Year 3 Summer 2024 Coverage Map

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| Summer 1 | | Summer 2 | |  | | |
| flourishing | flourishing | Citizenship | Citizenship | Citizenship | | Citizenship |
| Geography  Enquiry question: How are the lives of Icelandic people affected by tectonic plate paths?  Outcome: To create a report to be presented to the class with peers | Art  Enquiry question: How can I produce a relief print landscape showing tone and perspective?  Outcome: To create a print showing depth and perspective | Narrative writing  The Iron Man  Enquiry question: Can I write the opening paragraph of a book?  Outcome: To write an interesting opening paragraph | Science  Living things  Enquiry question: How can I clearly explain the process of transportation in plants?  Outcome: to create a detailed diagram of a plant complete with pictures and writing | Computing   |  | | --- | | Become quicker at typing by using both hands  Generate questions and use search terms to help me find the answer Recognise information that is suitable for my learning  Outcome: To produce a document sharing how to research online | | | RSE  Relationships Education Respectful relationships |
| Substantive Knowledge  The symbols on an OS map  • How to use symbols and a key for an OS map  • How to identify where people might live using a map  • How to identify more populated areas in a region  \*The population and land use of a contrasting region  \*The physical geography of a contrasting region  The distinctive features of a region e.g. Ports, Harbours, Towns, Cities, Farmland  • The countries that make up continents  • The areas that are highly populated in the region and land use  • The physical geography of an area .e.g coast, forests, cities,  • How the geographical features of an area change from region to region  • Why people choose to live in different parts of a country e.g work, leisure, environment | Substantive Knowledge    Ways of printing including relief and press (intaglio-cutting into something)  • That pressure of printing effects tone  • How to produce a rubbing  • How to make a relief print  • About an artist who used the media of print | Substantive knowledge  **Structure**  Real or imagined meaning can be enhanced through writing structures e.g. poems, play scripts stories, myths   |  | | --- | | Make deliberate, ambitious word choices to add detail.  Create settings, characters and plot in narratives.  Begin to use dialogue to convey a character | | Substantive Knowledge    **LIVING THINGS (Plants)**  • How to group plants in different ways (annuals, perennials, trees, shrubs, woody stem, crown)  • How to use classification keys to group and identify living things (animals, plants and fungi)  • Environments change and this can impose dangers to living things (building of houses)  • The basic functions of a plant including root, stem, trunk, leaves and flowers  • What plants need for life and growth and how these vary from plant to plant (light, nutrients, water and air)  • How water is transported in plants  • The life-cycle of a flowering plant, including pollination, seed dispersal (dandelions) | Substantive Knowledge   |  | | --- | | **INTERMEDIATE APPLICATION SKILLS**  • How to capture images using print screen.  • How to use different tools to resize, rotate and crop  • How to Use different font sizes and effects to communicate meaning  • How to align texts left, right and centre | | | Substantive Knowledge  Learning Intentions and Learning Outcomes Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words  To consider appropriate and inappropriate physical contact and consent Learning Outcomes Understand that each person’s body belongs to them Understand personal space and unwanted touch.  To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support |
| Disciplinary Skills  Suggest why places are where they are  • Identify land use and explain similarities and differences  • Give reasons why different places have different features  • Use an OS map e.g.1:100,000 with increasing accuracy  • Suggest where aerial pictures or images might be located on a map and give my reasons for this.  • Use the 8 points of a compass  • Ask questions and suggested answers about the human and physical features of a region e.g. why is the population more or less dense in an area? Why might pupil choose to move to this area?  • Present findings in different ways e.g maps, writing, pictures e.g. summarising   |  | | --- | |  | | Disciplinary Skills   |  | | --- | | **PRINTING**  • Create prints using different colours and shades  • Create prints using different techniques  • Explain how different ways of printing work  • Talk about the work of an artist |   Vocabulary:  Distance, identify, tonal, variation, printing, technique  Mood, feeling, purpose, rough, smooth, jagged  Printing, relief, press, rubbing, pressure, roller | Disciplinary Skills   |  | | --- | | To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.  • To use the first two or three letters of a word to check its spelling in a dictionary. | | Disciplinary Skills  • Give a reason for why my test was fair  **Observing & recording**  • Make increasing accurate measurements e.g accuracy within 5 degrees on a thermometer and within 5mm using a ruler  • How to use simple scientific apparatus thermometer, ruler, magnified glass, measuring jugs, scales.  **Concluding & Evaluating**  • Explain how the results lead to a conclusion.  • Articulate my hypothesis prior to designing my investigation  • Evaluate the results of my Investigation and explain why they are not biased | Disciplinary Skills   |  | | --- | | Become quicker at typing by using both hands  **•** Generate questions and use search terms to help me find the answer  **•** Recognise information that is suitable for my learning |  |  | | --- | | Question the validity of what I see on the internet | | | Disciplinary Skills  Families and people who care for me |
| Reading Objectives  Reading LO week 1: To check that the text makes sense/discuss understanding /explain the meaning of words in context  Week 2: To independently retrieve and record information from non- fiction texts.  Week 3: LO: Speak clearly and confidently with appropriate volume and pace in a range of contexts | Reading Objectives  To ask an adult relevant questions to check understanding.    To check that the text makes sense to them, discussing their  understanding and explaining the meaning of words in context.  To begin to use appropriate intonation and volume when reading aloud. | Reading Objectives  To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | Reading Objectives  To check that the text makes sense to them, discussing their  understanding and explaining the meaning of words in context.  To independently retrieve and record information from non- fiction texts. | Reading Objectives  To ask an adult relevant questions to check understanding.   To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | | Reading Objectives  To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |
| Writing Objectives  To include fronted adverbials (prior knowledge)  To ensure that my writing flows cohesively  begin to proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements | Writing Objectives  Use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).  Use simple conjunctions confidently and accurately.  Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. | Writing Objectives   |  | | --- | | Inverted commas (speech marks)  • Ellipsis |   Begin to proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements | Writing Objectives   |  | | --- | | Writing to explain  • Begin to proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements  • Organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end | | Writing Objectives   |  | | --- | | How to Use different font sizes and effects to communicate meaning | | | Writing Objectives |
| Fiction and non-fiction texts that will be shared with children:  Active read:  Iceland  Tectonic plates/types of volcanoes  Grindavik and Reykjavík  Novel: Wonder | Fiction and non-fiction texts that will be shared with children:  Active read: | Fiction and non-fiction texts that will be shared with children:  The Iron Man  Active read: Narrative writing | Fiction and non-fiction texts that will be shared with children:  Active read about plants and living things  Diagrams of plants | Fiction and non-fiction texts that will be shared with children:  Online instructions on researching on search bars | | Fiction and non-fiction texts that will be shared with children:  **NC literature and resources** |
|  | **Coverage within non-enquiry subjects:**  PE: rounders, cricket (fielding and striking and athletics   |  | | --- | | Music: How timbre can affect the piece of music• When music is getting faster / slower. Louder / softer • Identify sounds that come from different instruments in a piece \* How to use non-standard symbols to indicate when to play and when to rest \*•How to follow a leader or a conductor |   MFL: MFL: Speak from memory for at least 5 minutes on a given topic.   |  | | --- | | The patters of words and phrases  • Ways of memorizing words  • How to ask simple questions |     Maths: fractions, money, time, shapes and statistics  Novel: The Iron Man   |  | | --- | |  | | | | |  | |