

YEAR: 3
TERM: Summer 1
TOPIC: Staying alive



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.

RE INTENT	SCIENCE INTENT	MUSIC INTENT	PHSE 'Relationships' INTENT	MFL INTENT
<p>Within this unit, pupils will explore key beliefs about God in Islam, focusing on the teachings expressed in Surah 1. They will examine how these beliefs connect to ibadah (worship) and explore how this is reflected in practices such as prayer, fasting, celebrating, and the intention to live out the five pillars of Islam. Pupils will be encouraged to ask questions, engage in critical thinking, and reflect on the value of submission and self-control in Islam, considering whether these principles offer benefits for all people.</p> <p><i>LQ: Can I explore how festivals and family life show what matters to many Muslims?</i></p> <p>LQ: Can I explore what the Qur'an teaches Muslims about Allah?</p> <p><i>LQ: Can I explain why prayer is important to Muslims?</i></p> <p><i>LQ: Can I examine why the Mosque is a special place for Muslims?</i></p> <p><i>LQ: Can I understand why Muslims fast during Ramadan and celebrate Eid?</i></p> <p>IMPACT</p> <p>By the end of this unit, pupils will have developed a deeper understanding of the core beliefs in Islam and how they shape religious practices. They will have the opportunity to reflect on the importance of submission and self-control within Islam and think about how these values might positively impact individuals and communities, both within and beyond the Islamic faith. Pupils will be better equipped to appreciate and respect the diversity of religious beliefs, practices and worldviews.</p>	<p>To build on previous knowledge about the human body and digestive functions, through looking at how this energy is used in movement. Children will learn about the function of the skeleton, the names of major bones and begin to investigate statements linked to measurement. They will also look at how these bones appear in other animals and how bones and muscles working together allow movement to occur.</p> <p>A large focus will be placed on the development of drawing conclusions from observed data.</p> <p>Lesson 1 - Can I explain the major bones in the body and the purpose of the skeleton?</p> <p>Lesson 2 - LQ - Can I investigate a statement by using accurate measurement? Looking at ratios in the body to <i>investigate and compare using tape measures eg arm span and height.</i> Children measure themselves and collate results to compare</p> <p>Lesson 3 - LQ - Can I draw thoughtful conclusions from my data? Look at the data from last week. What does it indicate? Are there anomalies? <i>Can we explain why these links might occur?</i></p> <p>Lesson 4 - LQ - Can I use my observation skills to notice differing types of skeleton and support? <i>Looking at skeletons in the school grounds - farm visit and nature trail. Look at who has exo/endo/hydrostatic skeletons. Why?</i></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</p> <p>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>In this unit, children will explore the importance of friendships and positive relationships. They will learn how to build and maintain friendships, understand what it means to be part of a group, and develop skills such as respect, empathy, and kindness. Children will also learn how to respond appropriately to others' feelings, including how to support someone who is upset or hurt, and recognise the qualities that make a healthy and positive relationship.</p> <p><i>Multiple opportunities each session to consider the mirror, windows and doors approach to learning.</i></p> <p>Lesson 1 - LQ: Can I explore how to make friends, and resolve some problems?</p> <p>Lesson 2 - LQ: Can I understand how to make someone feel part of a group?</p> <p>Lesson 3 - Can I share my understanding of how to show respect and treat others?</p> <p>Lesson 4 - LQ: Can I explore how to help others if they feel upset or hurt?</p> <p>Lesson 5- LQ: Can I explain what makes a good relationship?</p> <p>IMPACT</p> <p>By the end of this unit, children will be able to demonstrate an understanding of how to form and maintain positive friendships and work effectively as part of a group. They will show increased empathy, respect, and awareness of others' feelings, and be able to respond in a kind and supportive way. Children will also be able to identify the key features of a healthy relationship and apply these skills in their everyday interactions.</p>	<p>To develop children's confidence in using French to talk about time and personal information. Children will learn the months of the year and use them to say the date of their birthday. They will also learn to say their age and describe when family members have their birthdays. Children will build simple sentences about their birthday, including likes and dislikes, and revisit key vocabulary to secure their learning.</p> <p>Lesson 1 - LQ: Can I learn the months of the year in French?</p> <p>Lesson 2 - LQ: Can I give the date of my birthday?</p> <p>Lesson 3 - LQ: Can I say my family's ages and birthday month</p> <p>Lesson 4 - LQ: Can I create sentences about my birthday and likes/dislikes?</p> <p>Lesson 5- LQ: Can I revisit the vocabulary covered this term and check my understanding using a quiz?</p> <p>IMPACT</p> <p>Year 3 linguistics will be able to name the months of the year and give the date of their birthday. They will say their age and describe family birthdays. Children will create simple spoken and written sentences about their birthday, including likes and dislikes. They will show growing confidence in speaking and listening, with accurate pronunciation and understanding of basic French sentence patterns.</p>

	<p>Lesson 5 - LQ - Can I explain the path of movement within the body?</p> <p>Look at reactions and how the brain sends messages through our bodies for muscles to work in pairs. Biceps and triceps and how they move bones.</p> <p>IMPACT</p> <p>SRG scientists will have a firmer substantive knowledge linked to the human skeleton and the differences and similarities between humans and other animals. Children will have gained greater accuracy in measuring using rulers and taper measures and be able to make comparisons between the data they create. They will reflect on their data with greater scrutiny and focus on improving their working methods where anomalies can be seen. This topic will be built on in the next term when looking further at muscles and the cardio-vascular system.</p>			
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<p>Art INTENT</p> <p>Children in lower key stage 2 will look at the artist Leonardo Da Vinci and study how light and dark contrast can create smooth images by using chalk and erasers.</p> <p>Lesson 1- Can I show my understanding of anatomy and proportion through sketching?</p> <p>Lesson 2- Can I develop my skills of blending through observation?</p> <p>Lesson 3- Can I show intricacy and detail to sketch hands through observation and perseverance?</p> <p>Lesson 4- Can I develop my understanding of contrast through noticing and resilience?</p> <p>Lesson 5- Can I make links to my artist in order to create a masterpiece?</p> <p>IMPACT</p> <p>By the end of this unit, children will be able to demonstrate improved technique for shading, blending and contrast whilst developing an understanding for a world renowned artist in Leonardo Da Vinci.</p>	<p>PE INTENT</p> <p>In this unit, children will develop their understanding and application of key athletic skills including sprinting, jumping, and throwing. They will focus on improving technique, control and power, while learning how these skills transfer across different activities. Children will also build teamwork and coordination through group challenges, applying both physical and communication skills in cooperative tasks.</p> <p>Lesson 1 - LQ: Can I develop the correct technique to sprint faster?</p> <p>Lesson 2 - LQ: Can I use control and power to improve my jumping distance and landing?</p> <p>Lesson 3 - LQ: Can I throw with control and power to increase distance?</p> <p>Lesson 4 - LQ: Can I apply my running, jumping, and throwing skills in different events?</p> <p>Lesson 5 - LQ: Can I work as part of a team to use strength and coordination in a tug of war event?</p> <p>IMPACT</p> <p>By the end of this unit, children will be able to demonstrate improved technique and performance in running, jumping, and throwing activities. They will show greater control, coordination, and confidence in applying these skills in a variety of contexts, including team-based events. Children will also develop resilience, cooperation and an understanding of how to work effectively with others to achieve a shared goal.</p>	<p>Geography</p> 	<p>History INTENT</p> <p>Pupils of lower key stage 2 will have the opportunity to visit key personnel through British history with a focus on how they helped shape and impact the country.</p> <p>Lesson 1- Can I review the concepts and skills of history through collaboration?</p> <p>Lesson 2- Can I review the concept of a vaccine and understand who created it through presentation?</p> <p>Lesson 3- Can I look at the significance of a key historical figure through collaboration?</p> <p>Lesson 4- Can I research the impact of Florence Nightingale through noticing?</p> <p>Lesson 5- Can I review the impact that medicine has had on Britain over time through collaboration?</p> <p>IMPACT</p> <p>Children across lower key stage 2 will have a deepening understanding of medicine through history whilst embedding the skills of a historian.</p>	<p>DT</p> 