

St Dennis Primary Academy

Year: 3

Term: Summer 1

Curriculum Drivers

Real life experiences

Virtual fly over of the Rocky Mountains



Wellbeing

Daily Mile

Dance breaks

Emotional regulation toolbox



Oracy

Physical: To experiment with adjusting tone, volume and pace for different audiences. (Geography - Small group presentation of the benefits and challenges of living in the Rockies)

Linguistic: To be able to use specialist language to describe their own and others' talk. (PSHE - Giving feedback to other groups during discussion of different forms of eco-friendly transport)

Cognitive: To be able to summarise a discussion. (Geography - Small group presentation of the benefits and challenges of living in the Rockies)

Social and Emotional: Listen actively, questioning and responding to others. (Novel Study and English - inferring from the text about characters and their emotions)



Environment and Community

Comparing Human geography from St Dennis and Cornwall to North America.



Big Question: What is there to discover in North America?

Stunning Start:

Rocky Mountains treasure hunt

English

Storytelling Text: This Moose Belongs to Me by Oliver Jeffers



Imitation: Read the text and use the drama technique Hot Seating.

Spelling, Punctuation and Grammar:

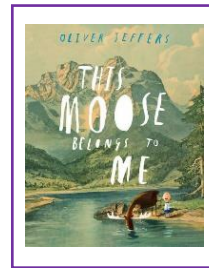
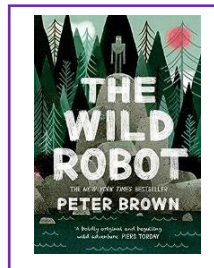
Apostrophes for contraction, apostrophes for singular possession, punctuating direct speech using inverted commas and expanded noun phrases to describe character and setting.

Innovation: Change the characters/setting

Invention: Create and write a 'losing tale'.

Wider Curriculum Writing: Persuasive leaflet. Write about visiting The Rockies (Geography)

Book/Novel Study Text: The Wild Robot by Peter Brown



Fabulous Finish:

Create a collage of the Rocky Mountains

Assembly Theme: Friendship

Emotional Literacy: The toolbox / When to use yellow zone tools/ Stop and use a tool

Mathematics:



White Rose Units:

Number: Fractions

Measurement: Money

Number: Four operations





Number: Addition and Subtraction





Key Skills Session:





TT Rockstars

Flashback 4

Times tables songs

	Science 	Geography 	RE 	Computing 
Unit title:	Subject: Physics Unit: Light	Themes: Location, Physical Features, Human Features, Diversity Unit: North America – The Rockies	Theme: Christianity Incarnation/God Unit: What is the 'trinity' and why is it important for Christians? (Unit 20)	Area: Programming Unit: Events and actions in programs Natterhub: Think it
Builds On:	Year: 2 Term: Summer 1 Unit: Plants (effect of light on the growth of plants)	Year: 1 Term: Summer 2 Unit: Continents and Oceans	Year: 2 Term: Spring 1 Unit: What do Christians believe God is Like? (Unit 10)	Year: 3 Term: Spring 1 Unit: Programming – Events and actions in programs
Memory Master:	Name the seasons and how light changes and affects plants and animals.	Locate and names the continents and oceans of the world. Continents and Oceans quiz	Why is the word 'God' so important to Christians?	Revisit vocabulary: Scratch, programming, blocks, commands, code, sprite, sequence, event, task, design, run the code, algorithm, bug, debug.
Lesson Sequence:	I can recognise that there needs to be light in order to see things and that darkness is the absence of light.	I can locate North America on a world map and explore the landscape.	What is the Trinity? What happens in the biblical story of the baptism of Jesus?	I can explain how a sprite moves in an existing project.
	I can notice that light is reflected from surfaces.	I can locate the United States of America and explain its name.	How is the Trinity shown in the biblical story of the baptism of Jesus?	I can create a program to move a sprite in four directions.
	I can recognise that light from the Sun can be dangerous and that there are ways to protect your eyes from the sun.	I can understand the human and physical geography of the Rockies.	Why is the biblical story of the baptism of Jesus important for many Christians?	I can adapt a program to a new context.
	I recognise that shadows are formed when a light source is blocked by an opaque object.	I can compare the human and physical geography of a settlement in the Rockies with St Dennis. Show what you know.	Why do Christians get baptised? What are the similarities and differences between infant baptism and believer's baptism?	I can develop my program by adding features.
	I know that shadows take on the shape of the opaque object. I can predict where a shadow will form in relation to an opaque object and a light source. I can find patterns in the way the length of shadows changes.		What might affect a Christian's decisions about baptism?	I can identify and fix bugs in a program.
	I know that light is reflected from surfaces (mirrors). Show what you know.		What is the Trinity and why is it important for Christians? Show what you know	I can design and create a maze-based challenge.
Composite:	Shadow tracking throughout a day.	Small group presentation on the benefits and challenges of living in the Rockies.	Children sort quotes to set criteria and chose believer's or infant baptism.	Children will design projects to move a sprite through a maze, using a template. Projects include setup blocks to position the sprite and clear lines.
Impact:	Children know that light is needed to see things and that dark is the absence of light. They know light is reflected from surfaces and that light from the sun can be dangerous. They know shadows are formed when the light from a light source is blocked by an opaque object and recognise patterns in the way that the size of shadows change.	Children can locate North America on a world map and explore landscape. They can compare human geographical features (linked to biomes). They can describe and compare climate and landscapes in the Rockies. They can describe and compare settlements, land use and trade in the Rockies.	Children can identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. They can make links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. They can suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Cristian .and give examples of how Christians try to show love for all, including how leaders try to follow Jesus' teaching in different ways.	Children know that an event causes an action, that commands have values associated with them a and that a setup code resets the game, They can relate the coding stage to the outcome of a project when the code is run They recognise the difference in functions e.g. go to and move blocks and can associate an outcome with a command. They can read codes and recognise errors and know which code sequence describes and algorithm.

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Artist: Giacometti Technique: Sculpture	Learning focus: Health and Fitness Unit: REAL PE	Unit: Tennis	Area: Digital world Unit: Wearable technology
Builds On:	Year: 2 Term: Summer 1	Year: 3 Term: Spring 2 Unit: REAL PE	Year: 2 Term: Summer 1 Unit: Tennis	New learning
Memory Master:	New curriculum this year	N/A	N/A	Quiz on Pneumatic Toys Unit
Lesson Sequence:	Artist - I can recall the key features of sculptor Giacometti.	Warm up games Gate masters Rock, paper, scissors Fundamental Movement Skills Agility – Ball chasing Static balance – Stance Skills Application Develop ball chasing combinations Mirror challenge (Beam)	I can watch, track, and catch a tennis ball successfully.	Research – I can research and evaluate current products.
	Imitate - I can sketch Giacometti's sculptures in 3D form		I can move changing direction and speed.	Skill – I can use code to program and control a product.
	Experiment - I can experiment with manipulating and joining foil to create shapes		I can balance a tennis ball on a racket	Design – I can develop design criteria. I can design a light up wearable technology product.
	Plan - I can develop ideas for my Giacometti inspired sculpture		I can hit the tennis ball with some control.	Make – I can make a point-of-sale display to market my product.
	Create - I can create my Giacometti inspired sculpture from foil		I can perform a forehand serve using the correct grip.	Evaluate – I can evaluate my product by improving my design based on feedback.
	Evaluate - I can review and revisit my creation		I can hit a ball into space (at different speeds and heights) to try beat an opponent.	
Composite:	A foil sculpture in the style of Giacometti	Children will develop and apply their ball chasing and stance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.	I v I game on a small court with the aim of scoring points by throwing a ball into the opponent's court area and making it bounce twice.	Design, develop a program and promote a Micro:bit wearable device that lights up
Impact:	Children can shape, form and construct a model from observations and imagination. They can join two parts successfully and use language appropriate to skill and technique.	REAL PE Health and Fitness Cog: Children can describe how and why their body changes during and after exercise. They can explain why we need to warm-up and cool down.	Children can perform basic skills including throwing and stopping the ball. They can perform a basic forehand action and throw/send a ball using different techniques. They can take up space/positions that make it difficult for opponents. They can keep a rally going.	Children will have an understanding of the available smart technology and it's uses. They will be able to apply this to designing their own piece of wearable technology.

	PSHE 	PSHE 	PSHE (Environment Week) 	Spanish 
Unit title:	Brook Learn 1 Unit: Expressing Feelings	Brook Learn 2 Unit: Strategies to Support Positive Mental Wellbeing	Theme: Transport	Unit: Sé... (<i>I know how...</i>)
Builds On:	Year: 3 Term: Spring 2 Unit: Everyday Feelings	Year: 3 Term: Spring 1 Unit: Physical Activity	Year: 2 Term: Summer 1 Unit: Packaging and recycling	Year: 3 Term: Spring 1 Unit: Los Animales (Animals)
Memory Master:	As a class create a mind map to show everyday things that can affect our emotions.	Name all of the ways that exercise makes our bodies and minds feel good.	Name materials that can be recycled.	Los Animales assessment from Language Angels.
Lesson Sequence:	I can name a wide range of feelings and emotions.	I can recognise that mental health is as important as physical health.	I can explain how different forms of transport cause pollution.	I can recognise and recall five different verbs and learn to spell these.
	I can match feelings to a scale of intensity and identify strong feelings.	I can understand that everyone experiences ups and downs in their mental health.	I can understand how transport can be made more environmentally friendly.	I can recognise and recall ten different verbs and learn how to spell these.
	I can describe different feelings and how they are experienced in the body.	I can identify key strategies and techniques to support positive mental wellbeing.		I can use the verb sé (I know how) with ten verbs to start to form sentences.
	I can recognise why it is important for people to express their feelings.	I can know where to go for help if they or a friend is feeling unhappy.		I can start to say what I can and cannot do.
				I can start to use conjunctions 'and' and 'but' to form more complex sentences about what I can and cannot do.
Composite:	Create a scale to show the intensity of different emotions.	Complete a poster showing the '5 Steps to Wellbeing'.	Children will design an environmentally friendly form of transport for land, air or sea.	Children can say what they can and cannot do and start to use more complex sentences using conjunctions 'y' (and) & 'pero' (but).
Impact:	Children will be aware how different emotions affect their bodies and be more equipped to express their feelings to others.	Children will understand that their mental wellbeing can change and have strategies and support to help with this.	Pupils will understand the importance of choosing environmentally friendly ways to travel	Children recognise, remember and spell 10 action verbs in Spanish. They can use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how) and 'no sé' (I do not know how). They can attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).