

Sunrise Curriculum Spring Sequence - Year 3



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

Spring 2: Hope- The story of the risen Jesus...hope for new life. (John 20) Easter Story

'The Roman Invasion of Britain'

<p>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</p>	<p>PE Prior Knowledge Master and apply basic movements. Perform dances using simple movement patterns</p>	<p>COMPUTING Prior knowledge <ul style="list-style-type: none"> 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 </p>	<p>FRENCH - Children have some basic French from autumn term</p>	<p>SCIENCE Prior knowledge KS1- Asking simple questions, making observations and taking measurements</p>
<p>INTENT 1.To describe and understand different types of settlement and land use. 2.Understand geographical similarities and differences through the study of human and physical geography of a region in the UK</p>	<p>INTENT I can explain what I am doing well and I have begun to identify areas for improvement.</p>	<p>INTENT To create own programs, featuring sequences.</p>	<p>INTENT Les instruments (Instruments)-</p>	<p>INTENT <ul style="list-style-type: none"> To observe how forces act and to investigate and understand how magnets work </p>
<p>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.</p>	<p>Real Gym Unit 1 Cognitive Cog</p> <p>Sequence of lessons:</p> <ul style="list-style-type: none"> Lesson 1-3 -Gym Skill: Travel - Theme: Mapping Pathways (hand apparatus) Lesson 4-6 -Gym skill: Rotation - Theme: Rotation sequences (partner work) 	<p>Sequence of lessons:</p> <ul style="list-style-type: none"> 1- Introduction to Scratch 2- Programming sprites 3- Sequences 4- Ordering commands 5- Looking good 6- Making an instrument 	<ol style="list-style-type: none"> pupils will learn how to recognise, recall and spell five different instruments with their definite article/determiner in the foreign language. pupils will learn how to recognise, recall and spell a further five different instruments with their definite article/determiner in the foreign language. pupils will consolidate the pronunciation and spelling of all ten instruments in the foreign language. pupils will further consolidate all ten instruments in the foreign language with a particular focus on the definite article/determiner. pupils will be introduced to the verb 'to play (an instrument)' in the first person singular, with the aim of being able to form a short sentence with the instrument nouns in the foreign language. Assessment 	<p>Sequence of lessons: Forces and Magnets</p> <ul style="list-style-type: none"> 1- I can identify the forces acting on objects 2- I can investigate how a tory car moves over different surfaces 3- I can sort magnetic and non-magnetic materials 4- I can investigate the strength of magnets 5- I can explore magnetic poles 6- I can observe how magnets attract some materials
<p>Outcome/composite Travel guide to Sheffield.</p>	<p>Outcome/composite Children will perform a sequence with a partner</p>	<p>Outcome/composite To make a representation of a piano</p>	<p>Outcome/composite A class display</p>	<p>Outcome/composite To invent and make a game that uses magnets</p>
	<p>INTENT - To recognise similarities and differences in movements and expression.</p>	<p>INTENT To write computer programs using a program called scratch</p>	<p>INTENT Je peux... (I Am Able...)-</p>	<p>INTENT</p> <ul style="list-style-type: none"> 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
	<p>Real Gym Unit 1 Creative Cog Dance focus: Artistry, Partnering, Circles, Shapes Sequence of lessons: 1- Shapes Solo - Explore different standing and floor shapes. Develop interesting and inventive ways of moving between shapes. Put shapes into a repeatable sequence. 2- Circles Solo - Explore and develop circles. Create ways of moving between shapes by moving arms and legs in large circles and at a variety of angles. Create different ways of using circles to make turns and jumps 3- Partnering Shapes - Explore and develop standing and floor shapes with a partner. Move between shapes with a partner. Create a sequence of movement that can be remembered and repeated. 4 -Partnering Circles- Consolidate partner skills including shapes and circles. Develop detail. 5- Artistry Abstraction- Explore and develop silk moves. Create a repeatable sequence. 6- Artistry (Making)- Consolidate movements and explore different ways of working with a partner.</p>	<p>Sequence of lessons:</p> <ul style="list-style-type: none"> 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 	<ol style="list-style-type: none"> pupils will learn how to recognise, recall and spell five different verbs in the foreign language. pupils will consolidate the five verbs from the last lesson and will learn how to recognise, recall and spell a further five verbs in the foreign language. pupils will consolidate all knowledge from the last two lessons and will progress to learning how to use the verb 'je peux' (I am able) with the ten infinitive verbs to start to form sentences in French. pupils will consolidate all knowledge from the last three lessons and will progress to learning how to use the negative structure so they are able to say what they can do as well as what they cannot do in the foreign language. pupils will be introduced to the conjunctions 'and' and 'but' in the foreign language so that they are able to form more interesting and complex sentences about what activities they can and cannot do. Assessment. 	<p>Sequence of lessons: Growing Plants</p> <ul style="list-style-type: none"> 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
<p>Outcome/composite Create a dance sequence with a partner and perform</p>	<p>Outcome/composite Children will make and test a game using scratch where one sprite will change colour when it hits another sprite.</p>	<p>Outcome/composite Children will make and test a game using scratch where one sprite will change colour when it hits another sprite.</p>	<p>Outcome/composite A class display</p>	<p>Outcome/composite To create a poster to show the lifecycle of a flowering plant</p>

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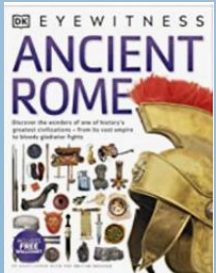


HISTORY
Prior knowledge
 -KS1 Identify similarities and differences between ways of life in different periods and use sources

INTENT
 The Roman Empire and its impact on Britain.
 -the Roman Empire by AD 42 and the power of its army
 -British resistance, for example, Boudica
 -successful invasion by Claudius and conquest, including Hadrian's Wall

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- Why did the Romans invade 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:
Three Little Birds by Bob Marley – a Reggae song.

- 1- Listen and appraise, learn to sing and perform Three Little Birds
- 2- Listen, find the pulse and learn to play the glockenspiel with the song.
- 3- Improvise with the song
- 4- Compose with the song
- 5- Choose what to perform and rehearse
- 6- Perform to an audience

Outcome/composite
 Perform Three Little Birds

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.

- 1- Listen and appraise and learn to sing The Dragon Song
- 2- Listen, find the pulse and learn to play the Glockenspiel with the song
- 3- Improvise wit the song.
- 4- Compose with the song.
- 5- Choose what to perform and rehearse
- 6- Perform The Dragon Song to an audience.

Outcome
 Children will work towards a performance of The Dragon Song

Reading opportunities across the Sunrise Curriculum

Books about The Romans.
 Noah's Ark

Reference books about Plants, Forces and Magnets. Books about Maps
 Spring 1 Class Novel: The Wishkeeper's apprentice
 Spring 2 Class Novel: George's Marvellous Medicine

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 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

Sequence of lessons:

- To sketch sunflowers from observations of photographs and real flowers and improve drawing technique
- To research the work of Vincent Van Gogh
- To experiment with water-color to create a wash and to experiment with using pastels in the style of Van Gogh
- 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

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
 - 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:
Moving Monster

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

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

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
 Class display

INTENT
 Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

Sequence of lessons: How do festivals and worship show what matters to a Muslim?

- 1.I can identify some beliefs about God in Islam, and I can make links between beliefs about God and ibadah (how Muslims submit to God)
- 2. I can identify some beliefs about God in Islam, expressed in Surah 1. I can make clear links between beliefs about God and ibadah.
- 3. I can make links between Muslim beliefs about God and salah (prayer)
- 4. I can give examples of ibadah (worship) in Islam, and I can make links between Muslim beliefs about God and a range of ways in which Muslims worship.
- 5. I can make links between Muslim beliefs about God and a range of ways Muslims worship.
- 6. I can make links between Muslim beliefs about God and a range of ways in which Muslims worship.

Outcome/composite
 Class display

Community Links
 Visit to Royal Cornwall Museum, Truro - Ancient Rome – Life at Magor Villa
 Discover how the Romans influenced life in Britain. Make and decorate a Roman lamp from clay using the collection of Roman pottery lamps for inspiration

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



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
 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.

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