

Sunrise Curriculum Spring Sequence - Year 3



Spring 1: Courage- The Story of Ruth. (Ruth 1 1:4)

Spring 2: Joy- The Story of Abraham and Sarah's baby... joy after waiting, joy in the miracle of life. (Genesis 18:20)

'Stone Age to Iron Age'

GEOGRAPHY

KS1- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and in a contrasting non-European country.
- Use simple fieldwork

INTENT

1.name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Sequence of lessons:

- 1 – Countries and cities
- Name and locate UK countries and cities
- 2 – Rivers and Seas
- Name and locate main seas and rivers of the UK using an atlas or map
- 3 – Around the Counties
- Name and locate some of the counties of the UK using an atlas or map.
- 4 – Hills and mountains
- Name and locate areas of high ground in the UK using an atlas or map.
- 5 – How London Grew
- Identify ways London has changed and explain the importance of the Prime Meridian
- 6 – Our Changing Nation
- Describe and understand how the UK has changed over time.

Outcome/composite

Children will produce a short video assembly of their work in geography to share with parents and the school.

PE

INTENT

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Sequence of lessons:

Children will have 10 x 1 hour swimming lessons at Truro Leisure Centre. Children will be in ability groups (3 groups) and will be taught how to swim by qualified swimming teachers. Higher attaining pupils will develop their stroke technique and will learn how to perform self-rescue in the pool.

Outcome/composite

Most children will swim 25 metres and some children will perform self-rescue techniques.

INTENT

- Develop sprinting techniques and develop underarm and overarm throw for distance and accuracy. Learn the long jump and work on achieving personal bests

Sequence of lessons: Athletics

- 1- The Basics- To practise existing running, throwing and jumping skills
- 2- Super Sprinting- to sprint effectively
- 3- Heroic Hurdling- To run with fluency over hurdles
- 4- Jumping animals- To jump for distance
- 5- Thorough Throwing- To develop and refine different throwing techniques
- 6- Push, Throw, Space Mission- To learn different push throw techniques
- Clear building of skills or knowledge

Outcome/composite

Children will compete in sports day

COMPUTING

Prior knowledge

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs

INTENT

To write computer programs using a program called scratch

Sequence of lessons:

- 1- Write the code to move a sprite
- 2- Use script to control a sprite
- 3- Make a character dance
- 4- Use the if statement
- 5- Move a sprite using the keyboard
- 6- Use a variable
- Clear building of skills or knowledge

Outcome/composite

Children will make and test a game using scratch where one sprite will change colour when it hits another sprite.

FRENCH

INTENT

-Learn new vocabulary and express preferences

Sequence of lessons: Food Glorious Food!

- 1- The Very Greedy Dog
 - To follow a familiar story in French
- 2- Please May I Have?
 - To use determiners for identifying quantities in making polite requests.
- 3- Preferences
 - To give a preference for or against things
- 4- What colour is it?
 - To describe the colour of an object
- 5- What did he eat?
 - To begin to place adjectives appropriately before or after the noun they modify and to begin to understand that adjective spelling depends on number and gender
- 6- I'm hungry!
 - To use a range of grammar structures to practice a set of vocabulary groups.

Outcome/composite

INTENT

To introduce family and pets and spell their names.

Sequence of lessons:

- 1- Meet my family
 - To present a picture of family members using possessive adjectives.
- 2- Pets
 - To develop strategies for remembering new language. To match subject and verb correctly when talking about pets.
- 3- Alphabet
 - To recognise and repeat sounds and words with increasing accuracy. To use songs or rhymes to help me remember new language.
 - I can listen, read and respond to a set of vocabulary
- 4- What's his name?
 - To make links between known and new structures. To use a range of vocabulary to create different sentences.
- 5- How do you spell?
 - To use French pronunciation of the alphabet to spell words.
- 6- My Home
 - To make new sentences about homes by substituting different vocabulary.

SCIENCE

Prior knowledge

KS1- Asking simple questions, making observations and taking measurements

INTENT

- Compare and group together different kinds of rocks based on appearance and simple physical properties
- Describe how fossils are formed
- Recognise that soils are made from rocks and organic matter

Sequence of lessons:

- 1 Types of Rocks
- Compare different kinds of rocks
- 2 Grouping Rocks
- Making observations
- 3 Fantastic Fossils
- Describe how fossils are formed
- 4 Mary Anning
- 5 Soil Formation
- Recognise that soils are made from rocks and organic matter
- 6 Making systematic and careful observations in the context of investigating the permeability of different soils.

Outcome/composite

Children will complete a scientific investigation into the permeability of different soils

Sunrise Curriculum Spring Sequence - Year 3

'Is there no place like home?'



HISTORY
Prior knowledge
-KS1 Identify similarities and differences between ways of life in different periods and use sources

Music
Prior knowledge
- Use voices musically
- Play tuned and untuned instruments musically
- Listen with concentration to music

ART
Prior knowledge
-KS1 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

DT
Prior knowledge
-KS1 Communicate ideas through drawing and explore and evaluate a range of existing products

PSHE
Prior knowledge
KS1- Relationships with my family and how to deal with conflict appropriately. Safe touch and keeping secrets.

INTENT
Changes in Britain from the Stone Age to the Iron Age

INTENT
- To listen and appraise disco music; find the pulse and identify vocals and instruments
- To play and copy back 3 notes using glocks
- Perform and share the class song

INTENT
-To create sketch books to record observations and use them to review and revisit ideas
- To improve mastery of drawing and painting
- To learn about Vincent Van Gogh

INTENT
- Develop a design criteria and use a range of tools to design and make a mechanical product
- To explore and use pneumatics

Sequence of lessons:

- 1 What does pre-history mean? Make a timeline
- 3 What was Stone Age cave art? Create their own versions of prehistoric cave art.
- 4 What kind of sources tell us about the Stone Age? Looking at artefacts
- 5 What was Skara Brae? Research online about the discovery of Skara Brae
- 6 Why are there so many mysteries about Stonehenge? Virtual tour of Stonehenge and construct own model.
- 7 How did bronze replace stone in the Bronze Age? find out why bronze was so important
- 8 What do grave goods tell us about the Bronze Age? Find out about important objects that were important to people.
- 10 What was Iron Age art like? Consider what kind of artefacts tell us about life in the Iron Age, investigate distinctive designs found in Celtic art and use these ideas to make their own Celtic design.

Sequence of lessons:
Three Little Birds by Bob Marley – a Reggae song.

- This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds.
- The children will play games and learn about elements of music (pulse, rhythm, pitch etc.), sing and play instruments.
- As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.

Sequence of lessons:

- 1- To sketch sunflowers from observations of photographs and real flowers and improve drawing technique
- 2- To research the work of Vincent Van Gogh
- 3- To experiment with water color to create a wash and to experiment with using pastels in the style of Van Gogh
- 4- To make a sunflower painting in the style of Vincent Van Gogh's sunflowers
- 5 & 6- Use the work of artists to inspire my own artwork
- Clear building of skills or knowledge

Sequence of lessons:

- 1 Exploring pneumatics.
 - To investigate and explore pneumatic systems
- 2 Designing.
 - To design a pneumatic toy
- 3 Making.
 - To make a pneumatic toy
- 4 Decorating and assembling.
 - To make pneumatic toy.
- 5 Evaluate.
 - To evaluate process
- 6 Evaluate (2)
 - To evaluate product

Dreams and Goals:

In this Puzzle the class look at the different roles and responsibilities of people within a family and reflect on the expectations for males and females. In addition, children are able to describe how taking some responsibility feels. The class will also work on their ability to negotiate conflict and identify the skills of friendship. Finally, the class will learn some strategies to help them to stay safe online.

Outcome/composite
Children will create a presentation about Skara Brae. They will create a model of Stonehenge from clay and they will create their own Celtic design.

Outcome/composite
Perform Three Little Birds

Outcome/composite
Create an exhibition of children's artwork in the corridors for other classes to see

Outcome/composite
Of sequence of work
Design, make and evaluate a moving monster

Outcome/composite
Our relationship fiesta

Healthy Me

In this puzzle the children will set themselves fitness challenges and they will understand how exercise affects their bodies. In addition, they will learn about making healthy choices and will be able to talk about how they feel about drugs including medicines. We will then talk explore how it feels to be anxious or scared. We will learn some strategies for keeping safe, who to go to when we need help and how to call the emergency services. Finally, we will learn about how complex our bodies are and we will learn to appreciate what our bodies do for us.

INTENT
- Children will listen and appraise songs that have been taught during the year
- They will sing, play instruments, improvise, compose and perform

Sequence of lessons:
The Dragon Song- This is a song about kindness, respect, friendship, acceptance and happiness.

In this unit children will listen and appraise different songs and will complete warm up games where they will learn about elements of music including pulse, rhythm and pitch. We will also be improvising, composing and performing.

INTENT
-To create a Fresco painting and to learn about Fresco art techniques

Sequence of lessons:

- 1- To find research fresco art in the Sistine Chapel and record observations in sketch books.
- 2- To create a piece of Fresco artwork

Outcome
Children will work towards a performance of The Dragon Song

Outcome/composite
Create an exhibition of children's artwork on website for parents to see

Outcome/composite
Design, create and publish our own infographics about keeping safe and healthy

RE
Prior Learning
- Explore what people believe and what difference this makes to how they live

INTENT

- Make clear links between the story of Noah and the idea of the covenant
- Make simple links between promise in the story of Noah and promises Christians make in a wedding ceremony
- Make links between the story of Noah and how we live in school and the wide world.

Sequence of lessons:

- 1. I can find my way around the old testament and new testament using book-chapter-verse
- 2. I can listen, retell and discuss the story of Noah from Genesis (6:5-9:17)
- 3. I can think about pacts/covenants/ agreements that people make and I can compare to the commands in Genesis
- 4. I can think about the promises that Christians make during a wedding ceremony
- 5. I can think about symbols for promises
- 6 I can summarise what it is like to follow God

Outcome/composite
I can describe what kind of world I want and why after looking at stories from the Bible and speaking to a Church Leader