

# Sunrise Curriculum Autumn Sequence - Year 3

**Autumn 1: Friendship** - The story of The Paralyse d 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)





## 'What's on your plate?'

Religious Education		PE	COMPUTING	FRENCH	SCIENCE
<b>INTENT</b> 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.		<b>INTENT</b> To learn the basic and fundamental principles of invasion games such as keeping possession and teamwork	<b>INTENT</b> Develop understanding of digital devices and focus on inputs, processes and outputs.	<b>INTENT</b> 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.	<b>INTENT</b> To learn about the importance of the right type and amount of nutrition as well as the functions of skeletons and muscles
<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>1- I can experience nature and identify 'wow factors' in nature to share with my peers.</li> <li>2- I can make clear links between Genesis 1 and what Christians believe about God and creation</li> <li>3- I can research how Christians try to look after the world.</li> <li>4- I can describe what Christians do because they think God is the creator</li> <li>5- I can understand and interpret the story of 'The Fall'</li> <li>6- I can describe how and why Christians may pray to God</li> </ul>		<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>1 - To apply the basic principles of invasion games</li> <li>2- To move with the ball</li> <li>3- To use a range of techniques to pass the ball</li> <li>4- To understand the basic principle of defending in invasion games</li> <li>5- To understand the basic principle of attacking in invasion games</li> <li>6- Game play- To apply the basic principles of invasion games</li> </ul>	<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>1 - How does a digital device work?</li> <li>2- What parts make up a digital device?</li> <li>3- How do digital devices help us?</li> <li>4- How am I connected?</li> <li>5- How are computers connected?</li> <li>6- What does our school network look like?</li> </ul>	<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>1- Hello! <ul style="list-style-type: none"> <li>To greet people in different ways</li> </ul> </li> <li>2- What's your name? <ul style="list-style-type: none"> <li>To exchange names in French</li> </ul> </li> <li>3- How are you? <ul style="list-style-type: none"> <li>To discuss how I am feeling</li> </ul> </li> <li>4- Goodbye! <ul style="list-style-type: none"> <li>To choose appropriate phrases for the situation</li> </ul> </li> <li>5- Counting 0-10 <ul style="list-style-type: none"> <li>Recognise and repeat sounds</li> </ul> </li> <li>6- How old are you? <ul style="list-style-type: none"> <li>Listen and respond to answer</li> </ul> </li> </ul>	<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>1- Types of Nutrition- explain how living things obtain food and state why animals, including humans, need the right type of nutrients.</li> <li>2- Types of skeleton - I can sort animals based on their skeleton</li> <li>3- Naming bones- I can identify and name bones</li> <li>4- Functions of a skeleton- I can identify and explain the three functions of a skeleton</li> <li>5- Mighty Muscles- I know we need muscles to move and I can set up a simple practical enquiry</li> </ul>
<b>Outcome/composite</b> Children will write their own prayers to God		<b>Outcome/composite</b> Children will follow simple rules in an invasion game and will be able to attack and defend	<b>Outcome/composite</b> Children will identify how devices in a network are connected with each other and will use the internet to search.	<b>Outcome/composite</b> Children to have a short conversation in French and answer simple questions such as What is your name and how old are you?	<b>Outcome/composite</b> Children will make posters about healthy eating and will produce labelled skeleton diagrams.
<b>INTENT</b> To understand what Jewish people celebrate and to make links with the story of Exodus, forgiveness and sin.		<b>Sequence of lessons:</b> <b>Gymnastics- Movement</b> <ul style="list-style-type: none"> <li>1- Jumps and leaps- to perform a range of jumps accurately</li> <li>2- Rolls - To accurately perform a forward roll from standing and a tucked backward roll.</li> <li>3- Vaulting- To perform a squat on a vault</li> <li>4 - Handstands and cartwheels - To perform a lunge into a cartwheel and a handstand accurately</li> <li>5- Linking Movements- perform a chassis step, straight jump, half turn and cat leap</li> <li>6 - Performance- create and perform a sequence with a partner</li> </ul>	<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>1- Can a picture move?</li> <li>2- Frame by frame</li> <li>3- What's the story?</li> <li>4- Picture perfect</li> <li>5- Evaluate and make it great!</li> <li>6- Lights, camera, action!</li> </ul>	<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>1- Classroom instructions <ul style="list-style-type: none"> <li>To listen and respond</li> </ul> </li> <li>2. My Body <ul style="list-style-type: none"> <li>To name body parts and show understanding through actions</li> </ul> </li> <li>3. Actions <ul style="list-style-type: none"> <li>To understand and respond to action words</li> </ul> </li> <li>4. Colours <ul style="list-style-type: none"> <li>To listen to, copy and pronounce colour words</li> </ul> </li> <li>5. Clothes- What's In your wardrobe? <ul style="list-style-type: none"> <li>Answer what is there and recognize masculine and feminine clothing nouns</li> </ul> </li> <li>6. Clothes 2- What are you wearing? <ul style="list-style-type: none"> <li>To have a simple conversation about clothes.</li> </ul> </li> </ul>	<b>INTENT</b> To learn about light, reflections and shadows. Children will learn about different sources of light and how we need light to see. Children will develop their enquiry skills and will make predictions, observations and conclusions.
<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>1- What is worth celebrating? What do Jewish people celebrate every week?</li> <li>2&amp;3- Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?</li> <li>4- Why Pesach important to Jews?</li> <li>5&amp;6- Why are commandments and blessings important to Jewish people?</li> </ul>		<b>Outcome/composite</b> Children will perform a sequence with a partner	<b>Outcome/composite</b> Children will create a stop frame animation using tablets. They will create a story-based animation with added music and text.	<b>Outcome/composite</b> Children will be able to have a simple conversation about clothes.	<b>Sequence of lessons:</b> <ul style="list-style-type: none"> <li>1- Light and Dark- To recognise that we need light to see things and that darkness is the absence of light</li> <li>2- Reflective surfaces- To investigate which surfaces reflect light</li> <li>3- Marvelous Mirrors- Use mirrors to reflect light and to explain how mirrors work</li> <li>4- Sun Safety- To know that the light from the sun can be dangerous</li> <li>5- Making Shadows- To investigate materials which block light and cause shadows</li> <li>6- Changing Shadows- To find patterns when investigating how shadows change size.</li> </ul>
<b>Outcome/composite</b> Children will compare some of their family rituals with Shabbat and Pesach. Children will write and talk about their family rituals.		<b>Outcome/composite</b> Children will perform a sequence with a partner	<b>Outcome/composite</b> Children will create a stop frame animation using tablets. They will create a story-based animation with added music and text.	<b>Outcome/composite</b> Children will be able to have a simple conversation about clothes.	<b>Outcome/composite</b> Children will create an advert for a pair of sunglasses or a sun hat that they have designed. Children will also test which objects are opaque and find out how shadows change when the distance between the object and the light source changes.

# Sunrise Curriculum Spring Sequence - Year 3

## 'Is there no place like home?'



Geography	Music	ART	DT Prior knowledge	PSHE Prior knowledge
<p><b>INTENT</b> To draw sketch maps and use a key To label the 8 points of a compass and give directions using a compass</p>	<p><b>INTENT</b> Let your spirit fly</p>	<p><b>INTENT</b> Children will be taught how to use pencil, colour, paint, claypeppers 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 Brennard-Wood and Italian painter, Caravaggio.</p>	<p><b>INTENT</b> Gain an insight into the history of bread production, then investigate and evaluate existing bread products. Children will create design criteria which will be referred to when designing, making and evaluating their own bread product. They will use a range of skills and techniques using simple kitchen tools and measuring equipment. Finally, they will learn how to knead dough correctly and the technique of proving bread.</p>	
<p><b>Sequence of lessons:</b></p> <ul style="list-style-type: none"> <li>1- Label a compass and give directions using a compass</li> <li>2- Map skills compass directions.</li> <li>3- I can use simple sketch maps that show how land is used and I can draw a simple sketch map.</li> <li>4- Map symbols (OS maps)</li> </ul>	<p><b>Sequence of lessons:</b> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Let Your Spirit Fly - an R&amp;B song for children</p> <ul style="list-style-type: none"> <li>Musical learning focus</li> <li>1. Listen and Appraise Let Your Spirit Fly and other songs</li> <li>2. Musical Activities - learn and build on knowledge and understanding about the interrelated dimensions of music through:             <ol style="list-style-type: none"> <li>Warm Up Games</li> <li>Flexible Games</li> <li>Learn to Sing the Song</li> <li>Play Instruments with the Song</li> <li>Improvise with the Song</li> <li>Compose with the Song</li> </ol> </li> <li>3. Perform the Song and share</li> </ul>	<p><b>Sequence of lessons:</b></p> <ul style="list-style-type: none"> <li>1- Drawing in charcoal-I can draw details carefully and I can talk about some famous 'fruit and vegetable' paintings</li> <li>2- Sculpting in clay- I can sculpt in clay</li> <li>3- Drawing fruit and vegetables in colour- I can show colour and I can tell you about a fruit and vegetable sculptor.</li> <li>4- Painting fruit and vegetables- I can tell you about the artists Carvaggio and I can paint a fruit or vegetable picture</li> <li>5- Designing fruit and vegetables 'softies' on fabric- I can use my sketch book.</li> <li>6- Finishing softies- I can finish making my softie.</li> <li>Clear building of skills or knowledge</li> </ul>	<p><b>INTENT</b> -KS1 Communicate ideas through drawing and explore and evaluate a range of existing products</p>	<p><b>Being Me In My World:</b></p> <p>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.</p>
<p><b>Outcome/composite</b> Children will draw sketch maps of Heligan Gardens</p>	<p><b>INTENT</b> Glockenspiel 1</p> <p><b>Sequence of lessons:</b> This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel.</p> <p><b>Musical learning focus:</b></p> <ul style="list-style-type: none"> <li>Learning to read notated music</li> <li>Language of music</li> </ul>	<p><b>Outcome/composite</b> Display of artwork in Y3 classroom</p>	<p><b>Sequence of lessons:</b></p> <ul style="list-style-type: none"> <li>1-History behind Warburtons- I can find out about important people and events in the past that has shaped the way bread is made today.</li> <li>2- Evaluate existing products- Investigate and analyse existing products according to their characteristics</li> <li>3- Design criteria and shaping- Shape dough and develop a design criteria</li> <li>4- Designing- I can think of original ideas for a product based on my design criteria</li> <li>5- Final designs- I can develop designs based on my design criteria and clearly communicate my final design</li> <li>6- Making and evaluating bread- select ingredients, follow a recipe, knead and bake</li> </ul>	<p><b>Outcome/composite</b> Learning Charter</p> 
	<p><b>Outcome</b> Create compositions and perform using the glockenspiel</p>	<p><b>INTENT</b> -To create a hanging textile ornament</p>	<p><b>Outcome/composite</b> Of sequence of work Children will design and make a flavoured loaf of bread for their parents/families</p>	<p><b>Celebrating Difference</b></p> <p>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.</p>
		<p><b>Sequence of lessons:</b></p> <ul style="list-style-type: none"> <li>1- Research- I can research examples of textile Christmas trees and state my preferences</li> <li>2- Stitching practice- I can practice basic stitches to join and decorate fabric</li> <li>3- Designing- I can design a Decorative Christmas ornament</li> <li>4- Making- I can sew a textile Christmas decoration</li> </ul>		<p><b>Outcome/composite</b> Hall of fame display</p>
		<p><b>Outcome/composite</b> Christmas decoration for the tree</p>		