Year 3 Spring/Summer 2023 Coverage Map

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| Spring 2 | Summer 1 | Summer 2 |
| Expression:Being honest | Expression:Being honest | FlourishingTaking responsibility | FlourishingTaking responsibility  | CitizenshipBe kind | CitizenshipBe kind | CitizenshipBe kind |
| Art Enquiry Question: how can we create a piece of art inspired by Georges Seurat?Outcome: a piece of art inspired by the Pointillism technique  | History: Roman BritainEnquiry Question: how did life change when the Romans invaded?Outcome: an explanation text exploring how the Romans changed Britian | Geography: a region of the UKEnquiry Question: how is Glasgow different from Teignmouth? Tracing the journey of the Clyde Outcome: an annotated map of the Clyde  | Science: materials including waterEnquiry question: how do different materials impact our lives?Outcome: a non-chronological report on three different materials | Design Technology: make something that has been tested, make something for a purpose E.Q: how can I construct a flotation device?Outcome: children to test and create rafts that float | Computing: creating moving images and soundsE.Q: how can we use a program to create a moving animation?Outcome: children to use Scratch or similar to create a short animation | RSE: familyE.Q.: how can we create a family tree?Outcome: children to create a family tree, for their own family or another  |
| Substantive KnowledgeWhat is colour? Colour theoryWhat is tone?What is perspective?What is depth? | Substantive KnowledgeWhat is chronological order?What are sources, primary and secondary?How can we judge the reliability of a source? | Substantive KnowledgePlace, what are OS mapsWhere is the Clyde/ Glasgow?Map of the UKNations of the UKJourney of a river | Substantive KnowledgeWhat are materials?How can we test them? What are the properties of materials?What is evaporation?What is a change of state? | Substantive KnowledgePlanning – how to planProperties – link with previous Science learningFunction – outcome needs to float  | Substantive KnowledgeWhat is programming? What is an algorithm? What is an animation? | Substantive KnowledgeFamily – what are generations? What is extended family?Friends – the difference between artificial and realSafety – what is private and how to respect this  |
| Disciplinary SkillsHow to mix colours, how to use complementary colours | Disciplinary SkillsHow to interpret and create a timelineHow to read sources and judge them | Disciplinary SkillsHow to read an OS mapHow to use a compassHow to interpret data **Using an OS map with accuracy**Using and applying grid referencesIdentifying topographical features and drawing conclusions | Disciplinary SkillsHow to test materials and their propertiesHow to record data in a graph | Disciplinary SkillsHow can I test?How do I plan effectively?How do I know if I have been successful?What is flotation?Which materials will be best?Which properties do I need? | Disciplinary SkillsHow to program in Scratch How to edit and improve my animationHow to take pictures to form an animation | Disciplinary SkillsWhat is a family tree and how can I create one?What are generations?Why are family trees useful? |
| Reading ObjectivesBooktalk – I can read the meaning of words in context | Reading ObjectivesBooktalk – I can explain authorial choices | Reading ObjectivesBooktalk – I can check the text makes sense  | Reading ObjectivesBooktalk -  | Reading ObjectivesBooktalk Danny the Champion of the world –to use appropriate terminology when discussing texts (plot, character, setting).    | Reading ObjectivesBooktalk – instruction manual for Sratch.To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction andreference books or textbooks | Reading ObjectivesTo prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  |
| Writing Objectives | Writing ObjectivesExplanation text – sub-headings, paragraphs, fronted adverbials | Writing ObjectivesIllustrated map – subject specific vocabulary, subordinating conjunctions, adverbials of place and time | Writing ObjectivesNon-chronological report – use of commas in a list, bullet points, headings and sub-headings (organisational devices) | Writing ObjectivesInstructional text, imperatives, use of brackets, sentence types.Organiser paragraphs around a themeChoose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  | Writing ObjectivesWriting instructions – imperatives, conjunctions for time, adverbials, bullet points.Animation speech – speech marks, punctuating direct speech | Writing ObjectivesCompose and rehearse sentences orally Discuss and record ideasRead aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear  |
| Fiction and non-fiction texts that will be shared with children:Podkin One-Ear | Fiction and non-fiction texts that will be shared with children:Podkin One-EarBooktalk – who were the Romans? | Fiction and non-fiction texts that will be shared with children:Journey of a river  | Fiction and non-fiction texts that will be shared with children:What are materials? Booktalk | Fiction and non-fiction texts that will be shared with children:Danny the Champion of the worldBooktalks  | Fiction and non-fiction texts that will be shared with children:Danny the Champion of the worldBooktalks | Fiction and non-fiction texts that will be shared with children:Children’s Poetry AnthologyMichael RosenTed Hughes |
| **Coverage within non-enquiry subjects:**PE: Kinetics, Striking and exploring (field games), being an athlete (athletics)Music: Ukuleles, singing and rhythm Maths: White Rose units, Mass and capacity, Fractions A, Statistics, Money, Time and Shape |

**Content Coverage Summary: Please refer to subject progression document for more detail.**

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| **Geography** | **Disciplinary: Map work** | **Substantive: Specific places – interaction between human and physical geography** |
| R | **Recognising places on a simple map**Use a simple map to find places in our immediate localityMatching photos to places on a mapAerial photos of our local village | **Our village - Shaldon** |
| 1 | **Interpreting a map**Using a keyBeing able to create a simple mapUsing a map to get from A to B | **Our local area – Shaldon and Teignmouth*** 4 points on a compass
* Map keys
* Features of Shaldon and Teignbridge
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| 2 | **Looking at features on a map of Devon and drawing conclusions**Carrying out surveys and fieldwork to investigate our local areaComparing and contrasting places within Devon | **Our county – Devon*** 8 points on a compass
* Rivers, moors, towns and cities within Devon
* Population of towns and cities
* Employment and statistics vs national
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| 3 | **Using an OS map with accuracy**Using and applying grid referencesIdentifying topographical features and drawing conclusions | **Our region – South West**Identifying counties, rivers, cities and key features within the south-westHuman geography of the south west – population, main employmentComparing the south west with other regions of the UK16 points on a compass |
| 4 | **Topographical Map of Europe**Drawing conclusions and generating research questions based on topographical maps of Europe | **Europe**Countries and capital cities of Europe – population, languagesMain rivers, mountains, seas, lakesRelationships between physical and human geography across Europe – farming, tourism and trade |
| 5 | **Use of a globe/atlas: Continents, Oceans**Lines of longitude and latitude Use of grid references to find features on a mapEvaluating the reliability of sourcesIdentifying patterns and trends | **Non-European Continents**World Population and SettlementsMigrationPopulation DensityNatural resources |
| 6 | **Understanding global challenges**Using statistical evidence, tables and graphs to draw conclusions and generate lines of enquiryForming a hypothesis and seeking to prove/disproveApply knowledge of evaluating sources of evidence from Year 5 | **Global Challenges**Use of natural resourcesHuman activity and its impact on the planet |

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| **Science** | **Disciplinary: Observation, recording changes, classifying** | **Substantive:**  |
| R | **Sorting and classifying based on one key feature** | Plant life cycles |
| 1 | **Sorting and classifying based on more than one key feature** | Names of common plantsDeciduous/EvergreenSeeds and bulbsWhat a plant needs to grow |
| 2 | **Classify and sort – identify patterns and trends** | Know how habitats support living thingsUnderstand how animals and habitats are co-dependentMicro-habitatsInvestigate and record findings of habitats in my local area (building on geography enquiry) |
| 3 | **Using classification keys – how to group in different ways** | Understand functions of parts of plantsUnderstand water transportationUnderstand seed dispersalKnow how plants are adapted to their habitats |
| 4 | **Record findings from an investigation**Collect data and accurate measurementsUse results to prove or disprove a prediction | Create a simple electrical circuit that includes a switch, a cell, a bulb, a buzzer and wireConductors and insulatorsHow light and sound travel |
| 5 | **Secure an accurate conclusion to explain if a hypothesis was correct or not** | States of matter??? |
| 6 | **Understanding causal relationships**Making predictions based on current evidence and research findings | Evolution and inheritance – How fossils were formed (link back to RE enquiry – Christian vs Creationist theories of fossils)How adaptation leads to evolutionUnderstand how living things have changed over time |

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| **Summer 2****Design Technology: Cooking techniques and fulfilling a design brief for our Big Lunch in June** |
| **Design Technology** | **Disciplinary: Cooking; Plan-Do-Review** | **Substantive: Food and nutrition** |
| R | **Follow a sequence of three instructions** | Using simple tools: Fork to mash, scissors to snipHealthy and unhealthy food choices |
| 1 | **Following a sequence of instructions that involves four or more steps** | How to measure and weighStirring, Mixing, KneadingWhere food comes fromNutrients my body needs |
| 2 | **Read and follow a recipe independently that involves five or more steps** | Bridging to cut, Grating, WhiskingRoll and rub in ingredientsProvenance of different ingredientsThe Eat Well diagram |
| 3 | **Anticipating challenges**Reading a recipe ahead and identifying steps that will be trickier to complete | SlicingCombining skills from Years 1-2 to create an outcomeSafely storing food at a certain temperatureWhy a balanced diet is important |
| 4 | **Writing my own recipe**Making decisions, trialling and improving | Planning a recipe that incorporates skills from years 1-3 to achieve a specific outcomeUnderstanding seasonality and localityKnowing which vitamins and minerals are present in different foods |
| 5 | **Adapting a recipe based on taste**Reviewing a process to make it more efficient | Understanding food labelsPlanning a series of healthy meals for a varied diet |
| 6 | **Trialling and improving a recipe**Make informed decisions when planning a mealConsider criteria and suitability – eg, gluten free, vegetarian, seasonalityDevelop a prototype that has been tested | How to apply principles of nutrition and healthUnderstand the reasons for people choosing to be vegetarian or veganUnderstand food intolerances and allergiesConfidently be able to use and apply a range of cooking skills from Years 1-3 and explain why those skills were used |

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| **Summer 2** |
| **Computing** | **Disciplinary:**  | **Substantive:**  |
| R | **Use a computer** | How to play a gameParts of a computer |
| 1 | **Creating an image** | How to use tools – brush, pen, lineSound recorders and play backCapture video |
| 2 | **Generating ideas** | Change, edit and retrieve soundsUse software to record music and sound |
| 3 | **Plan, edit and review content** | Edit and improve an animationUse playback to review, and edit |
| 4 | **Programming content** | Use a variety of inputsUse loop commands within a set of instructionsWrite a programme to produce a specific output |
| 5 | **Programming, refining and editing content** | Special effects softwareStop-motion animationImproving visual and audio quality |
| 6 | **Creating advanced content with variables** | External triggers and infinite loopsDebuggingCodingCreating games with variablesRefining algorithms |