

YEAR: 3
TERM: Summer 2
TOPIC: Waters of the World



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

2.11 How and why do people mark the significant events of life?

INTENT

Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean and offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today

Lesson 1 - Can I explore and use the religious metaphor of life as a journey? What are the significant milestones on this journey? What other metaphors could be used for life?

Lesson 2 - Can I explain the value and meaning of ceremonies that mark milestones in life?

Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the ongoing impact of these commitments. Compare some different commitments held by believers in different religions – and by the pupils themselves

Lesson 3 - Can I compare the symbolism, meaning and value of ceremonies that mark commitments in two religious traditions e.g. Christian and Hindu/Jewish? What happens? What promises are made? Why are they important? What prayers are offered? How do

SCIENCE

INTENT

To recognise and name changes of state and whether they are reversible or irreversible.
 To continue to develop practical science skills including planning, fair testing, accurate measuring, observation, timing, statistics, detailed predicting and concluding that includes scientific vocabulary.

Session 1 - LQ - Can I begin to plan an investigation to observe the melting points of different solids? Use aluminum foil rafts on hot water to time the melting points

Session 2 - LQ - Can I create and read a graph to show my results by noticing?

Graphing melting times from last week to compare and conclude.

Session 3 - Can I use the skills of separation to show a reversible change?

Learning how to filter, sieve and evaporate accurately and safely. Link to geography work on the water cycle.

Session 4 - LQ - Can I apply my skills of separation to show how a change can be reversed?

Set a problem to separate a mixture using magnetism, sieving, filtration and evaporation.

Session 5 - LQ - Can I use my

MUSIC

INTENT

To be able to consider the timbre of an instrument and its impact within a piece of music.

LQ: Can I consider the timbre of voice within a gospel piece of music, making connections to its key features?

LQ: Can I consider the timbre of instruments within a jazz piece of music, making connections to its key features?

LQ: Can I consider the timbre of instruments within a pop piece of music, making connections to its key features?

LQ: Can I consider the timbre of instruments within a hip hop piece of music, making connections to its key features?

LQ: Can I revisit and review my key vocabulary from this unit and reflect on my learning so far?

IMPACT

Year 3 musicians will be able to explain the definition of the word timbre. They will be able to compare and contrast the timbre of different instruments across gospel, jazz, pop and hip hop. Children will be able to explain the impact and differences across the different genres. Year 3 will continue to develop their instrumental practise using the glockenspiel.

PHSE

Changing Me topic

Monday sessions below with RSE and drugs education in Health and Safety Week 19th June

INTENT

To develop awareness of key aspects in 'growing up' and how to develop relationships with family members and peers.

Lesson 1 -How to be a good friend
Empathy

Lesson 2 - Why I am special and unique?
Sympathy

Lesson 3 - Changing Me (RSE)
Conflict Management

Lesson 4- How can I show resilience?

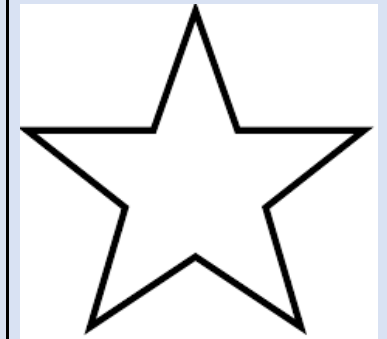
Lesson 5- Mindfulness

Lesson 5 - Growth Mindset

IMPACT

Year 3 will be able to reflect on their own experiences inside and outside of school, discussing ways they can develop as individuals and how this can be applied to their personal growth.

Computing



Computing was covered in Summer 1 and previously in the Autumn Term

people's religious beliefs show through these ceremonies and commitments? Compare with non-religious, civil wedding ceremonies.

Lesson 4-

Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching have an impact on believers on life's journey? • Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map for life'?

Lesson 5/6- Can I reflect on my own ideas about the importance of love, commitment, community, belonging and belief today?

IMPACT

SRG RE_Searchers will be able to describe what happens in ceremonies of commitment and will be able to make simple links between beliefs about love and commitment and how people in at least two religious traditions live. Pupils will be able to make connections by raising questions and suggest answers about whether it is good for everyone to see life as a journey, and give good reasons why they think ceremonies of commitment are or are not valuable today.

observation skills to describe irreversible changes?

Looking at chemical changes eg casein in milk and bicarb/vinegar investigation.

IMPACT

SRG scientists are knowledgeable about physical changes of state in everyday life and how they are interlinked.

They can use vocabulary associated with this topic to link to other chemistry based learning.

Pupils' curiosity in the wider world is engaged so as they continue to ask questions about the world around them.

Scientists can listen to each other and collaborate to solve a problem.

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Art/DT INTENT

Children will embed the key skills of an artist: Experimenting, creativity and observation whilst delving into artistry from a global artist. In comparison to the last topic (locality), children will apply their skill set to build on their ability to paint and print in a sequential journey.

Session 1

LQ- Can I make links to identify features of art through collaboration?

Children investigate and explore the Japanese artist Hokusai and observe his paintings- identifying similar characteristics within the paintings.

Session 2

LQ- Can I develop an understanding for an artist's work by designing my own?

Children use their knowledge from last week and apply it to a blank template of the 'wave of kanagawa', showing background. Midground and foreground.

Session 3

LQ- Can I apply the skills that I have been learning to create my own innovative design?

Children apply the skill of perspective from last week to design their own image using only nature. Children to ensure that background, midground and foreground are included.

Session 4

LQ- Can I use techniques similar to that of my artist to create my own print?

PE INTENT

Year 3 athletes will have ample opportunities to practice running, jumping and throwing activities in a competitive and non-competitive way.

Session 1

LQ: Can you develop speed technique in sprinting?

Gold- I can sustain my sprint with a good arm/leg drive for 60m.

Silver- I can focus on my arm action for a sprint of 60m.

Bronze- I can improve my speed over 40/60m.

Session 2

LQ: Can you run as fast as possible in a straight line in a shuttle relay race?

Gold- I can run and pass the baton in the right hand without slowing down.

Silver- I can pass the baton and receive the baton successfully in the right hand.

Bronze- I can run in a straight line and pass the baton successfully.

Session 3

LQ: Can you combine different jumping and landing actions?

Gold- I can take off with one foot and land with either one or two feet with increasing distance.

Silver- I can take off with one foot and land at a distance with the other foot.

Bronze- I can control my landing without losing balance by bending knees to absorb the force of landing.

Session 4

LQ: Can you develop coordination for different types of jumps?

Gold- I can jump with increasing distance and coordination in a variety of jumps.

Silver- I can jump with distance, showing improvement in a variety of jumps.

Bronze- I can jump with distance in a variety of jumps.

LQ: Can you throw a ball for distance and height?

Geography INTENT

Children will develop an understanding of the geographical concepts linked to the waters of the world- with emphasis placed on the water cycle and weather patterns across the world. Children will continue to strengthen their knowledge of the key skills of a geographer: investigation, reflection, comparing, questioning.

Lesson 1-

LQ: Can I present what knowledge I already know?

LQ: Can I begin to understand the water cycle through collaboration? POP test to form a baseline of conceptual knowledge.

Lesson 2-

LQ- Can I evidence my understanding of the water cycle by presenting?

Children can embed the vocabulary and process linked to the water cycle and be able to identify and present the process with confidence.

Lesson 3- Can I design and build a rain gauge in order to monitor the weather in the local area?

Children can design and build their own rain gauges- ensuring that they can measure rainfall with accuracy and precision.

Lesson 4- LQ- Can I present the environmental impact of coastal erosion?

Children present the impact that the environment is having on erosion of our coastlines and the long term effect this will have on the

History

History has been covered within the curriculum across the year in Autumn 1 and 2 and Summer 1.



MFL INTENT

Year 3 French speakers will have a growing understanding of vocabulary linked to pastimes and hobbies and adverbs linked to time.

Session 1 - hobbies and pastimes

LQ: Can I create a word bank linked to hobbies and pastimes by persevering?

Session 2 - hobbies and pastimes

LQ: Can I learn the vocabulary linked to liking and disliking things?

Session 3 - adverbs linked to time

LQ: Can I learn vocabulary linked to time including this, last & next?

Session 4 - adverbs linked to time

LQ: Can I create sentences linked to days, weeks and months?

Session 5 - Year 3 review

LQ: Can I review my French learning this year?

Session 6 - Year 3 review

LQ: Can I create a poster outlining my learning in French throughout Year 3?

IMPACT

Year 3 French speakers will have gained an understanding of how to say sentences linked to time.

They can use vocabulary associated with hobbies and pastimes.

Pupils will have a chance to reinforce learning from the entire year.

<p>Children use printing techniques to produce their own perspective painting using sponges and polystyrene.</p> <p>Session 5</p> <p>LQ- Can I evaluate both my own and a peers artwork by making links to our global artist?</p> <p>Children to present and evaluate their own work and then peers- following a criteria.</p> <p style="text-align: center;">IMPACT</p> <p>By the end of the topic, children will have enhanced their understanding of perspective and applied it through the skill of printing using paint. Children will have also broadened their understanding of artwork from another continent and made comparisons to that of local artists.</p>	<p>Gold- I can throw overarm accurately towards a target. Silver- I can throw a ball towards a target using an overarm throw. Bronze- I can throw a ball using an over arm action.</p> <p>Session 5 & 6 (combination of sporting activities over the two weeks including...) LQ: Can you develop throwing with increasing accuracy?</p> <p>Gold- I can throw over arm accurately towards a target. Silver- I can throw a ball towards a target using an overarm throw. Bronze- I can throw a ball using an over arm action.</p> <p style="text-align: center;">IMPACT</p> <p>Year 3 athletes will have a growing understanding of how to run fast over short distances, how to perform a variety of jumps for height and distance and also how to throw for accuracy and distance.</p>	<p>community.</p> <p>Lesson 5- POP test to present progress made across the topic.</p> <p>LQ- Can I present my knowledge and show the progress that I have made?</p> <p>Children to recap the topic- evidencing their progress against their previous learning and knowledge.</p> <p style="text-align: center;">IMPACT</p> <p>Children will have gained an understanding of the substantive concepts linked to the geographical topic and developed their skills- embedding them further and applying them within the curriculum.</p>		
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