

Sunrise Curriculum Summer Sequence - Year 3



Summer 1: Compassion- The story of the Good Samaritan... caring for others. (Luke 10:30-37)

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

'What did the Romans do for us?'

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

- To describe and understand different types of settlement and land use.
- Understand geographical similarities and differences through the study of human and physical geography of a region in the UK

Sequence of lessons:

- 1 – Surveying the land**
I can use simple sketch maps that show how land is used. I can draw a simple sketch map.
- 2 – Using a key**
I can use a key on a map to show how land is used
- 3 – Surveying the land part 1**
I can create a simple sketch map to show how land is used
- 4 – Surveying the land part 2**
I can create a simple map to show how land is used
- 5 – How the land is used**
I can describe land use in urban and rural areas in the UK
- 6 – How land is used for farming**
I can explain how land is used for different types of farming.

Outcome/composite

Children will produce their own sketch maps and annotated maps of Truro. They will also compare and contrast Truro and Bath and will produce a booklet about the similarities and differences between the two locations

PE

Prior knowledge

KS1- Master basic movements
- Participate in teams games and develop simple tactics for attacking and defending

INTENT

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Sequence of lessons:

- Fancy Footwork.**
 - To use effective footwork, movement and positioning
- Aiming Games.**
 - To roll and throw a ball accurately.
- Racket Skills.**
 - To develop ball control when using a racket.
- Skillful Hitting (Part 1)**
 - To hit a ball accurately using the forehand technique.
- Skillful hitting (Part 2)**
 - To use the backhand technique in different ways.
- Game, set, match!**
 - To play competitive net and wall based games.

Outcome/composite
Children will compete in a tennis interhouse competition

INTENT

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Sequence of lessons:

- Athletics**
- The Basics**
 - To practice running, jumping and throwing skills
 - Super Sprinting**
 - To sprint effectively
 - Heroic Hurdling**
 - To run with fluency over hurdles
 - Jumping Animals**
 - To jump for distance
 - Thorough Throwing**
 - To develop and refine different throwing techniques
 - Push Throw Space Mission**
 - To learn different push throw techniques

Outcome/composite
Children will compete in Sports Day

COMPUTING

Prior knowledge KS1-

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

INTENT

- To use desktop publishing to create my own piece of work
 - To add text and images
- Evaluate the purpose of different layouts
 - Make a template

Sequence of lessons:

- 1- Words and pictures!**
I can explain the difference between text and images; recognise that text and images can communicate messages clearly and identify the advantages and disadvantages of using text and images
- 2- Can you edit it?**
I can change font style, size, and colours for a given purpose; edit text and explain that text can be changed to communicate more clearly
- 3- Great template!**
I can explain what 'page orientation' means; recognise placeholders and say why they are important. I can create a template for a particular purpose

I can choose the best locations for my content; paste text and images to create a magazine cover and make changes to content after I've added it

- 4- Can you add content?**
I can choose the best locations for my content; paste text and images to create a magazine cover and make changes to content after I've added it
- 5- Lay it out!**
I can identify different layouts and match a layout to a purpose.

6- Why desktop publishing?
I can identify the uses of desktop publishing in the real world; say why desktop publishing might be helpful and compare work made on desktop publishing to work created by hand

Outcome/composite

Children will make their own template for a magazine front cover

FRENCH

Autumn Term- Numbers to 10

INTENT

-Learn new vocabulary and express preferences

Sequence of lessons:

- Our School**
- 1- What's in the classroom?**
 - Listen and respond to vocabulary and respond with actions. Ask and answer questions
 - 2- What's in your pencil case?**
 - Listen and respond to vocabulary and respond with actions. Ask and answer questions. Use the correct determiner
 - 3- School subjects**
 - Listen and respond to vocabulary. Ask and answer questions and express opinions
 - 4- PE lesson**
 - Listen to commands and follow instructions
 - 5- Around School**
 - I know the French for familiar places
 - 6- What do you like to do?**
 - I know the French for familiar places. I can ask and answer questions

Outcome/composite

Children will learn key vocabulary and phrases around school and will participate in a French PE lesson

INTENT

To learn to say days of the week, months and dates and also to count on from 11 to 31

Sequence of lessons:

- Time**
- 1- Counting 11-31**
 - Recognise and repeat words with increasing accuracy and make links between known and new vocabulary using sound and spelling
 - 2- Days of the week**
 - I can recognise, say and respond to a set of vocabulary
 - 3- Months of the year**
 - I can listen, read and respond to a set of vocabulary
 - 4- Mon Anniversaire**
 - I can speak in sentences using known vocabulary and grammar
 - 5- What's the Date Today?**
 - I can use known language to present information about French festival dates
 - 6- Yesterday, Today and Tomorrow**
 - I can begin to conjugate the verb 'to be' for past and future tense

SCIENCE

Prior knowledge
KS1- Asking simple questions, making observations and taking measurements

INTENT

- Identify and describe the functions of different parts of flowering plants
- explore the requirements of plants for life and growth and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Sequence of lessons:

- 1-** I can name the different parts of flowering plants and explain their jobs
- 2-** I can set up an investigation to find out what plants need to grow well
- 3-** I can record my observations and I can present the results of my investigation using scientific language
- 4-** I can investigate how water is transported in plants
- 5-** I can name the different parts of a flower and explain their role in pollinations and fertilization
- 6-** I can understand and order the stages of the life cycle of a flowering plant

Outcome/composite

Children will grow plants from seeds and will use these plants to investigate what plants need to grow well. Children will record short TV shows in groups to show what they have learned about flowering plants and how they grow well.

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

INTENT
To learn about the Roman Empire and its impact on Britain

Sequence of lessons:

- 1- Where did the Roman Empire come from?
- 2- How did the Roman Army help expand the Roman Empire?
- 3- What was Britain like before the Roman's invaded?
- 4- How did Britain become part of the Roman Empire
- 5- Who was Boudica and how did she rebel against the Romans?
- 6- What did the Roman's build after they settled in Britain?
- 7- What were the houses like in Roman Britain?
- 8- What can archaeological sites tell us about Roman Britain?
- 9- How did bathhouses provide leisure for Roman Britain?
- 10- What lasting impact did Roman's leave in Britain?

Outcome/composite
Children will work together to complete a classroom display

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

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

Sequence of lessons: Bringing Us Together

- This is a six-week Unit of Work. All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity.
- Children will: listen and appraise the song Bringing Us Together and other Disco songs. They will learn and build on their knowledge and understanding about the interrelated dimensions of music through: Warm-up Games (including vocal warm-ups); learn to sing the song; Play instruments with the song in the chorus sections only and improvise with the Song

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: Reflect, rewind, replay
This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Musical learning focus:

- Listen and Appraise Classical music
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Singing, play instruments within the song, improvisation using voices and instruments, composition, share and perform the learning that has taken place

Outcome
Children will work towards a virtual performance of the songs learned through the year

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

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

Sequence of lessons:

Sequence of lessons:

- 1- Michelangelo artist study in sketchbooks
- 2- Explore ideas for Fresco artwork in sketchbooks
- 3- Paint Fresco designs onto wet plaster

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

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

INTENT
Understand and apply the principles of a healthy and varied diet
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Sequence of lessons:

- 1- I can name some herbs and how to grow them
- 2- I can explain what makes a diet healthy and varied and can cook a healthy balanced meal
- 3- I can explain, when, where and how strawberries are grown in the UK
- 4- I can use kitchen tools correctly to prepare and make a tasty nutritious drink
- 5- I can explain when tomatoes are in season in the UK and can say when and how they are grown.
- 6- I can prepare and cook/assemble a healthy and tasty meal using tomatoes as my main ingredient

Outcome/composite Of sequence of work
Make a strawberry smoothie
Grow tomatoes
Prepare and assemble a tomato bruschetta
Make a margherita pizza

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



Relationships:
In this puzzle the class will learn to identify the roles and responsibilities of each member of their family and will be encouraged to reflect on the expectations for males and females. Next, they will identify the skills of friendship and learn how to put these skills into practice with a focus on resolving conflict. We will then begin to think about how we can stay safe online before considering what it means to be a Global Citizen.

Outcome/composite
Our relationship Fiesta

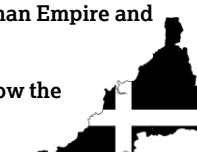
Changing me
In this Puzzle the class will learn that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby. The children will understand and learn that babies grow in a mother's uterus and will learn what a baby needs to live and grow. Finally the class will learn that boys and girls bodies need to change so that when they grow up their bodies can make babies. The class will be able to identify how boys' and girls' bodies change on the outside. The children will learn to express their feelings about these changes happening to them.

Outcome/composite
Tree of Change Display

Curriculum Kernewek:
In RE children will be considering the work of Churches and speaking to a local church leader.

In history, they will be visiting the Royal Cornwall Museum and finding out about the Roman Empire and its impact on Britain and Cornwall.

In geography we will be considering how the land in Cornwall is used.



RE
Prior knowledge
Y1- Learning about the Creation Story and how we should care for the world

INTENT

1. Make clear links between the calling of the first disciples and how Christians try to follow Jesus today
2. Give examples of how Christians try to show love for all
3. Make links between the importance of love in the Bible stories studied and in the World today

Sequence of lessons: What kind of World did Jesus want?

- 1- I can identify texts which come from a Gospel
- 2- I can make links between the calling of the first disciples and Christians today
- 3- I can think about what Jesus' actions towards outcasts mean for Christians and I can compare with Churches actions today
- 4- I can give examples of how Christian's give love to all and can speak to a Christian Leader about their role
- 5- I can make links between the importance of love in the Bible stories studied and in the world today
- 6- I can suggest ideas of things people can do to make a better world.

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