



Chacewater School LEAP Curriculum



Class:Y3

Curriculum Theme: Where is South America and what is it like?

Value exploration: The rule of Law

Term: Summer 1

Local

Engaging

Aspiring/ambitious

Powerful/purpose

Sequence of Learning

Subject

Intent and links to previous learning

1

2

3

4

5

6

Outcome/Composite

Geography
South America, Rio and South East Brazil

Where is South America and What is it like?

Revisit learning from Climate Zones in Spring 1.
To be able to locate and name the countries in South America. As well as recognising human and physical features, comparing Brazil to the UK.

Where is South America and what is it like?

-Locate South America on a world map and locate some of its features (human features and Physical



features)

-Link to equator, compare to UK

Which countries make up South America?

-Locate South American countries and capitals

-Use a four-point compass and eight points (challenge)



What time is it in different parts of South America?

-Identify different time zones

-compare the time difference between the UK and them.



How does Brazil compare with my country?

-population
-size
-housing
-money



What are the main human and physical features of South East Brazil?

-What is a human and physical feature? How do we know?



How is my life linked to South East Brazil?

-trade



Children will be confident in locating South America on a world map. They will be able to name the countries in South America, and locate Brazil on a map of South America. Using their knowledge of human and physical features, they will be able to compare Brazil features to the UK.

Science
Plants

Previous learning - Year 1&2 Identify and name the key parts of a plant and name the main elements of what a plant needs to grow.

Children will learn to explain the life cycle of the plant including seed dispersal. They will learn the requirements for a plant in order for it to grow.

To identify and describe the functions of different parts of flowering plants:
roots,
stem/trunk,
leaves and
flowers

stigma (female)
Stamen (Male)

To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well.
Record this using chart to show change in plant

Enquiry questions:

Comparative and Fair Testing



To investigate the way in which water is transported within plants

Enquiry question
TAPS

Observing Over Time










To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilisation.

To explore the part that flowers play in the life cycle by ordering and describing the stages of the life cycle of a flowering plant.

Children will be able to use scientific language to explain what a plant needs in order to grow. They will be able to show this understanding through investigations that require hand on skills to support this.

			What do plants need to grow? Will a plant live if you take away light, water, soil and warmth?		Interpret results draw conclusions - What happens to celery when it is left in a glass of coloured water?			
Computing Desktop Publishing	This unit progresses learners' knowledge and understanding of using digital devices to combine text and images building on work from the following units; Digital Writing Year 1, Digital painting Year 1, and Digital Photography Year 2.	To recognise how text and images convey information -Explain the difference between text and images -Recognise that text and images can communicate messages clearly -Identify the advantages and disadvantages of using text and images	To recognise that text and layout can be edited -Change font style, size, and colours for a given purpose -Edit text -Explain that text can be changed to communicate more clearly.	To choose appropriate page settings -Explain what 'page orientation' means -Recognise placeholders and say why they are important -Create a template for a particular purpose	To add content to a desktop publishing publication and Choose the best locations for my content -Paste text and images to create a magazine cover -Make changes to content after I've added it	To consider how different layouts can suit different purposes -Identify different layouts -Match a layout to a purpose -Choose a suitable layout for a given purpose	To consider the benefits of desktop publishing -Identify the uses of desktop publishing in the real world -Say why desktop publishing might be helpful -Compare work made on desktop publishing to work created by hand	They will be able to use desktop publishing software to change the font size, colour and text to edit and improve pre-made documents. They will begin to understand how these can support them in making their own template for a magazine front cover.
Art Telling stories through drawing and making Artist – Quentin Blake	Previous learning (KS1): To be introduced to the idea that sculptures can have 'characters' and 'personality' created by form, texture and colour. Children will be taught to develop their techniques, including their control and their use of materials to turn their sketches into a 3D sculpture	To be able to explore an artist's work. Artist – Quentin Blake	<u>Drawing</u> To be able to use line, shape and watercolour wash to create exaggeration in our drawings	<u>Drawing before Making</u> To be able to use line, shape and colour to sketch their own version responding to the original stimulus of an amazon bird	<u>Make</u> To be able to create their sculptures showing consideration for form, texture, material, construction and colour.	<u>Evaluate</u> To be able to display the work made through the unit and reflect on the outcomes	Children will be able to use exaggeration with different lines, shapes and colour to show different characters in a final 3D sculpture	
Music Singing (technical)	Children will learn a variety of technical singing skills to perform as a larger group.	To be able to open and access: Tonematrix(audiotool.com) Understand how	To be able to use tonematrix to create repeated patterns of music	To be able to use tonematrix to demonstrate pitch changes	To be able to access the chrome music lab to understand how the basic	To be able to use the chrome music lab to manipulate sounds with the 'strings' game.	To use Chrome Music Lab to manipulate sounds with the spectrograph game.	To use the range of technical singing skills and demonstrate this in a performance.

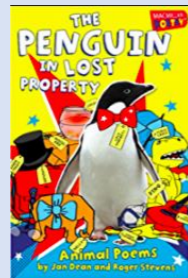
		the basic tools work			tool work.			
RE 2.2 PEOPLE OF GOD: What is it like to follow God?	The children will learn about The Old Testament and will discuss who the children of Israel are and why their relationship with God was important.	What covenant did God and Noah make? To be able to make clear links between the story of Noah and the idea of covenant 	What can we learn from the biblical story of Noah and the Arc? To be able to explain the similarities between the story of Noah and how we live in school and the wider world 	What promises do Christians make at a wedding ceremony? To be able to make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony  	What can we learn from Abrahams faith in God? To be able to make clear links between the story of Abraham and the concept of faith  	What can the biblical stories of following God teach us? To be able to suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today 	Children will be able to discuss The Old Testament confidently, identifying why people follow God's commands and believe his promises he makes in the bible.	
RSHE Healthy bodies, healthy minds	Revisit learning from Brilliant Bodies - Autumn 1 Eating healthy	The power of sleep Why sleep is important for our health and wellbeing How to get enough good quality sleep.	Different types of food that makes up a healthy diet Why is it important to eat a healthy diet?	Germs and how they can make us unhealthy and unwell How viruses spread and how to prevent them from doing so What can we do to keep our bodies clean and free of germs	Walk to School Week – 20th May Road safety - How can we be safe while walking near or on roads?			Children will understand the importance of sleep, and why humans depend on sleep to keep them healthy. They will have clear awareness of the importance of eating correctly and how this can keep their bodies healthy.
PE Athletics	To develop running, throwing and jumping technique. Builds on coordination and agility FUNs developed in REAL PE.	To be able to develop speed technique.	To be able to improve endurance To be able to improve running around a curve.	To be able throw in a variety of ways and evaluate different types of throw.	To be able to select a jump appropriate to gaining distance and land safely.	To work as a team to run a relay race, beginning to use an efficient technique for transitions.	To be able to complete to beat my own personal best in throwing, jumping and running events.	Use running, throwing and jumping skills to improve their own personal best in a variety of events.
Real PE –	Real P.E Unit 5 Applying physical Reaction response & floorwork	Agility: Reaction and response From 1, 2 and 3 m: catch a large ball dropped from shoulder	Agility: Reaction and response From 1, 2 and 3 m: catch a tennis ball dropped from shoulder height after 1 bounce.	Agility: Reaction and response From 1, 2 and 3 m: catch a tennis ball dropped from shoulder height after 1	Balance: Floorwork Hold mini front support and point to ceiling with either hand.	Balance: Floorwork Place cone on back and take it off with other hand in mini front support.	Balance: Floorwork Hold full front support, lift 1 arm and point to the ceiling with either hand in	To develop increased agility to react and respond quickly and precisely. To incorporate this skill in reaction drills. To develop balance and strength

		height after 2/1 bounce(s).		bounce, balancing on 1 leg.		Place cone on tummy and take it off with other hand in mini back support.	front support. Transfer cone on and off back in front support.	whilst working on the floor.
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Reading Opportunities



Class text: Bill's frock



Shared Reading text: The Penguin in Lost Property by Jan Dean