

Sunrise Curriculum Autumn Sequence - Year 3

Autumn 1: Friendship - The story of The Paralysed Man...friends who go above and beyond to show they care. (Luke 5)

Autumn 2: Trust - The story of Mary...trusting God with the future and doing what’s been asked of you. (Luke 1)

‘Stone Age to Iron Age’



Religious Education What do Christians learn from the Creation story?	PE KS1 Perform dances using simple movement patterns	COMPUTING KS1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content	FRENCH	SCIENCE KS1- Asking simple questions, making observations and taking measurements
INTENT To ask questions and understand why Christians might pray to God, ask for forgiveness and say sorry and make links with Genesis 1 and Christian’s beliefs about God and creation.	INTENT <ul style="list-style-type: none">Swim competently, confidently and proficiently over a distance of at least 25 metresUse a range of strokes effectively [for example, front crawl, backstroke and breaststroke]Perform safe self-rescue in different water-based situations	INTENT Develop understanding of digital devices and focus on inputs, processes and outputs.	INTENT To learn some of the basics of the French language: greetings, exchange names, ask how someone is, count to 10 and say how old they are.	INTENT <ul style="list-style-type: none">Compare and group together different kinds of rocks based on appearance and simple physical properties<ul style="list-style-type: none">Describe how fossils are formedRecognise that soils are made from rocks and organic matter
Sequence of lessons: <ul style="list-style-type: none">1 – I can experience nature and identify ‘wow factors’ in nature to share with my peers.2- I can make clear links between Genesis 1 and what Christian’s believe about God and creation3- I can research how Christian’s try to look after the world.4- I can describe what Christians do because they think God is the creator5- I can understand and interpret the story of ‘The Fall’6- I can describe how and why Christians may pray to God	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.	Sequence of lessons: <ul style="list-style-type: none">1 – How does a digital device work?2- What parts make up a digital device?3- How do digital devices help us?4- How am I connected?5- How are computers connected?6- What does our school network look like?	Sequence of lessons: <ul style="list-style-type: none">1- Hello!<ul style="list-style-type: none">To greet people in different ways2– What’s your name?<ul style="list-style-type: none">To exchange names in French3- How are you?<ul style="list-style-type: none">To discuss how I am feeling4- Goodbye!<ul style="list-style-type: none">To choose appropriate phrases for the situation5- Counting 0-10<ul style="list-style-type: none">Recognise and repeat sounds6 – How old are you?<ul style="list-style-type: none">Listen and respond to answer	Sequence of lessons: <ul style="list-style-type: none">1 Types of Rocks-Compare different kinds of rocks2 Grouping Rocks- Making observations3 Fantastic Fossils- Describe how fossils are formed4 Mary Anning5 Soil Formation- Recognise that soils are made from rocks and organic matter6 Making systematic and careful observations in the context of investigating the permeability of different soils.
Outcome/composite Children will write their own prayers to God	Outcome/composite Most children will swim 25 metres and some children will perform self-rescue techniques.	Outcome/composite Children will identify how devices in a network are connected with each other and will use the internet to search.	Outcome/composite Children to have a short conversation in French and answer simple questions such as What is your name and how old are you?	Outcome/composite Children will complete a scientific investigation into the permeability of different soils
INTENT To understand what Jewish people celebrate and to make links with the story of Exodus, forgiveness and sin.	INTENT <ul style="list-style-type: none">Apply & develop a broad range of movement skillsLink to make actions & sequences of movementEnjoy communicating and collaboratingDevelop an understanding of how to improveLearn how to evaluate and recognise own success	Sequence of lessons: <ul style="list-style-type: none">1- Can a picture move?2- Frame by frame3- What’s the story?4- Picture perfect5- Evaluate and make it great!6- Lights, camera, action!	Sequence of lessons: <ul style="list-style-type: none">1- Classroom instructions<ul style="list-style-type: none">To listen and respond2. My Body<ul style="list-style-type: none">To name body parts and show understanding through actions3. Actions<ul style="list-style-type: none">To understand and respond to action words4. Colours<ul style="list-style-type: none">To listen to, copy and pronounce colour words5. Clothes- What’s In your wardrobe?<ul style="list-style-type: none">Answer what is there and recognize masculine and feminine clothing nouns6. Clothes 2- What are you wearing?<ul style="list-style-type: none">To have a simple conversation about clothes.	INTENT <ul style="list-style-type: none">To learn that they need light to see and that darkness is the absence of light. To investigate shadows, reflections and to find patterns in the way that the size of shadows change.
Sequence of lessons: <ul style="list-style-type: none">1 – What is worth celebrating? What do Jewish people celebrate every week?2&3- Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?4- Why Pesach important to Jews?5&6- Why are commandments and blessings important to Jewish people?	Sequence of lessons: Dance <ul style="list-style-type: none">1- Farming and weaving2- Round Houses and Hill Forts3- Warriors and Wars4- Sucellos and Nodens5- Piecing Together6- Performing		Sequence of lessons: <ul style="list-style-type: none">1- Light and Dark- To take part in a feely bag experiment2- Reflective surfaces- Investigate surfaces which reflect light3-Marvellous Mirrors- Playing mirror games to investigate reflection4- Sun safety- Learning about how to protect our eyes from the sun5- Making shadows- Investigate materials which block light to create shadows6- Changing shadows- Investigate how shadows change size	
Outcome/composite Children will compare some of their family rituals with Shabbat and Pesach. Children will write and talk about their family rituals.	Outcome/composite Children will choreograph and perform a dance.	Outcome/composite Children will create a stop frame animation using tablets. They will create a story-based animation with added music and text.	Outcome/composite Children will be able to have a simple conversation about clothes.	Outcome/composite Poster to advertise sun safety and design a reflective book bag

Sunrise Curriculum Spring Sequence - Year 3

‘Stone Age to Iron Age’



Y1- Countries of UK Y2- 4 Compass points, seas and oceans and continents Geography	Music KS1- Play tuned and untuned instruments musically. Use voices expressively and creatively to sing	ART KS1- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	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 KS1- Understand geographical similarities and differences through studying the human and physical geography pf a small area of the UK and in a contrasting non-European country. - Use simple fieldwork	INTENT To learn about the interrelated dimensions of music through games, singing, playing instruments, improvising, composing and performing ‘Let your spirit fly’	INTENT Children will be taught how to use pencil, colour, paint, clay peppers and textiles to create quality art work that shows progression in their skills. They will also have the opportunity to explore the work of the designer, Carl Warner, textile artist, Michael Brennand-Wood and Italian painter, Caravaggio.	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: <ul style="list-style-type: none">1 Name and locate UK countries and cities and revise compass points2 Revise physical and human characteristics, locate the geographical regions and counties of UK3 Name and locate main seas and rivers of the UK using an atlas or map4 Name and locate areas of high ground in the UK using an atlas or map.5 Name major cities in UK and identify their human and physical characteristics.	Sequence of lessons: <ul style="list-style-type: none">1- Listen and appraise, learn to sing and perform ‘Let your spirit fly’2- Listen and find the pules then learn to play Glockenspiels with the song.3- Improvise with the song. Play games, copy back and improvise.4- Compose with the song-‘Let your spirit fly.5- Choose what to perform and rehearse.6- Perform Let your spirit fly to an audience	Sequence of lessons: <ul style="list-style-type: none">1- Drawing in charcoal -I can draw details carefully and I can talk about some famous ‘fruit and vegetable’ paintings2- Sculpting in clay3- Drawing fruit and vegetables in colour - I can sculpt in clay4- Painting fruit and vegetables - I can tell you about the artist Carvaggio and I can paint a fruit or vegetable picture	Sequence of lessons: <ul style="list-style-type: none">1 Exploring pneumatics. To investigate and explore pneumatic systems2 Designing. To design a pneumatic toy3 Making. To make a pneumatic toy4 Decorating and assembling. To make pneumatic toy.5 Evaluate.<ul style="list-style-type: none">To evaluate process6 Evaluate (2)<ul style="list-style-type: none">To evaluate my product	Being Me In My World: In this Puzzle the class work together to make a class charter. They consider why rules are needed and how they relate to rights and responsibilities. Children learn how to set personal goals and identify positive things about themselves and their achievements.
Outcome/composite Children will produce a short video assembly of their work in geography to share with parents and the school.	Outcome/composite Perform to an audience	Outcome/composite Display of artwork in Y3 classroom	Outcome/composite Design, make and evaluate a moving monster	Outcome/composite Learning Charter
KS1 Identify similarities and differences between ways of life in different periods and use sources History	Outcome/composite Perform to an audience	Outcome/composite Display of artwork in Y3 classroom		
INTENT To changes in Britain from the Stone Age to the Iron Age	INTENT Exploring and developing playing skills through the Glockenspiel	INTENT -To create a hanging textile ornament	Outcome/composite Design, make and evaluate a moving monster	Celebrating Difference In this Puzzle the class will learn about and celebrate different families. We will discuss conflict and differences and how this sometimes happens in families. We will learn about bullying and know what it means to be a witness to bullying. Finally, we will talk about the words that we use and how they can be used in hurtful ways or to compliment people.
Sequence of lessons: <ul style="list-style-type: none">1 What does pre-history mean? Make a timeline3 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 artefacts5 What was Skara Brae? Research online about the discovery of Skara Brae6 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 important8 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: <ul style="list-style-type: none">1- Find out how E and D are written down and play a piece with note names and notes2- Play D&E3- Play and improvise with DeeCee’s Blues (notes C&D)4- Play and perform D-E-F-innately with notes and notation5- Play and perform using a range of notes and notation6- Create compositions and perofmr	Sequence of lessons: <ul style="list-style-type: none">1- Research- I can research examples of textile Christmas trees and state my preferences2- Stitching practice- I can practice basic stitches to join and decorate fabric3- Designing- I can design a decorative Christmas ornament4, 5, 6- Making- I can sew a textile Christmas decoration	Outcome/composite Design, make and evaluate a moving monster	Outcome/composite Hall of fame display
Outcome/composite - Class assembly		Outcome/composite Christmas decoration for the tree		
Reading opportunities across the Sunrise Curriculum Books about Stone Age, Iron Age and Bronze Age. about dinosaurs, fossils and Mary Anning. Bible stories and books about Light and Shadows. Information about Carvaggio				
    				