

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



**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.*

<b>RE INTENT</b>	<b>SCIENCE INTENT</b>	<b>ICT INTENT</b>	<b>PHSE INTENT</b>	<b>MfL INTENT</b>
<p>To enhance pupils' understanding and appreciation of Jewish beliefs, practices, and values, this unit focuses on Jewish festivals, family life, and key elements of Judaism. By studying these aspects, students will gain insights into the core values and priorities of Jewish people. This unit aims to foster respect, empathy, and an inclusive mindset towards diverse faiths and cultures. It offers students the opportunity to reflect on their own values, beliefs, and celebrations, promoting a broader understanding and appreciation of religious diversity in the United Kingdom.</p> <p><b>2.10 How do festivals and family life show what matters to Jewish people?</b></p> <p>Lesson 1 - LQ: Can I explain and describe ways that many Jewish people mark Shabbat and what it looks like in the UK today?</p> <p>Lesson 2 - LQ: Can I explain what different Jewish people celebrate at Rosh Hashanah?</p> <p>Lesson 3 - LQ: Can I explain what happens at the festival of Yom Kippur?</p> <p>Lesson 4 - LQ: Can I tell the story of Passover (Pesach) and explain why many Jews celebrate every year?</p> <p>Lesson 5 - Visit to a synagogue.</p> <p><b>IMPACT</b>  Pupils will have a thorough understanding of Jewish festivals and family life, including their significance and how they reflect the values and beliefs of Jewish people. Through this knowledge, pupils will develop a deeper appreciation of the</p>	<p>To build on an understanding of how animals and plants in an environment are interlinked through food chains. To begin to build an understanding of how humans can positively and negatively affect the environment. This will build on food chain work from last year.</p> <p>Lesson 1 - An introduction to the rainforest. What lives there? Why?</p> <p>Lesson 2 - Threats to the rainforest - deforestation.</p> <p>Lesson 3- Food chains in the rainforest</p> <p>Lesson 4- Save our Home  <a href="https://www.stem.org.uk/resources/elibrary/resource/133747/save-our-home">https://www.stem.org.uk/resources/elibrary/resource/133747/save-our-home</a>  Exploring the link between chocolate biscuits and rainforests orangutans.</p> <p>Lesson 5 - Debate session - children take on the role of scientists, farmers etc. What solutions are there for the future? Use all learning from the unit here through preparation of arguments and asking/answering questions.</p> <p><b>IMPACT</b>  Pupils will be able to discuss the value of the rainforest and how/why it needs to be preserved through reference to food chains, webs, research and the opinions of a variety of people.</p>	<p>To explore the concept of sequencing in programming through Scratch, guiding pupils through the creation of their own programs ensuring a comprehensive understanding of sequencing concepts.</p> <p><b>Lesson 1 - Introduction to Scratch</b>  This lesson introduces learners to a new programming environment: Scratch. Learners will begin by comparing Scratch to other programming environments they may have experienced, before familiarising themselves with the basic layout of the screen.</p> <p><b>Lesson 2 - Programming Sprites</b>  In this lesson, learners will create movement for more than one sprite. In doing this, they will design and implement their code, and then will create code to replicate a given outcome. Finally, they will experiment with new motion blocks.</p> <p><b>Lesson 3 - Sequences</b>  In this lesson, learners will be introduced to the concept of sequences by joining blocks of code together. They will also learn how event blocks can be used to start a project in a variety of different ways. In doing this, they will apply principles of design to plan and create a project.</p> <p><b>Lesson 4 - Ordering Commands</b>  This lesson explores sequences, and how they are implemented in a simple program. Learners have the opportunity to experiment with sequences where order is and is not important. They will create their own sequences from given designs.</p> <p><b>Lesson 5 - Looking Good</b>  This lesson develops learners' understanding of sequences by giving them the opportunity to combine motion and sounds in one sequence. They will also learn how to use costumes to change the appearance of a sprite, and backdrops to change the appearance of the stage. They will apply the skills in Activity 1 and 2 to design and create their own project,</p>	<p>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.</p> <p><b>Lesson 1- Staying motivated when doing something challenging</b>  <b>Our Garden of Dreams and Goals -</b> Dreams and Goals - Tell you about a person who has faced difficult challenges and achieved success. Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p> <p><b>Lesson 2- To keep trying even when it is difficult</b>  <b>Our Garden of Dreams and Goals -</b> My Dreams and Ambitions - Identify a dream/ambition that is important to me. Imagine how I will feel when I achieve my dream/ambition.</p> <p><b>Lesson 3- Working well with a partner or in a group</b>  <b>Our Garden of Dreams and Goals -</b> My Dreams and Ambitions - Enjoy facing new learning challenges and working out the best ways for me to achieve them. Break down a goal into a number of steps and know how others could help me to achieve it.</p> <p><b>Lesson 4- Having a positive attitude</b>  <b>Our Garden of Dreams and Goals -</b> Our New Challenge - Challenge Be motivated and enthusiastic about achieving our new challenge. Know that I am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge.</p> <p><b>Lesson 5 - Helping others to achieve their goals</b>  <b>Our Garden of Dreams and Goals -</b> Overcoming Obstacles - Recognise obstacles which might hinder my achievement and take steps to</p>	<p>Children will be given opportunities to build on previous vocabulary learned that is now linked to the new topic of families.</p> <p><b>Lesson 1: Naming family members</b>  <b>LQ: Can I learn the names of members of my immediate family by noticing?</b></p> <p><b>Lesson 2: Learning the names of wider family members.</b>  <b>LQ: Can I learn the names of members of my wider family? This is including uncles, aunties, cousins and step and half siblings</b></p> <p><b>Lesson 3: Building my family story</b>  <b>LQ: Can I read, write and say all about my family and ask and answer questions linked to this?</b></p> <p><b>Lesson 4: Completing family trees and reviewing learning.</b>  <b>LQ: Can I embed the new vocabulary I have learned about members of my family?</b></p> <p><b>No session 5 (class residential trip)</b>  <b>IMPACT</b>  Pupils will have a growing vocabulary linked to themselves and their family members and have gained the confidence to share this with classmates.</p>

<p>diversity and richness of religious practices within the United Kingdom.</p>		<p>including sequences, sprites with costumes, and multiple backdrops.</p> <p><b>IMPACT</b></p> <p><b>Pupils will have acquired a solid foundation in sequencing within programming, having navigated the Scratch environment, applied various motion, sound, and event blocks, and successfully designed and implemented their own programs, ultimately enhancing their computational thinking skills and creative problem-solving abilities.</b></p>	<p>overcome them.</p> <p>Manage the feelings of frustration that may arise when obstacles occur.</p> <p><b>Lesson 6 - Working hard to achieve their own dreams and goals</b></p> <p><b>Our Garden of Dreams and Goals - Celebrating my Learning - Evaluate my own learning process and identify how it can be better next time. Be confident in sharing my success with others and store my feelings in my internal treasure chest.</b></p> <p><b>IMPACT</b></p> <p><b>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.</b></p>	
---	--	--	--	--

**YEAR: 3**  
**TERM: Spring 1**  
**Topic: Brazil**



**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.*

**Art**  
**INTENT**

To develop pupil's physical skills whilst maintaining a passion and interest across a wide range of artistic approaches. Children will enhance their understanding of art and design in the wider world through the use of a global artist and develop their ability to paint using a plethora of techniques.

Lesson1- Can I explore and understand who my artist is by making comparisons to their work through collaboration?

Lesson 2- Can I design my own painting ensuring that I include the key features of my artist's work?

Lesson 3- Can I produce a piece of art work with precision, ensuring that I show creativity and experimentation?

Lesson 4 (continuation from last week)- Can I produce a piece of art work with precision, ensuring that I show creativity and experimentation?

Lesson 5- Can I evaluate my own project and identify what went well and what could be improved?

**IMPACT**

Art in LKS2 is designed to develop a child's skills whilst embedding their love for a unique subject. Pupils at SRG will have developed the key skills of an artist whilst developing their love and passion for art as well as enhancing their skills of painting in this block of learning.

**PE**  
**INTENT**

To develop pupil's ability to plan, refine and rehearse simple phrases in a group and individual dance. Children will be given opportunities to work individually, in pairs, small groups and as a whole class when planning, rehearsing and performing their dance.

<https://youtu.be/BWidRd8PbA0>

**Session 1: LQ: Can you develop a phrase based on the characteristics of animals that live in the forest?**

**Session 2: LQ: Can you create a group phrase based on actions of an explorer in the rainforest?**

**Session 3: LQ: Can you create and perform a duet based on the journey an explorer may take through the rainforest?**

**Session 4: LQ: Can you use a clip as the stimulus to create a class tribal dance phrase?**

**Session 5: LQ: Can you practise and perform a dance based on The Rainforest? Can you describe and comment on others work explaining what you like and dislike and why?**

**IMPACT**

Children will have gained an understanding of creating motifs and phrases in dances, and performing their routines as a class to an audience.

**Geography**  
**INTENT**

Geography in LKS2 is designed with the intent that children can learn and embed skills and couple it with knowledge from the wider world. In this topic, pupils will study and develop an understanding of a South American country and make direct comparisons to Britain. Children will continue to embed the key skills of a geographer whilst introducing the key learning concepts to the topic.

Lesson 1- Can I present what I will be learning in this topic through collaboration?

Lesson 2- Can I develop my understanding of climate zones through presentation?

Lesson 3- Can I explain the relevant biome zones and make comparisons to my own country?

Lesson 4- Can I understand the concept of environmental impact and make links to the Amazon rainforest?

Lesson 5- Can I compare two regions in contrasting countries and identify the similarities and differences?

**IMPACT**

Children will have gained an understanding of the human and physical comparisons between a contrasting country in Brazil and that of our own. Children will have embedded their knowledge of countries and continents (including capitals) whilst developing their love for a key foundation subject.

**History**



Victorians and Charles Dickens is covered within the History Curriculum in Spring term 2.

**DT**



DT to be covered in the second half of the spring term.