

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'

<p>Religious Education What do Christians learn from the Creation story?</p>	<p>PE KS1 Perform dances using simple movement patterns</p>	<p>COMPUTING KS1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>FRENCH</p>	<p>SCIENCE KS1- Asking simple questions, making observations and taking measurements</p>
<p>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.</p>	<p>INTENT</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations 	<p>INTENT Develop understanding of digital devices and focus on inputs, processes and outputs.</p>	<p>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.</p>	<p>INTENT</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks based on appearance and simple physical properties Describe how fossils are formed Recognise that soils are made from rocks and organic matter
<p>Sequence of lessons:</p> <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 creation 3- 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 creator 5- I can understand and interpret the story of 'The Fall' 6- I can describe how and why Christians may pray to God 	<p>Sequence of lessons:</p> <p>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.</p>	<p>Sequence of lessons:</p> <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? 	<p>Sequence of lessons:</p> <ul style="list-style-type: none"> 1- Hello! <ul style="list-style-type: none"> To greet people in different ways 2- What's your name? <ul style="list-style-type: none"> To exchange names in French 3- How are you? <ul style="list-style-type: none"> To discuss how I am feeling 4- Goodbye! <ul style="list-style-type: none"> To choose appropriate phrases for the situation 5- Counting 0-10 <ul style="list-style-type: none"> Recognise and repeat sounds 6 – How old are you? <ul style="list-style-type: none"> Listen and respond to answer 	<p>Sequence of lessons:</p> <ul style="list-style-type: none"> 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.
<p>Outcome/composite Children will write their own prayers to God</p>	<p>Outcome/composite Most children will swim 25 metres and some children will perform self-rescue techniques.</p>	<p>Outcome/composite Children will identify how devices in a network are connected with each other and will use the internet to search.</p>	<p>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?</p>	<p>Outcome/composite Children will complete a scientific investigation into the permeability of different soils</p>
<p>INTENT To understand what Jewish people celebrate and to make links with the story of Exodus, forgiveness and sin.</p>	<p>INTENT</p> <ul style="list-style-type: none"> Apply & develop a broad range of movement skills Link to make actions & sequences of movement Enjoy communicating and collaborating Develop an understanding of how to improve Learn how to evaluate and recognise own success 	<p>Sequence of lessons:</p> <ul style="list-style-type: none"> 1- Can a picture move? 2- Frame by frame 3- What's the story? 4- Picture perfect 5- Evaluate and make it great! 6- Lights, camera, action! 	<p>Sequence of lessons:</p> <ul style="list-style-type: none"> 1- Classroom instructions <ul style="list-style-type: none"> To listen and respond 2. My Body <ul style="list-style-type: none"> To name body parts and show understanding through actions 3. Actions <ul style="list-style-type: none"> To understand and respond to action words 4. Colours <ul style="list-style-type: none"> To listen to, copy and pronounce colour words 5. Clothes- What's In your wardrobe? <ul style="list-style-type: none"> Answer what is there and recognize masculine and feminine clothing nouns 6. Clothes 2- What are you wearing? <ul style="list-style-type: none"> To have a simple conversation about clothes. 	<p>INTENT</p> <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.
<p>Sequence of lessons:</p> <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? 	<p>Sequence of lessons: Dance</p> <ul style="list-style-type: none"> 1- Farming and weaving 2- Round Houses and Hill Forts 3- Warriors and Wars 4- Sucellos and Nodens 5- Piecing Together 6- Performing 	<p>Outcome/composite Children will create a stop frame animation using tablets. They will create a story-based animation with added music and text.</p>	<p>Outcome/composite Children will be able to have a simple conversation about clothes.</p>	<p>Sequence of lessons:</p> <ul style="list-style-type: none"> 1- Light and Dark <ul style="list-style-type: none"> To take part in a feely bag experiment 2- Reflective surfaces - Investigate surfaces which reflect light 3-Marvellous Mirrors - Playing mirror games to investigate reflection 4- Sun safety - Learning about how to protect our eyes from the sun 5- Making shadows - Investigate materials which block light to create shadows 6- Changing shadows - Investigate how shadows change size
<p>Outcome/composite Children will compare some of their family rituals with Shabbat and Pesach. Children will write and talk about their family rituals.</p>	<p>Outcome/composite Children will choreograph and perform a dance.</p>			<p>Outcome/composite Poster to advertise sun safety and design a reflective book bag</p>

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 of 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:

- 1 Name and locate UK countries and cities and revise compass points
- 2 Revise physical and human characteristics, locate the geographical regions and counties of UK
- 3 Name and locate main seas and rivers of the UK using an atlas or map
- 4 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:

- 1- Listen and appraise, learn to sing and perform 'Let your spirit fly'
- 2- Listen and find the notes 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:

- 1- Drawing in charcoal
-I can draw details carefully and I can talk about some famous 'fruit and vegetable' paintings
- 2- Sculpting in clay
- I can sculpt in clay
- 3- Drawing fruit and vegetables in colour
- I can show colour and I can tell you about a fruit and vegetable sculptor.
- 4- Painting fruit and vegetables
- I can tell you about the artist Caravaggio and I can paint a fruit or vegetable picture

Sequence of lessons:

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

Outcome/composite
Design, make and evaluate a moving monster



INTENT
To changes in Britain from the Stone Age to the Iron Age

INTENT
Exploring and developing playing skills through the Glockenspiel

Outcome/composite
Display of artwork in Y3 classroom

Outcome/composite
Design, make and evaluate a moving monster



Sequence of lessons:

- 1 What does pre-history mean? Make a timeline
- 3 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 artefacts
- 5 What was Skara Brae? Research online about the discovery of Skara Brae
- 6 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 important
- 8 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:

- 1- Find out how E and D are written down and play a piece with note names and notes
- 2- Play D&E
- 3- Play and improvise with DeeCee's Blues (notes C&D)
- 4- Play and perform D-E-F-innately with notes and notation
- 5- Play and perform using a range of notes and notation
- 6- Create compositions and perform

INTENT
-To create a hanging textile ornament

Sequence of lessons:

- 1- Research- I can research examples of textile Christmas trees and state my preferences
- 2- Stitching practice- I can practice basic stitches to join and decorate fabric
- 3- Designing- I can design a decorative Christmas ornament
- 4, 5, 6- Making- I can sew a textile Christmas decoration

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.

Outcome
Create compositions and perform using the glockenspiel

Outcome
Create compositions and perform using the glockenspiel

Outcome/composite
Christmas decoration for the tree

Outcome/composite
Design, make and evaluate a moving monster

Outcome/composite
Hall of fame display

Outcome/composite
- Class assembly



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 Caravaggio