats - the best design for carrying heavy treasure?</b> <b>LQ - Can I make detailed predictions by reflecting?</b> <b>Can I name the forces at work on a loaded boat and start to design how to overcome these?</b> <b>Practical design session looking at links between surface area and the ability of a boat to carry heavy weights. Design and make.</b></p> <p><b>Lesson 5 - continued from last week...</b> <b>LQ - Can I create a conclusion based on my results and what I have observed?</b> <b>Testing and concluding based on investigation.</b></p> <p><b>Lesson 6 - composite challenge -</b> <b>LQ - Can I create a boat design based on all of my learning linked to forces?</b> <b>Design a Viking boat to meet the specifications outlined. Pulling together all learning for the unit.</b></p> <p><b>IMPACT</b> <b>SRG scientists will have built upon their understanding of forces as a whole and how they affect the world around them. They will have built upon their practical science skills through direct teaching and modelling with opportunities planned to practice these independently and as a team. This learning will build upon the skills and understanding from KS1 topics.</b></p>	<p>tuned instruments by practicing melodies of the glockenspiel within these song studies.</p>	<p>Understand the importance of considering others' perspectives and how it impacts their actions.</p> <p><b>IMPACT</b> Children will understand their own feelings towards the academic and other challenges that they may face this year. They will also understand and be able to explain how they as an individual have a role within the class community and can support and encourage other individuals.</p>	<p>several different things happen in a program.</p> <p><b>IMPACT</b> Children will recall key prior learning of the use of algorithms (such as flowcharts and storyboards) to effectively design programs to achieve an aim or accomplish a task and use when verifying the effectiveness of the code. They will be able to trace through code as it executes and identify parts of code that aren't functioning as intended by debugging and refining it so that it executes as planned.</p>
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## Art/DT INTENT

Artists within lower KS2 at SRG will continue to develop the key skills for the topic: observation, creativeness and experimentation and embed these skills whilst making cross curricular links to a time period which offers contrast to that of the modern era.

### Lesson 1- Introduction to artist

LQ: Can I develop an understanding for my global artist's work through collaboration?

### Lesson 2- Research stage

LQ: Can I present my understanding of a viking shield by showing my skills of comparison?

### Lesson 3- Design stage

LQ: Can I apply what I already know to design my own Viking shield by noticing key features?

### Lesson 4- Build stage

LQ: Can I implement my design with precision to create a print of a viking shield through perseverance?

### Lesson 5- Build stage

LQ: Can I build on the techniques that I have already implemented to produce a finished piece of artwork?

### Lesson 6- Evaluate stage

LQ: Can I show my skills of presentation and evaluation to critique my artwork and compare it to that of our global artist?

## PE INTENT

Year 3 rugby players will have the opportunities to improve their basic skills of handling and passing a rugby ball and have opportunities to put these skills into practice when playing modified versions of the game.

### Session 1:

LQ: Can I throw a rugby ball with accuracy?

Gold- I can pass with accuracy at chest height whilst travelling with the ball

Silver - I can pass at chest height for the receiver

Bronze - I can throw a rugby ball with a sideways arm swing action

### Session 2:

LQ: Can I pass the ball backwards in a line of players?

Gold I can accurately pass the ball backwards whilst travelling, passing left and right sided.

Silver I can accurately pass the ball to a player whilst the team is moving forward

Bronze I can pass the ball backwards.

### Session 3:

LQ: Can I select the best ways to attack and defend the opposing team?

Gold I can travel into a space, using speed and change of direction to avoid being tagged. Silver I can look for space to travel into, once tagged passing accurately to a teammate.

Bronze I can look for space to travel into when travelling with the ball. I can move forward with the ball.

### Session 4:

LQ: Can I select the best ways to defend?

Gold, Silver and Bronze challenges

### Session 5:

LQ: Can I select the best ways to

## Geography



Geography at SRG will be covered across Spring and Summer terms.

## History INTENT

Historians within lower ks2 at SRG will increase their implementation of the skills of a historian: chronology, sources, making links and questioning whilst developing their knowledge on a global scale. Children will be able to make direct comparisons between a time in history which provides a stark contrast to that of the modern day.

Lesson 1- Can I begin to understand the timeframe of the Viking era through the use of chronology?

Lesson 2- Can I understand who the Vikings were and where they came from?

Lesson 3- Can I consider why Vikings may have moved from Scandinavia?

Lesson 4- Can I understand where the vikings settled within Britain?

Lesson 5- Can I present what life was like for Vikings in Britain?

Lesson 6- Can I show my progress of skill and knowledge by presenting what I know?

### IMPACT

Pupils within Lks2 at SRG, throughout this topic will have developed their skills of a historian whilst embedding the substantive knowledge concepts required in order to expand their understanding of a time period which contrasts to that in which we live in now. Children will have explored and deepened their knowledge base and developed their love for a subject, allowing them to work towards becoming historians of our future.

## MFL INTENT

To understand simple background French vocabulary to enable children to extend their own vocabulary banks.

### Lesson 1 - Numbers up to 12

Children will learn from 0-12 by reciting rhymes and using a wordsearch to locate the names of these numbers.

### Lesson 2 - Colours

Children will learn the names of colours (rouge, bleu, orange, gris, vert, jaune, blanc, noir) through pictures and quizzes.

### Lesson 3 - Days of the week

Children will learn to recite the order of the days of the week through song and rhymes.

### Lesson 4 - Months of the Year

Children will complete their own 2023 calendar.

### Lesson 5 - Comment t'appelles tu? & Je m'appelle

Children will learn how to ask and answer

### Lesson 6 - Review of the half term's French.

Children will carry out simple assessments linked to consolidating knowledge learnt this half term.

### IMPACT

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><b>IMPACT</b> By the end of the topic, children within lower key stage two would have successfully embedded the skills of an artist at SRG whilst developing their skills of printing. They would also have gained insight into a historical time period; making contrasts to life today and enhancing their passion and drive for the subject of art.</p>	<p><b>attack and defend?</b> Gold I can involve teammates, running into space by change of direction, side step and looking for intercepting opportunities (reading the game) Silver and Bronze challenges.</p> <p><u>Session 6:</u> <b>LQ: Can I select the best ways to attack and defend?</b> House matches Gold, Silver and Bronze challenges</p> <p><b>IMPACT</b> <b>Year 3 rugby players will have a growing understanding of how to play tag rugby, be good decision makers, collaborate with their teammates and enjoy these sessions.</b></p>			
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