Year 3 Spring/Summer 2023 Coverage Map

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| Spring 2 | | Summer 1 | | Summer 2 | | |
| Expression:  Being honest | Expression:  Being honest | Flourishing  Taking responsibility | Flourishing  Taking responsibility | Citizenship  Be kind | Citizenship  Be kind | Citizenship  Be 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 Britain  Enquiry Question: how did life change when the Romans invaded?  Outcome: an explanation text exploring how the Romans changed Britian | Geography: a region of the UK  Enquiry Question: how is Glasgow different from Teignmouth? Tracing the journey of the Clyde  Outcome: an annotated map of the Clyde | Science: materials including water  Enquiry 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 sounds  E.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: family  E.Q.: how can we create a family tree?  Outcome: children to create a family tree, for their own family or another |
| Substantive Knowledge  What is colour?  Colour theory  What is tone?  What is perspective?  What is depth? | Substantive Knowledge  What is chronological order?  What are sources, primary and secondary?  How can we judge the reliability of a source? | Substantive Knowledge  Place, what are OS maps  Where is the Clyde/ Glasgow?  Map of the UK  Nations of the UK  Journey of a river | Substantive Knowledge  What are materials?  How can we test them?  What are the properties of materials?  What is evaporation?  What is a change of state? | Substantive Knowledge  Planning – how to plan  Properties – link with previous Science learning  Function – outcome needs to float | Substantive Knowledge  What is programming?  What is an algorithm?  What is an animation? | Substantive Knowledge  Family – what are generations? What is extended family?  Friends – the difference between artificial and real  Safety – what is private and how to respect this |
| Disciplinary Skills  How to mix colours, how to use complementary colours | Disciplinary Skills  How to interpret and create a timeline  How to read sources and judge them | Disciplinary Skills  How to read an OS map  How to use a compass  How to interpret data  **Using an OS map with accuracy**  Using and applying grid references  Identifying topographical features and drawing conclusions | Disciplinary Skills  How to test materials and their properties  How to record data in a graph | Disciplinary Skills  How 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 Skills  How to program in Scratch  How to edit and improve my animation  How to take pictures to form an animation | Disciplinary Skills  What is a family tree and how can I create one?  What are generations?  Why are family trees useful? |
| Reading Objectives  Booktalk – I can read the meaning of words in context | Reading Objectives  Booktalk – I can explain authorial choices | Reading Objectives  Booktalk – I can check the text makes sense | Reading Objectives  Booktalk - | Reading Objectives  Booktalk  Danny the Champion of the world –to use appropriate terminology when discussing texts (plot, character, setting). | Reading Objectives  Booktalk – instruction manual for Sratch.  To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and  reference books or textbooks | Reading Objectives  To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. |
| Writing Objectives | Writing Objectives  Explanation text – sub-headings, paragraphs, fronted adverbials | Writing Objectives  Illustrated map – subject specific vocabulary, subordinating conjunctions, adverbials of place and time | Writing Objectives  Non-chronological report – use of commas in a list, bullet points, headings and sub-headings (organisational devices) | Writing Objectives  Instructional text, imperatives, use of brackets, sentence types.  Organiser paragraphs around a theme  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Writing Objectives  Writing instructions – imperatives, conjunctions for time, adverbials, bullet points.  Animation speech – speech marks, punctuating direct speech | Writing Objectives  Compose and rehearse sentences orally  Discuss and record ideas  Read 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-Ear  Booktalk – 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 world  Booktalks | Fiction and non-fiction texts that will be shared with children:  Danny the Champion of the world  Booktalks | Fiction and non-fiction texts that will be shared with children:  Children’s Poetry Anthology  Michael Rosen  Ted 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 locality  Matching photos to places on a map  Aerial photos of our local village | **Our village - Shaldon** |
| 1 | **Interpreting a map**  Using a key  Being able to create a simple map  Using 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 |
| 2 | **Looking at features on a map of Devon and drawing conclusions**  Carrying out surveys and fieldwork to investigate our local area  Comparing 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 |
| 3 | **Using an OS map with accuracy**  Using and applying grid references  Identifying topographical features and drawing conclusions | **Our region – South West**  Identifying counties, rivers, cities and key features within the south-west  Human geography of the south west – population, main employment  Comparing the south west with other regions of the UK  16 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, languages  Main rivers, mountains, seas, lakes  Relationships 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 map  Evaluating the reliability of sources  Identifying patterns and trends | **Non-European Continents**  World Population and Settlements  Migration  Population Density  Natural resources |
| 6 | **Understanding global challenges**  Using statistical evidence, tables and graphs to draw conclusions and generate lines of enquiry  Forming a hypothesis and seeking to prove/disprove  Apply knowledge of evaluating sources of evidence from Year 5 | **Global Challenges**  Use of natural resources  Human 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 plants  Deciduous/Evergreen  Seeds and bulbs  What a plant needs to grow |
| 2 | **Classify and sort – identify patterns and trends** | Know how habitats support living things  Understand how animals and habitats are co-dependent  Micro-habitats  Investigate 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 plants  Understand water transportation  Understand seed dispersal  Know how plants are adapted to their habitats |
| 4 | **Record findings from an investigation**  Collect data and accurate measurements  Use results to prove or disprove a prediction | Create a simple electrical circuit that includes a switch, a cell, a bulb, a buzzer and wire  Conductors and insulators  How 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 evolution  Understand 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 snip  Healthy and unhealthy food choices |
| 1 | **Following a sequence of instructions that involves four or more steps** | How to measure and weigh  Stirring, Mixing, Kneading  Where food comes from  Nutrients my body needs |
| 2 | **Read and follow a recipe independently that involves five or more steps** | Bridging to cut, Grating, Whisking  Roll and rub in ingredients  Provenance of different ingredients  The Eat Well diagram |
| 3 | **Anticipating challenges**  Reading a recipe ahead and identifying steps that will be trickier to complete | Slicing  Combining skills from Years 1-2 to create an outcome  Safely storing food at a certain temperature  Why 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 outcome  Understanding seasonality and locality  Knowing 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 labels  Planning a series of healthy meals for a varied diet |
| 6 | **Trialling and improving a recipe**  Make informed decisions when planning a meal  Consider criteria and suitability – eg, gluten free, vegetarian, seasonality  Develop a prototype that has been tested | How to apply principles of nutrition and health  Understand the reasons for people choosing to be vegetarian or vegan  Understand food intolerances and allergies  Confidently 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 game  Parts of a computer |
| 1 | **Creating an image** | How to use tools – brush, pen, line  Sound recorders and play back  Capture video |
| 2 | **Generating ideas** | Change, edit and retrieve sounds  Use software to record music and sound |
| 3 | **Plan, edit and review content** | Edit and improve an animation  Use playback to review, and edit |
| 4 | **Programming content** | Use a variety of inputs  Use loop commands within a set of instructions  Write a programme to produce a specific output |
| 5 | **Programming, refining and editing content** | Special effects software  Stop-motion animation  Improving visual and audio quality |
| 6 | **Creating advanced content with variables** | External triggers and infinite loops  Debugging  Coding  Creating games with variables  Refining algorithms |