



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 and what is it like?	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 be able to identify flowering plants and their structure : roots, stem, leaves and flowers (revision from Y1) - Visit community garden/millennium green	To understand the requirements of plants for life and growth and how this varies from plant to plant: Can plants grow and survive without soil? 	To be able to investigate the way in which water is transported within plants TAPS What happens to a white flower when it is left in a glass of coloured water?	To understand the role that flowers play in the life cycle of a flowering plant.	END OF UNIT ASSESSMENT: To be able to describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers		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 Stop-Frame Animation	Children will learn the skills to set up and create a storyboard. They will learn the importance of small changes to make each frame different and effective to their story.	To be able to create their own animation flip book by drawing a sequence of pictures.	To be able to explain and understand why little changes are needed for each frame	To be able to create a storyboard, breaking down the story into characters, settings and events.	To be able to use onion skinning to help make small changes between frames	To be able to evaluate ways to make my own animation better.	To be able to evaluate the impact of adding other media to an animation	Children will use a variety of techniques learnt from this unit to create a stop frame animation based on their own story using tablets to record and present to others.
Art Making animated drawings	The children will design and create a drawn character puppet, inspired by the work of Lauren Child. They will create movement for their puppets in an animation programme, using skills previously learned in Computing.	Introduce Lauren Child LF: to be able to explore and talk about illustrator Lauren Child's work. A4 page in a sketchbook showcasing their work. Mark making using artists' own work.	LF: to be able to use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make	LF: to be able to use observational skills to look at source material to inspire my character and make drawings	LF: to be able to use my imagination to think how my character might move create a background for my character.	LF: to be able to use digital media to film my animation and share my moving drawing	LF: to be able to reflect and articulate my thoughts about my own artwork and that of my peers.	To use learnt skills to design and create a character puppet to use in a short animation.
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 explore the story of Noah and reflect on what we think Noah was like.	To be able to make simple links between promises in the story of Noah and promises that Christians make	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.

				at a wedding ceremony				
Esafety	Natterhub	Technology Time: Using time spent on technology wisely	Wise Words: How to get the tone of online chat just right	Look Closely: To recognise different situations that are bullying.				
RSHE	Revisit learning from Brilliant Bodies - Autumn 1 Eating healthy Pupils will learn to monitor their physical and mental wellbeing, through healthy eating sleeping and keeping clean.	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		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	
Sport: athletics		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.	
French I am able...	This will be one of their first sentence-building units with a focus on creating short phrases by the end of the unit from memory using their new knowledge.	Attempt to name up to 5 action verbs in French – I can use the vocabulary sheet to attempt to spell.	Match the verbs to the pictures.	Begin to write short phrases using these verbs				Pupils will be able to express in French which activities they are able or unable to do in a sentence.
Reading Opportunities		 						