

# Sunrise Curriculum Spring Sequence - Year 3

Spring 1: Courage - The story of Ruth ...courage to go to a new place and start again. (Ruth 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)

## ‘What can we learn about the Bronze Age?’



<b>GEOGRAPHY</b> Y1 to know the 4 countries of the UK Y2 To know the capital cities of the UK	<b>PE</b> Prior knowledge KS1- Perform dances using simple movement patterns	<b>COMPUTING</b> Prior knowledge Y2- use logical reasoning to predict the behavior of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<b>FRENCH</b> Prior knowledge Y3-Counting to 10 Y3- To answer questions	<b>SCIENCE</b> Prior knowledge observing closely, using simple equipment, performing simple tests, identifying and classifying
<b>INTENT (Children will learn)</b> 1. To know different types of settlement 2. Study geographical similarities and differences between regions in the UK.	<b>INTENT</b> 1. perform dances using a range of movement patterns	<b>INTENT</b> Select, use and combine a variety of software	<b>INTENT</b> - Enjoy and join in with stories - New vocabulary for a range of food - express likes and dislikes	<b>INTENT</b> • compare and group rocks on the basis of their appearance and simple physical properties • describe how fossils are formed • recognise that soils are made from rocks and organic matter
<b>Sequence of lessons:</b> ▪ 1 Locate the UK on a map of Europe and the world. Label the 4 countries of the UK, the capital cities and seas. Locate and label Truro. Use the 8 compass points to give directions. ▪ 2 Name and locate the main rivers and seas of the UK ▪ 3 Name and locate some of the counties in the UK using a map. Learn about the role of a local councilor. ▪ 4 Use an atlas to locate and name areas of high ground in the UK. Consider what activities people may enjoy doing in hilly or mountainous areas and write post cards ▪ 5 Identify ways that London has changed over time and explain the importance of the Primer Meridian to London’s history. Learn Londinium and compare with a map of modern day London. ▪ 6 Describe how the UK has changed over time. Compare graphs to look at how the population has changed, learn about immigration and why people may choose to move to other countries.	<b>Sequence of lessons:</b> ▪1 – Hunters And Gatherers. ( duets) ▪2 – Hunter becomes hunted (small groups) ▪3 –The wheels keep on tuning (whole class dance) ▪4 –Cave painting and farming (small groups) ▪5- Dance rehearsal and improvements ▪6- Rehearse, evaluate and perform	<b>Sequence of lessons:</b> ▪ 1 – Can a picture move?- Learn about and create simple animations (flipbooks) ▪ 2 – Frame by frame – Make a stop frame animation using a tablet. ▪ 3 – What’s the story?- Create a storyboard ▪ 4 – Picture perfect- Use tablets to create stop frame animations ▪ 5 – Evaluate and make it great! Evaluate animations and improve them 6— Lights, camera, action! Perfect stop frame animations and add other media	<b>Sequence of lessons:</b> <b>Food Glorious Food</b> ▪1 – The very Greedy Dog Appreciate stories, songs, poems and rhymes ▪2 – Please May I Have? Requesting something to eat. ▪3 – Preferences Stating preferences about food. ▪4 – What colour is it? Describe food by colour. ▪5- What did he eat? Describe objects by size ▪6- I’m hungry Engage in conversations; in the context of preparing, eating and talking about food.	<b>Sequence of lessons:</b> ▪ 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.
<b>Outcome/composite</b> Children will create their own presentation to share with parents on Seesaw about their river cruise and map skills.	<b>Outcome/composite</b> Children will perform a dance to and film for parents	<b>Outcome/composite</b> Create a stop frame animation using tablets and to create a story-based animation with other types of media such as music and text	<b>Outcome/composite</b> Use new vocabulary learned to engage in conversation when preparing and eating food in a cafe	<b>Outcome/composite</b> Children will complete a scientific investigation into the permeability of different soils
	<b>INTENT (Children will learn)</b> 1. To use throwing and catching in isolation and in competition. 2. 2. Children will understand how they can improve	<b>INTENT</b> Create physical and on-screen branching databases.	<b>INTENT</b> Identify and introduce family and pets - spell their names. - Learn the names for places in their own home.	<b>INTENT</b> - Learn about forces (pushes/pulls) - Work scientifically and collaboratively to investigate friction - - Work in a hands on way to identify magnetic materials.
	<b>Sequence of lessons:</b> Lessons to be delivered by Cornwall Cricket Coach (awaiting planning overview)	<b>Sequence of lessons:</b> ▪ 1- Yes or no questions Create yes or no questions to split a collection of objects ▪ 2- Making groups Arrange objects in a tree structure ▪ 3- Creating a branching database Use an online database tool ▪ 4- Structuring a branching database Compare different branching databases. ▪ 5- Using a branching database ▪ 6- Presenting information Compare two ways of presenting information	<b>Sequence of lessons:</b> <b>Family and Friends</b> ▪1 – . Meet my family! ▪2 – Pets Broaden vocabulary ▪3 – Alphabet Explore patterns and sounds of language through songs and rhymes ▪4 – What’s his name? Understand basic grammar and conjugate verbs ▪5- How do you spell...? Speak in sentences, using familiar vocabulary ▪6- My Home Broaden vocabulary and develop understanding of new words	<b>Sequence of lessons:</b> • 1- Pushes and Pulls. Identifying the different types of forces acting on objects. • 2- Faster and Slower. Compare how things move on different surfaces. ▪ 3- Scrapyard Challenge • To notice that magnetic forces can act at a distance and attract some materials but not others. • 4- Magnet Strength. Observe how magnets attract or repel each other • 5- Magnetic Poles. To describe magnets as having two poles and to predict • 6 - Marvellous Magnets. To observe how magnets attract or repel each other
	<b>Outcome/composite</b> Children will compete in an inter-house cricket tournament	<b>Outcome/composite</b> Make a branching database	<b>Outcome/composite</b> Write words and phrases from memory	<b>Outcome</b> Children will make a compass to hunt for treasure and make, play and evaluate a magnetic game
<b>Reading opportunities across the Sunrise Curriculum</b> Stone Age Boy Satoshi Kitamura Stone Age, Bronze Age and Iron Age Sonya Newland Rocks and Fossils, Earthlines The Secrets of Stonehenge, Mick Manning				

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<div><b>HISTORY</b> Prior knowledge Y2 Explore a particular event and how it affected people at the time. -To answer simple questions relating to the topic</div>	<div><b>ART</b> Prior knowledge Y2- Explore pattern through printing and stamping and respond to a range of stimuli</div>	<div><b>DT</b> Prior knowledge KS1- explore and use mechanisms [for example, levers, sliders], design purposeful products, communicate ideas through drawing</div>	<div><b>MUSIC</b> Prior knowledge KS1 Use their voices expressively, play tuned instruments musically, listen to recorded music</div>	<div><b>PSHE</b> Prior knowledge Y2 Set realistic goals and know how to achieve them</div>
<div><b>INTENT</b> 1. About changes in Britain from the Stone Age to The Iron Age. 2. The Roman Empire and its impact on Britain.</div>	<div><b>INTENT</b> 1. Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools. 2. Manipulate clay using fingers and tools. 3. Decoration techniques such as embossing, engraving and imprinting.</div>	<div><b>INTENT</b> 1. Use research and develop design criteria 2. select and use a wider range of tools and equipment to cut, shape and join accurately 3. Investigate and analyse a range of existing products 4. Evaluate ideas and products against their own design criteria and consider the views of others to improve their work 5. understand and use mechanical systems in their products (pneumatics)</div>	<div><b>INTENT</b> - learning about the language of music through playing the glockenspiel. - exploring and developing playing skills through the glockenspiel</div>	<div><b>INTENT</b> </div>
<div><b>Sequence of lessons:</b><ul style="list-style-type: none"><li>1 What does pre-history mean? Make a timeline</li><li>2 How did hunter-gathers survive in the Stone Age? Survival treasure hunt around the school grounds.</li><li>3 What was Stone Age cave art? Create their own versions of prehistoric cave art.</li><li>4 What kind of sources tell us about the Stone Age? Looking at artefacts</li><li>5 What was Skara Brae? Research online about the discovery of Skara Brae</li><li>6 Why are there so many mysteries about Stonehenge? Virtual tour of Stonehenge and construct own model.</li><li>7 How did bronze replace stone in the Bronze Age? find out why bronze was so important</li><li>8 What do grave goods tell us about the Bronze Age? Find out about important objects that were important to people.</li><li>9 What was life like in a an Iron Age hill fort?</li><li>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.</li></ul></div>	<div><b>Sequence of lessons:</b><ul style="list-style-type: none"><li>1 Children will learn about what sculpture is; the materials used to create a sculpture and how to sculpt with clay. Children will experiment with rolling, pulling, pinching, smoothing, adding pieces and hollowing out pieces.</li><li>2 Children will learn how to decorate clay using a techniques called imprinting. The children will experiment with pressing different objects into clay to leave an imprint.</li><li>3 Children will create an 8 x 8 clay tile using the technique of imprinting. They will then paint and varnish their tiles.</li><li>4 Children will look at different items from the Bronze Age and will research and sketch different patterns.</li><li>5 Children will experiment with engraving their designs into clay using a variety of clay tools.</li><li>6 Children will sculpt and decorate using embossing, imprinting or engraving to create a hilt for a Bronze Age sword using salt dough. Children will paint and varnish their finished sculpture.</li></ul></div>	<div><b>Sequence of lessons:</b><ul style="list-style-type: none"><li>1 Exploring pneumatics. To investigate and explore pneumatic systems</li><li>2 Designing. To design a pneumatic toy</li><li>3 Making. To make a pneumatic toy</li><li>4 Decorating and assembling. To make pneumatic toy.</li><li>5 Evaluate. To evaluate process</li><li>6 Evaluate (2) To evaluate end product</li></ul></div>	<div><b>Sequence of lessons:</b> All the learning, in this six-week is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs</div>	<div><b>Dreams and Goals</b> In this Puzzle the class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</div>
<div>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.</div>	<div>Outcome/composite Children will create a highly decorative hilt for a Bronze Age sword from clay</div>	<div>Outcome/composite Design, make and evaluate a moving monster</div>	<div>Outcome/composite Create own compositions using the on-screen resource, perform and share to an audience</div>	<div>Outcome/composite Perform Three Little Birds to an audience</div>
<div><b>RE</b> Prior Learning - Explore what people believe and what difference this makes to how they live</div>	<div><b>INTENT</b> 1. Make clear links between the story of Noah and the idea of the covenant 2. Make simple links between promise in the story of Noah and promises Christians make in a wedding ceremony 3. Make links between the story of Noah and how we live in school and the wide world.</div>	<div><b>Sequence of lessons:</b><ul style="list-style-type: none"><li>1.I can find my way around the old testament and new testament using book-chapter-verse</li><li>2. I can listen, retell and discuss the story of Noah from Genesis (6:5-9:17)</li><li>3. I can think about pacts/covenants/ agreements that people make and I can compare to the commands in Genesis</li><li>4. I can think about the promises that Christians make during a wedding ceremony</li><li>5. I can think about symbols for promises</li><li>6 I can summarise what it is like to follow God</li></ul></div>		<div>Outcome/composite Children can draw and write about symbols of promises and what is is like to follow God for a literacy log piece.</div>