












Chacewater School LEAP Curriculum



Class:Y3	Curriculum Theme : South America, Rio and South East Brazil					Value exploration: The rule of Law		Term: Summer 1
L		E			A		P	
		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	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 in the world is South America and what is it like? 	What countries make up South America? 	What are the similarities and differences between Brazil and the UK? 	What are the main human and physical features of Brazil ?  	To identify trade links with South East Brazil 	How can we get to the Amazon Rainforest?	Children will be confident in locating South America and Brazil on a world map. 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	To explore the requirements of plants for life and growth by investigating what plants need to grow well. Will a plant live if you take away light, water, soil and warmth? 	To investigate the way in which water is transported within plants TAPS What happens to celery when it is left in a glass of coloured water? 	To explore the part that flowers play in the life cycle of flowering plants.	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.
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 Secondary colours	Children can use their prior knowledge about mixing primary colours to create different colours and tones. They will also use their learning skills of how to hold a paint brush and use it effectively.	To study John Dyer's paintings and explore how he has mixed colour to create different tones -spiritual amazon rainforest	To create a collage of outlines using different drawing tools -Visit to the local gardens to draw pictures from observation	To be able to create different tones and tints of a chosen colour	To be able to create a painting of plants, using different tones and tints to show shadow and light.	To be able to compare their work to John Dyer's work comparing colours and tone.		To use learnt skills to create, design and paint a final piece.

Music	Children will ?	To be able to open and access: Tonematrix (audiotool.com) Understand how the basic tools work	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 tool work.	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.	
RE 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.	To be able to make clear links between the story of Noah and the idea of covenant	To be able to explain the similarities between the story of Noah and how we live in school and the wider world	To be able to make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	To be able to make clear links between the story of Abraham and the concept of faith	To be able to explain what it is like for Christians to follow God.		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	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				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 Sport: athletics		Reaction & response React and catch a tennis ball dropped from above head height, after 1 bounce	Reaction & response: React and catch a tennis ball dropped from shoulder height, after 1 bounce	Reaction & response: React and catch a tennis ball dropped after 1 bounce, balancing on 1 leg	Floorwork: Hold mini front support position, transfer cone on and off of own back	Floorwork: Hold full front support position, lift 1 arm and point to the ceiling in front support	Floorwork: Hold full front support position and transfer cone on and off of own back	
Real PE - unit 4 creative		To be able to sprint rapidly over short distances, accelerating quickly and demonstrating good running posture	To be able to maintain good running technique when sprinting over obstacles (hurdles)	To be able throw in a variety of ways and evaluate different types of throw.	To be able to jump 2 feet to 2 feet, developing an effective technique to gain distance and jump at speed.	To work as a team to run a relay race, beginning to pass use an efficient technique for transitions.	To be able to complete to beat my own personal best in throwing, jumping and running events.	
Reading Opportunities		