

# 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)

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

**INTENT**  
 I can select and apply a range of skills with good control and consistency. I can perform and repeat longer sequences with clear shapes and controlled movement.

**Unit 5**  
**Physical Skills Cog**  
**Sequence of lessons:**  
 1- 3 I can perform and repeat longer sequences with clear shapes and controlled movement  
 FMS Focus: Agility- Reaction/Response  
 Static Balance: Floor Work  
 4-6 I can select and apply a range of skills with good control and consistency  
 FMS Focus: Static Balance: Floor Work

**Outcome/composite**  
 Children will perform movements with good body tension and will link actions together so they flow.

**INTENT**  
 To understand and talk about exercise and how our bodies feel before and after exercise. To understand how to be healthy.

**Unit 6**  
**Health and Fitness Cog**  
**Sequence of lessons:**  
 1-3 I can explain why we need to warm up and cool down. I can describe how and why my body changes during and after exercise.  
 FMS Focus: Agility: Ball chasing  
 Static balance: stance  
 4-6 I can explain how often and how long I should exercise to be healthy.  
 FMS Focus: Static Balance: Stance.

**Outcome/composite**  
 Children will compete in Sports Day

**Community links**  
 1. Interview a Church Leader (Mr Sampson from Grace Church)  
 2. Visit Heligan Gardens  
 3. Baker Tom D.T. Project Bread Making  
 4. Visit RCM for the Romans

**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**  
 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

Sequence of lessons:  
 1- I can name and locate the nine geographical regions of the UK  
 2- I can name, identify and sort human and physical features of geography.  
 3- I can compare land use in Turo with land use in Sheffield.  
 4 – I can compare the human geography of Sheffield with that of Truro  
 5- can compare the physical and human features of Sheffield with those of the area I live in.  
 6 – I can create a travel guide for a trip to Sheffield.

**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

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

**INTENT**  
 -British resistance, for example, Boudica  
 -successful invasion by Claudius and conquest, including Hadrian's Wall

**Sequence of lessons:**  
 ▪ 1- Who was Boudica and how did she rebel against the Romans?  
 ▪ 2- What did the Roman's build after they settled in Britain?  
 ▪ 3- What were the houses like in Roman Britain?  
 ▪ 4- What can archaeological sites tell us about Roman Britain?  
 ▪ 5- How did bathhouses provide leisure for Roman Britain?  
 ▪ 6- What lasting impact did Roman's leave in Britain?

**Outcome/composite**  
 Have a Roman Dazzle day at school. Rein act the battle between the Icenii tribe and the Romans.

**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- 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- I can change font style, size, and colours for a given purpose  
 ▪ 3- I can explain what 'page orientation' means; recognise placeholders and say why they are important. I can create a template for a particular purpose.  
 ▪ 4- 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- I can identify different layouts and match a layout to a purpose.  
 ▪ 6- 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

**INTENT**  
 Move a sprite in four directions and explore movement in the context of a maze.

**Sequence of lessons:**  
 ▪ 1- Moving a Sprite  
 ▪ 2- Maze Movement  
 ▪ 3- Drawing Lines  
 ▪ 4-Adding Features  
 ▪ 5- Debugging Movement  
 ▪ 6- Making a Project

**Outcome/composite**  
 Designing and coding own maze tracing program

**FRENCH**

**INTENT**  
 Les fruits (Fruits).

**Sequence of lessons:**  
 1. pupils will learn how to recognise, recall and spell five different fruits with the singular indefinite article/determiner in the foreign language.  
 2. pupils will learn how to recognise, recall and spell a further five different fruits with the singular indefinite article/determiner in the foreign language.  
 3. pupils will learn how to say the ten fruits introduced in the previous two lessons in plural form.  
 4. pupils will learn how to formulate and express an opinion using the fruits they have learnt in this unit using the positive structure 'I like...'.  
 5. pupils will continue to formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure 'I do not like...'.  
 6. pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.

**Outcome/composite**  
 Children will buy fruits at a French Market stall

**INTENT**  
 Les glaces (Ice-Creams)-

**Sequence of lessons:**  
 1. pupils will learn how to recognise, recall and spell five different ice-cream flavours in the foreign language.  
 2. pupils will learn how to recognise, recall and spell a further five different ice-cream flavours in the foreign language.  
 3. pupils will apply their knowledge of the ten different ice-cream flavours in the foreign language to the structure 'I would like' along with the conjunction 'and' in preparation for a role-play at an ice-cream parlour.  
 4. pupils will learn how to specify whether they would like their ice-cream in a cone or a small pot/tub in the foreign language.  
 5. pupils will consolidate all vocabulary taught so far in the unit and progress to learning how to specify how many scoops they would like as well as some transactional vocabulary in order to take part in a role-play at an ice-cream parlour in the foreign language.

**Outcome/composite**  
 Class Display

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**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

**INTENT**

**Sequence of lessons: How and why do people make the world a better place?**

- 1- What's wrong with the world?
- 2- How can the Golden Rules help people to work out how to make the world a better place?
- 3- Repairing the world, rescuing the earth: what can we learn about this Jewish idea?
- 4- Who is inspired by Jesus' example of sacrifice? Research an inspiring Christian.
- 5- How do Muslims make the world a better place?
- 6- How do non-religious people try to make the world a better place?
- 7- Will we all be world changers?

**Outcome**  
Children raise funds for a chosen charity

**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**

- 1- Listen and appraise, learn to sing and perform Bringing Us Together
- 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 Bringing Us Together to and Audience

**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**

- 1- Compose using Clash and Bang
- 2- Rehearse Three Little Birds for a performance.
- 3- Rehearse The Dragon Song for a performance
- 4- Rehearse Let Your Spirit Fly
- 5- Rehearse Bringing us Together
- 6- Perform songs from the year to an audience

**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 inspired by Michael Angelo

**Sequence of lessons:**

- 1- To carry out an artist study on Micheal Angelo.
2. To research fresco art in the Sistine Chapel and record observations in sketch books.
3. To record observations in sketch books and experiment with water colours to develop technique and control. .
4. Develop technique and experiment with plaster and paint
5. To create a final piece of fresco 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**  
To develop the necessary skills required for designing and making.

**Sequence of lessons:**

- 1- I can find out about the bread making process from Baker Tom.
- 2- Investigate and analyse existing products according to their characteristics
- 3- I can shape dough and develop a design criteria
- 4- I can think of original ideas for a product based on my design criteria
- 5- I can develop designs based on my design criteria and clearly communicate my final design
- 6- Making and evaluating bread- select ingredients, follow a recipe, knead and bake

**Outcome**  
Children will design and make a flavoured loaf of bread for their parents/families

**SCIENCE**  
**Prior knowledge**  
How animals survive and stay healthy

**INTENT**  
To learn about the importance of the right type and amount of nutrition as well as the functions of skeletons and muscles

**Sequence of lessons:**

- 1-Types of Nutrition- explain how living things obtain food and state why animals, including humans, need the right type of nutrients.
- 2- Types of skeleton – I can sort animals based on their skeleton
- 3- Naming bones- I can identify and name bones
- 4- Functions of a skeleton- I can identify and explain the three functions of a skeleton
- 5- Mighty Muscles- I know we need muscles to move and I can set up a simple practical enquiry

**Outcome/composite**  
Create a simple scientific model to show how muscles move.  
Plan and do an investigation about the human body.

**INTENT**  
To learn about 'Scientists and Inventors' linked to the Y3 science curriculum

**Sequence of lessons: Scientists and Inventors**

- 1-The Plant Hunters
- 2- Marie Curie
- 3. George Washington Carver
- 4 – Fossil Finders
- 5- Journey to the centre of the Earth
- 6. Concave and Convex

**Outcome**  
Design our own plant  
Create an x-ray model and create and test an electromagnet

**Curriculum Kernewek:**  
**In RE children will be considering the work of Churches and speaking to a local church leader.**  
**In geography we will be considering how Turo compares to Sheffield.**  
**In Design and Technology we will be working with a local baker.**

**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**  
Tree of Change Display

