

YEAR: 3

TERM: Summer 1 - 2024

TOPIC: Cornwall and the Tamar



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	SCIENCE INTENT	MfL INTENT	PHSE INTENT	Music INTENT
<p>In this study unit, pupils will explore key figures from the Old Testament and their way of life. They will delve into the tale of Noah, imagining his journey in following God, and reflect on the covenant Christians associate with Noah. Drawing parallels to marriage commitments, pupils will analyse various Old Testament texts in depth, stressing the significance of deriving meaning from the sources rather than relying on secondary media. Later, pupils will delve into the narrative of Abram/Abraham and his covenant with God, discussing the challenges believers may face in their faith journey.</p> <p>Lesson 1 - LQ: Can I analyse how reading the actual story of Noah helps me understand the challenges he faced in following God, in contrast to just watching a video adaptation, by making comparisons?</p> <p>Lesson 2 - LQ: Can I evaluate Noah's feelings and experiences by relating them to my own emotions and understanding, considering the challenges he faced in following God?</p> <p>Lesson 3 - LQ: Can I understand why Noah is called 'righteous' and what the covenant with God</p>	<p>SRG scientists will learn about the dangers of electricity and how to stay safe. They will be able to identify conductors and insulators of electricity in order to build a switch to control power. Scientists in year 3 and 4 will begin to deepen their understanding of sustainable energy and the advantages and disadvantages of different types.</p> <p>Lesson 1 - LQ - Can I explain the difference between battery and mains power? Looking at electrical safety in the home in addition, before building electrical circuits.</p> <p>Lesson 2 - LQ - Can I create and draw circuits by using symbols? Learning and using electrical shorthand.</p> <p>Lesson 3 - LQ - Can I identify conductors and insulators of electricity? Predicting and testing different materials.</p> <p>Lesson 4 - LQ - Can I utilise my understanding of conductors to design a switch?</p> <p>Lesson 5 - LQ - Can I explain what sustainable energy means and give some examples?</p> <p>IMPACT SRG scientists will be more confident to predict what will happen when a circuit is built. They</p>	<p>SRG linguists will learn about vocabulary linked to food, drinks, shops and shopping. They will be able to read, write and say words linked to this topic. They will begin to deepen their understanding of phrases and complete simple conversations linked to buying and paying for food and drinks.</p> <p>Lesson 1 - LQ: Can I learn the names linked to the subject of drinks by noticing?</p> <p>Lesson 2 - LQ: Can I create a wordbank and my own highstreet linked to the vocabulary associated with different types of shop?</p> <p>Lesson 3 - LQ: Can I ask and answer questions linked to buying and selling drinks in a shop?</p> <p>Lesson 4 - LQ: Can I create a menu for a cafe selling drinks and plan to role play buying and selling drinks?</p> <p>Lesson 5 - LQ: Can I complete my cafe menu and open up for business - buying and selling my own drinks?</p> <p>IMPACT Year 3 linguists will be more confident in developing their spoken language linked to purchasing and selling drinks and</p>	<p>Relationships – Children will develop a deeper understanding of family dynamics, interpersonal skills, online safety, global interconnectedness, and gratitude, fostering a foundation for respectful relationships and responsible citizenship.</p> <p>Lesson 1 - Can I identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females?</p> <p>Lesson 2 - Can I identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener?</p> <p>Lesson 3 - Can I use some strategies for keeping myself safe online?</p> <p>Lesson 4 - Can I explain how some of the actions and work of people around the world help and influence my life?</p> <p>Lesson 5 - Can I understand how my needs and rights are shared by children around the world and can identify how our lives may be different?</p> <p>Lesson 6 - Can I know how to express my appreciation to my friends and family?</p> <p>IMPACT</p>	<p>To be able to consider the timbre of an instrument and its impact within a piece of music.</p> <p>LQ: Can I consider the timbre of voice within a gospel piece of music, making connections to its key features?</p> <p>LQ: Can I consider the timbre of instruments within a jazz piece of music, making connections to its key features?</p> <p>LQ: Can I consider the timbre of instruments within a pop piece of music, making connections to its key features?</p> <p>LQ: Can I consider the timbre of instruments within a hip hop piece of music, making connections to its key features?</p> <p>LQ: Can I create a composition being able to explain the effect of the Timbre of sound made?</p> <p>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 practice using the glockenspiel. Year 3 will take their learning of timbre and apply it to compositions</p>

<p>means, and then evaluate how Christians care for the world by creating?</p> <p>Lesson 4 - LQ: Can I understand the covenant between God and Noah and relate it to Christian weddings, and what promises new Christians might make to God by applying?</p> <p>Lesson 5 - LQ: Can I understand the covenant between God and Abram by imagining and applying this understanding to consider if it is always easy for Christians today to follow God?</p> <p style="text-align: center;">IMPACT</p> <p>Studying Noah and Abram/ Abraham's stories will deepen pupils' appreciation for faith and obedience, fostering spiritual growth. Analysing Old Testament narratives provides insight into Judeo-Christian traditions, promoting cultural awareness and diversity appreciation. Engaging directly with the original texts enhances critical thinking skills, while reflection on biblical figures cultivates empathy and understanding. This RE unit encourages thoughtful exploration, developing spiritual, critical, and cultural competencies through direct text engagement and comparative analysis, enriching pupils' understanding of life lessons from Judeo-Christian traditions.</p>	<p>will build their substantive knowledge linked to electricity and the important related vocabulary. Children will be able to relate the circuits that they build to the electrical circuits in homes and at school. They will know that electricity is useful but can also be dangerous if used incorrectly.</p>	<p>be able to ask for different beverages with confidence.</p>	<p>Children will be empowered to navigate their relationships with empathy, integrity and awareness, promoting a more harmonious and inclusive society.</p>	
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Art
INTENT

Children in the lower half of key stage two will be developing their painting skills whilst challenging themselves with replicating the work of an artist local to the surrounding area of Cornwall.

Year 3 have a shortened block due to attending Zero Gravity at the start of the six week block and not being in school due to an inset day on their respective lesson.

Lesson 1- Understanding the work of my artist.

Can I research and understand the techniques used by a local artist in order to understand the success criteria through noticing?

Lesson 2-

Can I practise the techniques used by my artist in order to replicate their work?

Lesson 3-

Can I use my skills of perspective and sketching to create a scene from nature using the environment around me?

Lesson 4-

PE
INTENT

Children in Lower Key Stage 2 will have the opportunity to hone their batting, bowling and fielding skills and be able to make decisions in game situations.

Session 1: LQ: Can I bat and score more runs in cricket?

Gold I can hit a ball off a cone consistently and to a range of distances. I can direct the ball away from the fielders by angling my bat.
Silver I can hit a ball off a cone to a range of distances. I can direct the ball away from the fielders by angling my bat.

Bronze I can hit a ball off a cone to a range of distances.

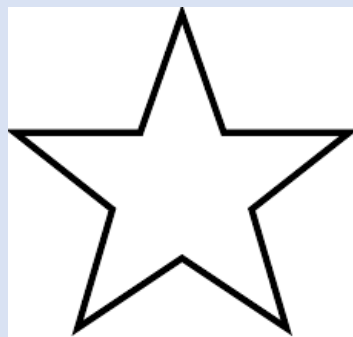
Session 2: LQ: Can I bat against a moving ball?

Gold I can hit a ball that is moving consistently and to a range of distances. I can direct the ball away from the fielders by angling my bat.
Silver I can hit a ball that is moving to a range of distances. I can direct the ball away from the fielders by angling my bat.
Bronze I can hit a ball that is moving at times.

Session 3 LQ: Can I bowl and take wickets in cricket?

Gold I can bowl a ball overarm accurately towards a target. I can

Geography



Geography was covered in both spring 1 and Summer 2

History

Brunel study - how did Brunel shape modern day Britain?

INTENT

Children in the lower key stage two will get an introduction into the life and times of Brunel and develop an understanding of where he fits in within the chronological order of Historical Britain whilst identifying the impact that he made on the modern world.

Lesson 1- An introduction into Isambard Kingdom Brunel

Can I present my understanding on the life and times of Isambard Kingdom Brunel?

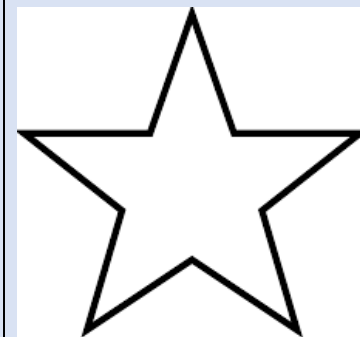
Lesson 2- Can I understand the events that led to the rise and success of Isambard Kingdom Brunel?

Lesson 3- Can I research and plan a biography on Isambard Kingdom Brunel to show how he helped develop modern Britain?

Lesson 4- Can I reflect on the life of Isambard Kingdom Brunel in order to write a biography showcasing the impact to which he had on Britain?

Lesson 5- Can I edit my work to ensure that it meets the year three writing standards?

DT



Design technology was and is covered within Spring term 2 and Summer term 2

<p>Can I apply my learning from this block to create a painting similar to my artist's work?</p> <p>Impact</p> <p>Children in lower key stage two will have developed their painting skills whilst embedding their knowledge of a local artist and how it fits within the overarching topic of Cornwall and the Tamar. Children will also have embraced the challenges that come with paint and enhanced their enjoyment in a key foundation subject.</p>	<p>make the ball bounce just once before passing the stumps. Silver I can bowl a ball overarm in a straight line and make it bounce just once before the stumps. Bronze I can bowl a ball overarm towards a target.</p> <p><u>Session 4 LQ: Can I bowl and take wickets in a game of cricket?</u></p> <p>Gold I can bowl a ball overarm accurately towards a target. I can make the ball bounce just once before passing the stumps. Both in a game situation. Silver -I can bowl a ball overarm in a straight line and make it bounce just once before the stumps in a game situation. Bronze -I can bowl a ball overarm towards a target in a game situation.</p> <p><u>Session 5 LQ: Can I score runs in a game of cricket?</u></p> <p>Gold I can take part in a game of cricket using some tactics to score runs. I can bowl consistently in a game situation. I can run between the wickets with a partner using good communication skills. Silver I can take part in a game of cricket using some tactics to score runs. I can run between the wickets with a partner using good communication skills. Bronze I can take part in a game of cricket and know how to score a run.</p> <p>Impact</p> <p>Children will grow in confidence in their batting, bowling and fielding and be able to confidently display these in game situations.</p>		<p>Impact</p> <p>Children in the lower key stage 2 will have significantly developed their understanding towards a key historical figure whilst embedding the key vocabulary linked to that specific time period. Children will also have developed their love for a key foundational topic and made links to the wider world and how it has shaped modern Britain.</p>	
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