

**YEAR: 3**  
**TERM: Autumn 2**  
**TOPIC: Light and Sound**



**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.*

<p><b>RE</b> <b>INTENT</b></p>	<p><b>SCIENCE</b> <b>INTENT</b></p>	<p><b>MUSIC</b> <b>INTENT</b></p>	<p><b>PHSE</b> <b>INTENT</b></p>	<p><b>MfL</b> <b>INTENT</b></p>
<p>To Discuss and explain what Christians learn from the creation story (L2.1)</p> <p>LQ: What do Christians believe about the creation of the world?</p> <p>LQ: What do Christians believe about God and what does Genesis 1 teach Christians about God and the importance of the world?</p> <p>LQ: What do Christians believe about the Bible?</p> <p>LQ: Why should we look after the world?</p> <p>LQ: What do Christians believe about humans?</p> <p>LQ: What are the ten commandments?</p> <p>LQ: What does the story teach about human nature?</p> <p><b>IMPACT</b>  <b>To explore the concepts of God, Creation, and the Bible's 'big story' in a timeline, identifying the connections between Genesis 1 and Christian beliefs in order to understand the reason for the world's imperfections; furthermore, comprehend the influence of these beliefs on Christians' actions, such as following God, marveling at His creation, and caring for the Earth, while also discussing the significance of prayer, confession, and seeking forgiveness; finally, stimulate critical thinking by posing inquiries about the relevance of the Creation story for both Christians and non-Christians in contemporary society</b></p>	<p>To allow children the opportunity to investigate and discover key learning for themselves by observing, discussing, comparing and summarising their findings.</p> <p><b>To understand the key vocabulary associated with sound eg vibration, pitch and notice how these aspects are linked and can be changed.</b></p> <p>Lesson 1 - LQ - Can I begin to notice patterns linked to how sound is produced?            Investigating how sound is made - carousel of activities looking at the common feature of vibration.</p> <p>Lesson 2 - LQ - Can I explain how sounds travel and can be heard?            How do we hear? How does sound travel through different media? What happens in our ears?</p> <p>Lesson 3 - LQ - Can I explain what pitch is and how it can be changed in different instruments by noticing?            Investigating pitch - making pan pipes.</p> <p>Lesson 4 - LQ - Can I apply my understanding of sound to make predictions by making links?            String telephone investigation - how do we think the telephone may work in different circumstances eg long string, different materials, pinching the string.</p> <p>Lesson 5 - LQ - Can I investigate how pitch and volume can be changed by observing?            Making a band! Investigating sound in music related to pitch and volume. What instruments can we make ourselves? How can we change the pitch/volume?</p> <p>Lesson 6 - LQ - Can I bring together all of my understanding of sound to meet a challenge?            Making a band 2 - Forming the band and making/using the instruments to form a specific composition.</p>	<p>To be able to compose short melodies considering the effect of the piece and explore how music is used to tell stories and combine communities.</p> <p>Can I compose a 3 note melody for a pop backing track working with my partner?</p> <p>Can I improvise a short melody to a pop backing track, developing my reflective practise?</p> <p>Can I explore how a song can be used to tell a story?</p> <p>Can I compose a short melody using a rock backing track?</p> <p>Can I explore the artist Arethra Franklin and consider how her songs tell a story and how the genre of soul connects community?</p> <p><b>IMPACT</b>  <b>Year 3 musicians will develop their compositional skills, focusing on how the elements of their melodies work with the backing track provided. They will have explored the key artist of Arethra Franklin and be able to compare how he used the elements within her compositions and the genre of soul. They will be able to apply compositional skills to improvisational skills in small groups and provide reflective feedback and act on this collaboratively.</b></p>	<p>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.</p> <p><u>Lesson 1- Accept that everyone is different</u>            To understand that everybody's family is different and important to them</p> <p><u>Lesson 2-Include others when working and playing</u>            understand that differences and conflicts sometimes happen among family members</p> <p><u>Lesson 3- Know how to help if someone is being bullied</u>            To know what it means to be a witness to bullying</p> <p><u>Lesson 4- Try to solve problems</u>            To know that witnesses can make the situation better or worse by what they do</p> <p><u>Lesson 5 -Try to use kind words</u>            To recognise that some words are used in hurtful ways</p> <p><u>Lesson 6 -Know how to give and receive compliments</u>            To discuss times when words have affected someone's feelings and what the consequences were</p> <p><b>IMPACT</b>  <b>Children will be able to reflect on their relationships with peers/family members and appreciate their family and the 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</b></p>	<p>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</p> <p><u>Lesson 1 - le mois de l'année - the months of the year. (part 1)</u>            Children will learn the names and order of the first 6 months of the year, through songs and challenges.</p> <p><u>Lesson 1 - le mois de l'année - the months of the year. (part 2)</u>            Children will learn the names and order of the last 6 months of the year, through songs and challenges.</p> <p><u>Lesson 3 - Questions &amp; Answers - What is your name? &amp; How old are you?</u>            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.</p> <p><u>Lesson 4 - Questions &amp; Answers - Where do you live?</u>            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.</p> <p><u>Lesson 5 - Christmas Vocabulary</u>            Children create their own vocabulary bank linked to items/people associated with Christmas.</p> <p><u>Lesson 6 - Happy Christmas</u>            Children learn some of the traditions linked to celebrating Christmas in France. Children create French Christmas cards for a loved one.</p>

**IMPACT**

Scientists at SRG will have embedded the key skills of a scientist by asking questions, noticing patterns in sound, making predictions based on their understanding and summarising by looking back at what they noticed. Towards the end of the unit their understanding of sound will come together to create an effective range of musical instruments to win SRG's got talent!

words, being able to give and receive compliments and know how this feels.

**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.

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## Art



Art has been covered in the first half of the Autumn Term and will be again in spring and summer.

## PE INTENT

In Year 3 sports, children will have the opportunity to play a number of 'invasion' games and learn generic skills linked to attacking, defending and collaborative game play.

Lesson 1 - Football - the principles of attack and defence.

LQ: Can I recognise where to position myself in a small sided game when numbers are uneven (2 vs 1 or 3 vs 2)?

Lesson 2 - Football - when to pass and when to go alone.

LQ: Can I recognise when to pass and shoot in a modified game of football?

Lesson 3 - Handball - I can perform a dribble correctly and shoot successfully consistently with accuracy and pace. I can link these moves together smoothly without taking too many steps and going over the shooting line.

LQ: Can I shoot the handball with accuracy and pace?

Lesson 4 - Handball - I can perform a pass correctly, consistently and with accuracy.

I can perform these skills in a game situation. I can link these moves with dribbling and shooting.

LQ: Can I pass the ball in handball?

Lesson 5 - Handball - I can defend using a block and an intercept correctly in a game situation. I can use tactics to allow me to be successful and use these tactics in a game situation.

LQ: Can I defend in handball?

Lesson 6: Handball - The house matches. Intra-house competitions for final session

LQ: I can use varied defensive and attacking tactics to be successful in a game situation.

### IMPACT

**Year 3 athletes will have successfully embedded basic principles of game play into a series of different games using hands and feet to propel balls of different sizes and learn adapted rules for these games.**

## Geography INTENT

Children within Year 3 at SRG will begin to explore the substantive concepts linked to geography whilst embedding and developing the key skills of a geographer. They will build on their learning from last term within history and apply this knowledge within their learning.

Lesson 1- Building a schema for the topic.

LQ- Can I understand what I will be learning about in this topic?

Lesson 2- Who were the Anglo-Saxons

LQ- Can I say who the Anglo-Saxons were and where they came from?

Lesson 3- Where did they settle in Britain?

LQ- Can I show where the Anglo-Saxons settled in Britain?

Lesson 4- What made them settle in Britain?

LQ- Can I say why the Anglo-Saxons stayed in Britain?

Lesson 5- What impact did the Anglo Saxons have on Britain.

LQ- Can I show what impact Anglo Saxons had on Britain?

Lesson 6- Proof of progress

LQ- Can I show how much progress I have made on the topic?

### IMPACT

**Geographers at SRG will have successfully embedded the drovers and concepts whilst developing their skills and increasing their love for a subject that covers both local and global knowledge.**

## History



History of invaders and settlers was covered within the curriculum in Autumn 1 and history will be covered again in spring and summer.

## DT INTENT

Year 3 Designers will have the opportunity to explore a range of techniques whilst embedding the skills of an artist and designer. They will compare techniques and incorporate these ideas in their own work.

Lesson 1- Introduction to Designer

LQ- Can I understand who my designer is and notice key things about their work?

Lesson 2- Plan using computers

LQ- Can I plan what design I will be constructing by showing creativity?

Lesson 3, 4, 5- Build stage

LQ- Can I design and build my own wire lampshade by experimenting, showing creativity and observing a model?

Lesson 6- Evaluation stage

LQ- Can I successfully evaluate my own work and positively critique my peers?

### IMPACT

**Children will have successfully embedded the key skills of a designer and applied these within their learning across the topic. Pupils will have developed their knowledge of a designer used this as inspiration to plan, create and evaluate their own lampshade design.**

