

YEAR: 3
TERM: Spring 2 2024
TOPIC: Brazil/ Victorians



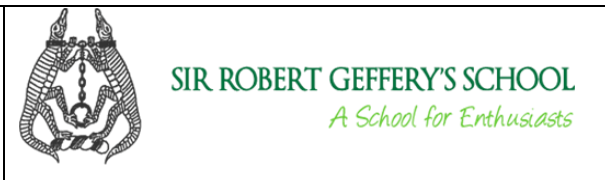
SIR ROBERT GEFFERY'S SCHOOL
A School for Enthusiasts

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>RE INTENT</p>	<p>SCIENCE INTENT</p>	<p>MfL INTENT</p>	<p>PHSE INTENT</p>	<p>Computing INTENT</p>
<p>Within this unit, pupils will be able to explain connections between biblical texts and the concept of the kingdom of God. Throughout this unit they will navigate diverse interpretations of these tests, demonstrating a nuanced understanding. By the end pupils will forge clear links between their beliefs in the Kingdom of God and Christian practices in worship and community service but also apply these teachings to real-world issues. They will gain valuable insights into the relevance of Christian ideas in today's world.</p> <p>Lesson 1 - Can I make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth by making links to prior knowledge?</p> <p>Lesson 2 - Can I identify the symbolism in the story of Pentecost by noticing?</p> <p>Lesson 3 - Can I demonstrate my understanding of the Pentecost Story by identifying key events and using artistic expression to design images that effectively convey the story's importance?</p> <p>Lesson 4 - Can I demonstrate my understanding of the disciples' actions after Pentecost and the</p>	<p>SRG scientists will build in their understanding of fair testing, questioning, observing and concluding. They will learn a range of rock related vocabulary and the associated processes for different types of rocks.</p> <p>Lesson 1 - Are all rocks the same? LQ - Can I identify similarities and differences between rocks by noticing? Examining rock samples and developing the related vocabulary by using close study and viewfinders.</p> <p>Lesson 2 - How are rocks formed? LQ - Can I explain how different types of rocks are formed? Using drama and the 'chocolate rock cycle' to determine the different processes for sedimentary, igneous and metamorphic rock.</p> <p>Lesson 3 - Which rock would be the best for a? LQ - Can I use fair testing to discover the properties of different rocks? Conducting hardness and other relevant tests for a purpose. Create data</p> <p>Lesson 4 - further investigation and creating conclusions to the questions.</p>	<p>Year 3 linguists will be exposed to new vocabulary linked to rooms in a house and be able to explain where they are using prepositions.</p> <p>Lesson 1 - Rooms in a house Children learn the names for rooms in a house by labelling a blank house.</p> <p>Lesson 2 - Sentences involving direction and place - Dans ma chambre, Dans ma salle de bains, Dans ma cuisine</p> <p>Lesson 3 - Pastimes and hobbies. Children learn the names of sports and pastimes including; le basket, le football, le natation, le tennis, la lutte, la boxe, le hockey, le ski.</p> <p>Lesson 4 - Children learn vocabulary linked to sports and games and pastimes - J'aime jouer, Je déteste jouer,</p> <p>Lesson 5 - Children will learn to say which things they like and dislike.</p> <p style="text-align: center;">IMPACT</p> <p>Year 3 linguists will have a growing understanding and confidence of the vocabulary linked to this term's learning.</p>	<p>Children develop an understanding of a 'healthy lifestyle' and gain knowledge on how to make appropriate choices in order to lead a healthy lifestyle.</p> <p>Lesson 1 - Can I understand how exercise affects my body and know why my heart and lungs are such important organs? Can I set myself a fitness challenge?</p> <p>Lesson 2 - Can I understand how exercise affects my body and know why my heart and lungs are such important organs Can I set myself a fitness challenge?</p> <p>Lesson 3 - Can I tell you my knowledge and attitude towards drugs? Can I identify how I feel towards drugs?</p> <p>Lesson 4 - Can I identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help? Can I express how being anxious or scared feels?</p> <p>Lesson 5 - Can I understand that, like medicines, some household substances can be harmful if not used correctly? Can I take responsibility for keeping myself and others safe at home?</p>	<p>This unit is to develop learners' understanding of digital devices, focusing on inputs, processes, and outputs. They will also compare digital and non-digital devices to understand their differences. By the end of the unit, learners should be able to identify key components of a computer network and create branching databases.</p> <p>Lesson 1 - How does a digital device work and what parts make up a digital device?</p> <p>Lesson 2 - How do digital devices help us?</p> <p>Lesson 3 - Yes or no questions and Making groups</p> <p>Lesson 4 - Creating a branching database</p> <p>Lesson 5 - Structuring a branching database</p> <p>Lesson 6 - Planning a branching database</p> <p style="text-align: center;">IMPACT</p> <p>Learners will develop a comprehensive understanding of digital devices, including inputs, processes, and outputs, and compare digital and non-digital devices to recognize their pros and cons. Additionally, they will grasp computer network fundamentals, identifying key components and data transmission mechanisms. They'll hone their skills in creating branching databases, utilizing physical and digital tools to attribute and sort objects based on yes/no queries, ultimately designing and testing identification tools. This unit aims to boost digital literacy, critical thinking, and problem-solving abilities.</p>

<p>impact on the Holy Spirit on Christians today and in the past?</p> <p>Lesson 5 - Can I explore the significance of the Lord's Prayer in shaping Christian beliefs and actions today?</p> <p>Lesson 6 - Can I demonstrate my understanding of the Holy Spirit and discuss how Christians share the good news drive by love and recognise the importance of diverse gifts within the 'body of Christ' in the Christian community?</p> <p style="text-align: center;">IMPACT</p> <p>By the end of this unit, pupils are expected to have a comprehensive understanding of the events of Pentecost and their significance for the first Christians. They will be able to identify the key events necessary for retelling the story of Pentecost to others. Pupils will also be able to explain the connections between the events of Pentecost, the Holy Spirit, and the Kingdom of God. They will have a solid understanding of how Christians today express their beliefs about the Holy Spirit in worship and will be able to identify examples of how Christians incorporate their faith into their everyday lives. Overall, this unit will deepen pupils' understanding of the Christian faith and its relevance in the lives of believers today.</p>	<p>Lesson 5 - Who's your favourite Rock Trump?</p> <p>LQ - Can I summarise the types and properties of different rocks?</p> <p>Outdoor learning lesson initially. Finding the rocks in the school grounds will gain that ROCK TRUMP. Who will you choose to help with different purposes? Roofing? Writing? Path?</p> <p>IMPACT</p> <p>SRG scientists will become more confident in describing what fair testing is and why it is important in obtaining accurate results.</p> <p>They will discuss rock types confidently and describe the basics of their formation by using the relevant language from their knowledge organisers.</p>		<p>Lesson 6 - Can I understand how complex my body is and how important it is to take care of it? Can I respect my body and appreciate what it does for me?</p> <p style="text-align: center;">IMPACT</p> <p>Children will have gained an understanding into the role that they play in their decision making towards their overall health and feel better equipped to make positive decisions in their future.</p>	
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YEAR: 2
TERM: Spring 2
Topic: Amazing Asia



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Art



PE INTENT

Year 3 athletes will investigate a range of indoor sportshall athletics events and explore technically challenging events and hone their skills in order to build on their personal best scores and put these skills into competitive situations.

Lesson 1 - Dance with Alex.
LQ: Can I persevere to create a Brazilian Samba inspired dance?

Lesson 2 - Sportshall Athletics - Chest Push, 5 Strides and Speed Bounce.
LQ: Can I challenge myself to set and then improve personal bests on three technical events from Sportshall Athletics?

Lesson 3: Swimming

Lesson 4: Swimming

Lesson 5 - Sportshall Athletics - Standing Long Jump, Vertical Jump and Shuttle Run
LQ: Can I challenge myself to set and then improve personal bests on three technical events from Sportshall Athletics?

Lesson 6 - Sportshall Athletics - House Matches
LQ: Can I challenge myself to set and then improve personal bests on three technical events from Sportshall Athletics?

IMPACT

Year 3 athletes will have a growing understanding of their abilities to tackle technically difficult athletics events and by persevering will improve their performance.

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

Lesson 6- Can I present my understanding of the differences between two contrasting regions in the world?

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.



geography lessons 1-4 were completed in Spring 1

History

INTENT

History in LKS2 is designed with the intent that children can comprehend and establish an understanding of History through time and make concrete links to modern Britain and where concepts fit in chronologically.

Lesson 1- Can I comprehend where the Victorian era fits in chronologically through noticing and research?

Lesson 2- Can I show empathy to understand what life was like in the Victorian era through presenting?

Lesson 3- Can I successfully plan an extended piece of writing to show what life was like in a Victorian workhouse?

Lesson 4- Can I show off my writing skills to present an account of life in the Victorian era?

IMPACT

By the end of this topic, children will gain an understanding into where the Victorian era fits in chronologically whilst building on their key skills as a historian. Children will begin to embed the key vocabulary linked to the era and develop an understanding on how the time period shaped modern Britain.

DT INTENT

Designers in LKS2 will investigate the architecture of the Headland Hotel in Newquay and apply their skills to design, build and test a scale model of a building against fabricated forces such as the elements. Children will develop and embed the skills of being a designer which applies their skills of joinery learnt in KS1.

Lesson 1- Can I investigate my chosen designer and understand my purpose for designing?

Lesson 2- Can I experiment with a range of shapes and structures to improve my understanding of design?

Lesson 3- Can I successfully build an impactful structure that can withstand the elements through perseverance?

Lesson 4- Can I make improvements to my design in order for it to suit its purpose?

Lesson 5- Can I evaluate my structure, identifying its strengths and areas of improvement?

IMPACT

Children will have an embedded understanding of shape, structure and building designs whilst improving their knowledge of the curriculum skills. Children will understand 'What makes a solid building structure!'