

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 master and apply basic movements. Participate in team games.	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 metres Use 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 be introduced to French La phonétique (Phonics & Pronunciation)	INTENT <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
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 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 	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.	Computing systems and networks 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? 	<ol style="list-style-type: none"> pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type. pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type. pupils will be introduced to the second set of phonics sounds from the Intermediate Teaching Type. pupils will be introduced to the set of phonics sounds from the Progressive Teaching Type. J'apprends le français (I Am Learning French) <ol style="list-style-type: none"> pupils will be introduced to the Francophone world and French as a subject on their curriculum. pupils will learn how to use key greetings, as well as ask and answer the question 'how are you?' in the foreign language. pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' recognise, recall and spell 10 different colours in the foreign language. 	Rocks and Soils Sequence of lessons: <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.
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 A class display	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 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 	INTENT Use a range of techniques to create a stop-frame animation using tablets. Apply those skills to create a story-based animation adding text and music to animation	INTENT -Les animaux (Animals)	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? 	Autumn 1 Sequence of lessons: Unit 1 Personal I know where I am with my learning and I have begun to challenge myself <ul style="list-style-type: none"> 1-3 Co-ordination: Footwork 4-6 Static leg balance: One leg 	Creating Media stop-frame animation Sequence of lessons: <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! 	<ol style="list-style-type: none"> pupils will learn how to recognise, recall and spell five different animals with their indefinite article/determiner in the foreign language. pupils will learn how to recognise, recall and spell a further five different animals with their indefinite article/determiner in the foreign language. pupils will consolidate the pronunciation and spelling of all ten animals in the foreign language. pupils will further consolidate all ten animals in the foreign language with a particular focus on the indefinite article/determiner. pupils will be introduced to the high-frequency irregular verb 'to be' in the first person singular, with the aim of being able to form a short sentence with the animal nouns. pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment. 	Light Sequence of lessons: <ul style="list-style-type: none"> 1- Light and Dark - 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
Outcome/composite Children will compare some of their family rituals with Shabbat and Pesach. Children will write and talk about their family rituals.	Autumn 2 Sequence of lessons: Unit 2 Social I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas1-3 <ul style="list-style-type: none"> 1-3 Dynamic balance to agility: Jumping and landing 4-6 Static balance: Seated 	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 A class display	Outcome/composite Poster to advertise sun safety and design a reflective book bag

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'Stone Age to Iron Age'



GEOGRAPHY
Y1- Countries of UK
Y2- 4 Compass points, seas and oceans and continents

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

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.

Outcome/composite
Children will produce a short video assembly of their work in geography to share with parents and the school.

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

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

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.

Outcome/composite
- Class assembly

Music
KS1- Play tuned and untuned instruments musically.
Use voices expressively and creatively to sing

INTENT
To learn about the interrelated dimensions of music through games, singing, playing instruments, improvising, composing and performing 'Let your spirit fly'

Let Your Spirit Fly
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

Outcome/composite
Perform to an audience

INTENT
Exploring and developing playing skills through the Glockenspiel

Glockenspiel One
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

Outcome
Create compositions and perform using the glockenspiel

ART
KS1- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

INTENT
To record ideas and observations in sketch books and improve mastery of techniques with clay to make a coiled pot.

Making a coiled pot and decorating in the style of Yayoi Kusama
Sequence of lessons:

- 1- Artist study
- To research and record observations in sketch books sharing likes and dislikes
- 2- Design own clay coiled pots
- Techniques
- 3- To sculpt with salt dough and experiment with different techniques
- 4- Use clay use the learnt techniques to Create own pot from their design
- To use a mold to make a coiled clay pot
- 4- Artist Study
- To learn about the artist Yayoi Kusama
- 5- Decorate pot practice.
- To develop an understanding of the colour theory painting techniques and experiment with the
- 6- Decorate own pot
- 7- To evaluate my coiled pot

Outcome/composite
Display of artwork in Y3 classroom and invite parents to view.

Community Links
Visit to Chysauster Ancient Village It is a Romano-British settlement that was originally occupied almost 2,000 years ago and is one of the finest examples of such in the country. Today visitors can walk around the village settlement to gain a sense of what the houses would have looked like and how the settlement was laid out. There are also the remains of an enigmatic 'fogou' underground passage - the purpose for this could have been as a ritual building, a hiding place or a cold store
Visit to Royal Cornwall Museum, Truro - Stone Age to the Iron Age – it's a material world.
Take a trip through 400,000 years as man developed from the early Stone Age. Explore tools, food and homes. See how technology developed into the Bronze Age as metals were first discovered and then finally how life was for people living in the Iron Age. Handle original and replica objects and take part in everyday Iron Age household tasks.
Laura Sampson- Judaism, Godly Play and Challah Bread



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

INTENT
To create a shell structure using CAD

1. I can investigate a collection of shell structures. can say what it is made of and how it is joined together and, arranged..
2. I can construct a simple net using straws and begin to strengthen it.(prototype)
3.I can develop a design and annotate it using CAD.I can use word package to make the different shapes I may need.
4.I can make my product using my design. I can strengthen my design using techniques learnt.
5.I can decorate my product to make it aesthetically pleasing.
6.I can evaluate my design against the intended purpose.

Outcome/composite
To make a ...

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



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
Learning Charter



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/composite
Hall of fame display

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.

Autumn 1 Class Novel: Stick Dog
Autumn 2 Class Novel: A Boy Called Christmas

