

YEAR: 3 TERM: Spring 2 TOPIC: Earth and Space		 SIR ROBERT GEFFERY'S SCHOOL <i>A School for Enthusiasts</i>	<i>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.</i>	
<p align="center">RE INTENT</p> <p>In this unit, pupils will learn about the concept of the 'Gospel' which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus by being 'fishers of people'. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. By exploring links between the teachings within the Bible and what the meaning of Jesus' good news is for Christians, pupils will understand the importance of love, forgiveness, and charity within the lives of many. This includes learning about the parable of the Good Samaritan and how it inspires the work of modern charities and the clergy.</p> <p>Lesson 1 - LQ: Can I explore the concept of 'Gospel' and the Big Frieze?</p> <p>Lesson 2 - LQ: Can I explore the link between the first disciples and how Christians follow Jesus today?</p> <p>Lesson 3 - LQ: Can I examine Jesus' actions towards 'outcasts' and what they mean for Christians?</p> <p>Lesson 4 - LQ: Can I explore the meaning of the 'Good Samaritan' for life in the world today?</p> <p>Lesson 5 - LQ: Can I examine how some Christians show their beliefs about God in the way they live?</p> <p>Lesson 6 - LQ: Can I express my own ideas about the kind of world Jesus wanted?</p> <p align="center">IMPACT</p> <p>Pupils will be able to identify the Gospels as stories of Jesus' life and make clear links between his teachings and the ways Christians today show love to all. They will suggest meanings behind Jesus' actions toward outcasts</p>	<p align="center">SCIENCE INTENT</p> <p>SRG scientists in lower KS2 will be provided with opportunities to develop and apply vocabulary related to the properties of materials. They will investigate absorbency and melting points specifically, with opportunities planned in to contribute to the planning of fair tests and to compare and contrast results whilst beginning to analyse working methods. These experiences will help to embed the SRG science skills through specific focus within each session.</p> <p>Lesson 1 - LQ - Can I develop my use of adventurous scientific vocabulary to describe the properties of materials? Sorting and classifying materials by their properties. Relate to the properties of rocks that were studied in the autumn term.</p> <p>Lesson 2 - LQ - Can I observe carefully and collaborate to draw conclusions? What's the melting point? Comparing food stuffs eg butter, chocolate, jam. Melting as a reversible change.</p> <p>Lesson 3 - LQ - Can I consider fair testing whilst planning an investigation? Which material would make the most absorbent toga?</p> <p>Lesson 4 - LQ - Can I carry out an accurate investigation and reflect on my results? Carry out the absorbency practical.</p> <p>Lesson 5 - LQ - Can I explain what an irreversible change is? 'Freaky hand' - bicarb and vinegar Making Mount Vesuvius!</p> <p align="center">IMPACT</p> <p>Lower KS2 scientists will be more competent in explaining the properties of materials and why they are chosen for specific purposes. Pupils will have developed their practical skills and thought processes</p>	<p align="center">COMPUTING INTENT</p> <p>In this unit, pupils will develop their understanding of what a branching database is and how to create one. They will explore 'yes/no' questions to gain understanding of what attributes are and how to use them to sort groups of objects. 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 use yes/no questions to group objects?</p> <p>LQ - Can I explore creating and testing a branching database?</p> <p>LQ: Can I explore online safety and digital citizenship?</p> <p>LQ - Can I explain why question order matters in branching databases?</p> <p>LQ - Can I explore panning a database?</p> <p>LQ - Can I explore creating a branching database to identify objects?</p> <p align="center">IMPACT</p> <p>By the end of this unit, pupils will develop their understanding of branching databases and how to create them. They will explore through hands-on activities, and create physical and digital databases.</p>	<p align="center">PHSE 'Healthy Me' INTENT</p> <p>In this unit, children will learn how to make healthy choices for their bodies and minds. We will discover how exercise helps us stay fit, how to choose healthy foods, and why</p> <p>Multiple opportunities each session to consider the mirror, windows and doors approach to learning.</p> <p>Lesson 1 - LQ: Can I understand how exercise affects my body?</p> <p>Lesson 2 - LQ: Can I explore healthy food choices and understand that a number of calories, fat and sugar will affect my health?</p> <p>Lesson 3 - LQ: Can I tell you my knowledge and attitude towards drugs?</p> <p>Lesson 4 - LQ: Can I identify things, people and places that I need to keep safe from? Know some strategies for keeping myself safe, who to go to for help and how to call emergency services?</p> <p>Lesson 5 - LQ: Can I identify when something feels safe or unsafe?</p> <p>Lesson 6 - LQ: Can I understand how complex my body is and how important it is to take care of it?</p> <p align="center">IMPACT</p> <p>By the end of the unit, children will have gained a better 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 to keep themselves healthy and safe.</p>	<p align="center">MFL INTENT</p> <p>To develop children's confidence in understanding and speaking French by learning how to describe pets and family using simple sentences. Children will learn key vocabulary for pets, names and celebrations in French. They will begin to understand how possessive adjectives work and apply their knowledge to build short spoken and written sentences.</p> <p>Lesson 1 - LQ: Can I use possessive adjectives to say my family's ages in French?</p> <p>Lesson 2 - LQ: Can I say which pets I have in French?</p> <p>Lesson 3 - LQ: Can I learn how to say my pet's name in French?</p> <p>Lesson 4 - LQ: Can I make sentences about my family and pets in French?</p> <p>Lesson 5 - LQ: Can I learn about April Fool (Poisson d'avril) celebrations in France?</p> <p>Lesson 6 - LQ: Can I revisit the vocabulary covered this term and check my understanding using a quiz?</p> <p align="center">IMPACT</p> <p>Year 3 linguistics will be able to name common pets and describe who they belong to using simple possessive language. They will begin to construct short sentences about their family and pets, showing developing confidence in speaking and listening. Children will demonstrate accurate pronunciation of familiar vocabulary and an emerging understanding of French grammar patterns. They will also show awareness of a French cultural tradition and recall key vocabulary from the unit.</p>

and explain how these actions set a specific example for Christian living. By exploring the parable of the Good Samaritan, pupils will understand the importance of charity and the challenge of loving one's neighbour. Ultimately, pupils will express their own ideas about the kind of world Jesus wanted and reflect on how his message of 'good news' applies to the world today.	through collaborative planning and the experiences to develop greater accuracy in their working methods. They will have begun to explain the difference between reversible and irreversible change in preparation for the development within KS2.			
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ART

INTENT

To design and create a 3D clay vessel inspired by Roman pottery, focusing on form, proportion, and decorative techniques using Magdalene Odundo as their inspiration.

Lesson 1 - LQ: Can I be an *Analysers* to compare the shapes of Roman amphorae with Magdalene Odundo's sculptures?

Lesson 2 - LQ: Can I be an *Adapter* by trying Odundo's 'burnishing' (smoothing) technique on my clay?

Lesson 3 - LQ: Can I be *creative* by designing a pot that has a "personality" like Odundo's work but patterns like a Roman pot?

Lesson 4 - LQ: Can I be a Problem Solver to build a stable 3D form using the 'pinch' or 'coil' method?

Lesson 5 - LQ: Can I be Creative with 'impressed' and 'relief' decorations, adapting my tools to make different marks?

Lesson 6 - LQ: Can I be an Evaluator to judge my finished sculpture against my design and suggest improvements?

IMPACT

Children in lower key stage 2 will have enjoyed using clay to create a piece of pottery with links to the Roman time period (overarching topic).

PE

INTENT

To develop children's fundamental racket and ball skills through engaging activities that build coordination, control and accuracy. Children will learn how to aim towards a target, control a moving ball and use basic forehand and backhand techniques. They will develop confidence when working individually and with a partner, applying skills in simple rallies and games while demonstrating teamwork and sportsmanship.

Lesson 1 - LQ: Can I aim at targets and react quickly using a racket?

Lesson 2 - LQ: Can I track a moving ball and hit it towards a target?

Lesson 3 - LQ: Can I use forehand and backhand actions to play a rally?

Lesson 4 - LQ: Can I serve the ball using an upward toss and overarm action?

Lesson 5 - LQ: Can I use racket and ball skills to score points in stations?

Lesson 6 - LQ: Can I play a rally game using all my racket and ball skills?

IMPACT

Year 3 tennis players will be able to control a ball using a racket with increasing accuracy and confidence. They will demonstrate the ability to aim towards targets, track a moving ball and sustain simple rallies with a partner using forehand and backhand actions. Children will show an understanding of basic serving techniques and simple game rules, alongside improved coordination, balance and reaction skills. They will also demonstrate teamwork, perseverance and good sportsmanship during activities and games.

Geography

Geography

INTENT

Geographers in lower key stage 2 will build on their basic understanding of map reading and begin to develop their map reading skills. They will combine this with a look at the capital cities of key European countries and an explorative look at volcanoes and earthquakes.

Lesson 1 - LQ: Can I embed the key capital cities from Europe through collaboration?

Lesson 2 - LQ:
Can I understand the key principles of map reading through perseverance?

Lesson 3 - LQ:
Can I present the key features of a map through noticing and presenting?

Lesson 4 - LQ:
Can I plan and design my own map through collaboration?

Lesson 5 - LQ:
Can I develop my understanding of earthquakes through presentation?

Lesson 6 - LQ:
Can I make links to last week and understand the concept of volcanoes through collaboration?

IMPACT

Children in lower key stage 2 will develop an understanding for the awe and beauty of map reading whilst linking this to key natural features such as earthquakes and volcanoes.

History



History was covered in Spring 1 and will be revisited in the Summer term 1.

DT



Art will be covered in Summer term 1 and 2