

YEAR: 3 TERM: Spring 1 TOPIC: The Romans		 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.	
<div>RE INTENT</div> <p><u>Big Question: 'How do festivals and family life show what matters to Jewish people?'</u></p> <p>In this unit, pupils build on their knowledge of Jewish worldviews and ways of life. They deepen their understanding of Shabbat and explore how Jewish festivals and family life express what matters most to Jewish people. Pupils learn about Rosh Hashanah, Yom Kippur and Passover, developing their understanding of key ideas such as forgiveness, remembering, freedom and new beginnings. The unit introduces pupils to the diversity within Judaism and supports them in making links between Jewish beliefs, religious stories and how Jewish people live today, both at home and within the wider community.</p> <p>LQ: Can I explain why many Jewish people celebrate Shabbat?</p> <p>LQ: Can I explore what Shabbat looks like in the UK today?</p> <p>LQ: Can I explore what different Jewish people celebrate at Rosh Hashanah?</p> <p>LQ: Can I investigate why Yom Kippur is significant to Jewish people?</p> <p>LQ: Can I explore the story of Passover and understand its meaning?</p> <p>LQ: Can I answer the big question 'How do festivals and family life show what matters to Jewish people?'</p> <div>IMPACT</div> <p>By the end of this unit, pupils are able to describe and explain how Jewish beliefs are shown through festivals and family life. They can identify key beliefs about God, forgiveness and freedom, and make clear links to Jewish practices today. Pupils can recognise that Jewish people may practise their religion in different ways and can use appropriate</p>	<div>SCIENCE INTENT</div> <p>In this unit, SRG scientists will be provided with opportunities to learn about changes in state between solids, liquids and gases - focusing some of this learning on particles and how they behave in certain states and how this can change. This will then link to the water cycle and how we see these changes of state each day within the weather.</p> <p>Pupils will also concentrate on the 'working scientifically' element of science through using thermometers to measure temperature change and using these results to create graphs and draw conclusions.</p> <p><u>Lesson 1 - The 3 states of matter.</u> LQ - Can I explain how the particles behave within a solid, liquid and a gas?</p> <p><u>Lesson 2 - Melting rates of ice in water if differing temperatures.</u> LQ - Can I use a thermometer accurately to measure temperature? LQ - Can I make careful comparisons and summarise what I notice?</p> <p><u>Lesson 3 - Melting points of different solids.</u> LQ - Can I begin to recognise what a fair test is? LQ - Can I explain what happens when a solid turns to a liquid. Examining reversible change.</p> <p><u>Lesson 4 - Evaporation rates and a link to temperature.</u> LQ - Can I explain what happens when a liquid turns into a gas? Relate to previous work on particles and building on notion of fair testing.</p> <p><u>Lesson 5 - The water cycle 1</u> LQ - Can I act out the water cycle to show all of the different stages and changes of state?</p> <p><u>Lesson 6 - Water Cycle 2</u> LQ - Can I re-create the water cycle using practical apparatus?</p>	<div>COMPUTING INTENT</div> <p>In this unit, pupils will develop an understanding of how digital devices function by exploring the concepts of inputs, processes and outputs. They will build their knowledge by comparing digital and non-digital devices, identifying their similarities and differences.</p> <p>Some lessons in this unit may extend over multiple sessions. Additionally, opportunities may arise to incorporate additional lessons on online safety and computer skills.</p> <p>LQ: Can I explain how digital devices work and identify their key parts?</p> <p>LQ: Can I compare digital devices and non-digital tools and explain how they help us?</p> <p>LQ: Can I explore what it means to be safe online?</p> <p>LQ: Can I explore how networks connect devices and share information?</p> <p>LQ: Can I identify components of a network and explain how they work together?</p> <p>LQ: Can I explore what it means to be safe online? Online Safety week.</p> <div>IMPACT</div> <p>By the end of this unit, pupils will have a secure understanding of how digital devices operate, including roles of inputs, processes and outputs. Pupils will be able to explain the basic structure of computer networks. This understanding will prepare pupils for more advanced concepts in computing and empower them to use technology safely, respectfully, and effectively in their daily lives.</p>	<div>PHSE Dreams and Goals INTENT</div> <p>In this unit, we will help and guide pupils to reflect on their personal growth, understand how to overcome obstacles, and celebrate their achievements, fostering resilience and a positive mindset. They will focus on the importance of dreams and goals, and how to achieve them.</p> <p>Multiple opportunities each session to consider the mirror, windows and doors approach to learning.</p> <p><u>Lesson 1: Dreams and Goals</u> LQ: Can I tell you about a person who has faced difficult challenges and achieved success?</p> <p><u>Lesson 2: Dreams and Ambitions</u> LQ: Can I identify a dream or ambition that is important to me?</p> <p><u>Lesson 3: New Challenge</u> LQ: Can I embrace facing new challenges and think of ways to achieve them?</p> <p><u>Lesson 4: Our New Challenge</u> LQ: Can I stay motivated and enthusiastic about achieving our new challenge?</p> <p><u>Lesson 5: Our New Challenge - Overcoming Obstacles</u> LQ: Can I recognise obstacles and find ways to solve them?</p> <p><u>Lesson 6: Celebrating my Learning</u> LQ: Can I reflect on my learning and celebrate my success?</p> <div>IMPACT</div> <p>By the end of the unit, pupils will have gained a better understanding of the importance of dreams and goals, and how to break them down into achievable steps. They will develop skills in working with others, staying motivated when things get tough, and reflecting on their learning.</p>	<div>MFL INTENT</div> <p>To develop children's confidence in understanding and speaking French by learning how to describe family members and use numbers to give simple information. Children will learn to name family members, say how many they have and count from 1-20 in French.</p> <p>Lesson 1: Can I describe which family members I have in French?</p> <p>Lesson 2: Can I describe which family members I have and how many?</p> <p>Lesson 3: Can I count from 1 - 20 in French?</p> <p>Lesson 4: Can I revisit count from 1 - 20 in French?</p> <p>Lesson 5: Can I revisit the vocabulary covered this term?</p> <div>IMPACT</div> <p>Year 3 linguistics will be able to name and describe their family members in French and say how many they have using numbers from 1-20. They will demonstrate increased confidence in speaking and listening, accurate pronunciation and the ability to recall and apply key vocabulary and number knowledge when talking about family.</p>

religious vocabulary confidently. They are able to reflect thoughtfully on the value of remembering the past, seeking forgiveness, being grateful and looking forward to the future, making meaningful connections to their own lives.	<p>What is a meteorologist?</p> <p>IMPACT</p> <p>SRG scientists will be able to explain changes in state on a molecular level through drama and drawing. They will then relate this to changes in state that they observe within practical investigations that involve the consideration of fair testing. Pupils will improve their substantive knowledge around the water cycle to enable them to recognise reversible and irreversible changes in the upper KS2 years</p>			
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ART  <p>Art will be covered in Summer term 1 and 2</p>	PE INTENT <p>To develop children's balance, control and coordination through a range of gymnastic movements performed safely and with increasing confidence. Children will learn to create and hold balances, perform rolls and jumps with control, and link actions together into sequences. They will work independently and with partners to develop strength, body control and safe use of apparatus.</p> <p>Lesson 1: Can I create and hold my own balance and a partner balance with control and good body shape?</p> <p>Lesson 2: Can I perform rotation jumps and land safely with balance and control?</p> <p>Lesson 3: Can I perform a straight, barrel, forward and straddle roll safely and with control?</p> <p>Lesson 4: Can I link different actions together smoothly using the rolls I have learnt?</p> <p>Lesson 5: Can I show strength and control when performing invented movements safely?</p> <p>Lesson 6: Can I work with a partner to create and perform a sequence using the skills I have learnt and apparatus?</p> IMPACT <p>Year 4 gymnasts will be able to perform a range of gymnastic skills with improved balance, control and confidence. They will demonstrate safe and effective rolls, jumps and balances, and will be able to link movements together into a simple sequence. Children will work collaboratively to create and perform controlled sequences using apparatus showing increased strength, coordination and awareness of safety.</p>	Geography  <p>Geography was covered in Autumn 2 and will be revisited in the Spring term 2.</p>	History INTENT <p>Historians in lower key stage 2 will build on the key skills and concepts within the topic whilst learning about a key passage of time in British history- The Roman empire. Children will research and discuss the impact to which the Romans had on Britain with a personnel focus on the Celtic warrior and Queen- Boudicca.</p> <p>Lesson 1- Can I present my understanding of the key dates throughout the Roman empire?</p> <p>Graphic organiser combining image and oracy to understand the key dates that shaped Roman Britain?</p> <p>Lesson 2- Can I make links to History to show why the Romans invaded?</p> <p>Collaborative task to show Britain pre and post Roman rule.</p> <p>Lesson 3- Can I describe a key historical figure through presentation?</p> <p>A dive into the life of Celtic Queen- Boudicca.</p> <p>Lesson 4- Can I show understanding for a key historical structure through presentation?</p> <p>A breakdown of the decision to build Hadrian's wall.</p> <p>Lesson 5- Can I show empathy and understanding to realise the impact of the Roman empire?</p>	DT INTENT <p>Designers in lower key stage 2 will combine design with history as they show fine motor skills to create their own peg doll.</p> <p>Lesson 1- Can I appreciate Roman fashion through exploration?</p> <p>Children to research and sketch examples of Roman armour and clothing.</p> <p>Lesson 2- Can I experiment with different materials in order to develop understanding?</p> <p>Children evaluate different materials which will be used to create their own peg dolls.</p> <p>Lesson 3- Can I design my own Roman peg doll through creativity and focus?</p> <p>Children can design their own peg doll with independence and creativity.</p> <p>Lesson 4- Can I construct my own peg doll through motor skills?</p> <p>Children build a base for their own peg doll.</p> <p>Lesson 5- Can I uplevel my peg doll by adding texture and detail?</p> <p>Children use paint and pens to add extra design and texture to their base design.</p> <p>Lesson 6- Can I evaluate both my own and my peers' work through collaboration?</p>

			<p>An investigation into the impact that Roman culture had on shaping Britain.</p> <p>Lesson 6- Can I review my learning for the block and present my knowledge?</p> <p>Pop lesson to show progress for topic.</p>	<p>Children to identify strengths and areas for improvements across a range of remits from design to construction.</p> <p>IMPACT</p> <p>Children in lower key stage 2 will have delivered their fine motor skills and gained insight into a culture from a time period which shaped modern Britain.</p>
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