Year 3 Autumn 2024 Coverage Map

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| Autumn 1 | | | Autumn 2 | | |
| Citizenship | Citizenship | Citizenship | Leadership | Leadership |  |
| Art  Enquiry Question: How can I paint a still life showing tone and perspective?  Outcome: create a still life painting which includes perspective and tonal changes | Narrative  Enquiry Question: How can I change the ending to a traditional tale?  Outcome: to rewrite a well-known traditional tale to include a different outcome | History:  Enquiry Question: What was it like to live in the Stone Age?  Trip to Postbridge Visitor Centre  Outcome: Create a leaflet for Postbridge Visitor Centre, about life the Stone Age | Science  Enquiry Question: How can I investigate the rock Formation in Shaldon?  Trip to Shaldon Beach  Outcome: To write a scientific report to explain findings from an investigation into rock permeability | Geography  Enquiry Question: What are volcanoes like in La Palma?  Outcome: To create a geographer’s report on the impact of volcanoes in a region |
| Substantive Knowledge  \*I can discuss the work of an artist  \*I can mix paint to form tones that reflect mood, eg: hot and cold colours  \*I can block out colour over a wash  \* I know which tools are better suited for the intended purpose | Substantive Knowledge  \*To be able to recite a traditional tale  \*Revisit: use **expanded noun phrases** in narrative writing  \*Cohesive devices: Use **subordinated clauses** in writing in order to form complex sentences – examples: **when, if, because, and although**  \*add **adverbs to signal manner** | Substantive Knowledge  \*I know that different things were introduced by different people  \* I can explain how differently people lived in certain eras  \*I can explain how the invention of different things changed people’s lives then and influenced life as we know it  \*I know how customs and beliefs influenced society of that time e.g.; diet, lifestyle and religion | Substantive Knowledge  • How to group together different kinds of rocks (sedimentary, igneous and metamorphic)  • Rocks have different appearances and properties (permeable and impermeable)  • Soils are made from rocks and organic matter  • How fossils are formed  • Which creatures made different fossils (snail, corrals, clams and molluscs | Substantive Knowledge   * \* To understand why people choose to live in different regions. * How to identify population density in a region * To understand the countries the in– location Europe and the geography of the Canary Island archipelago , population, weather patterns, industry. * To understand what a volcano is, how an eruption occurs and the work of volcanologists. |
| Disciplinary Skills  \*Perspective  \*show tonal and textural variation  \*revisit primary and secondary colours | Disciplinary Skills  \* To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  (Story of Little Red Riding Hood)  \*To write to describe, using expanded noun phrases | Disciplinary Skills  \*I can explain the difference between fact and opinion  \*discuss historical sources and accuracy of sources  \*explain importance of factual accuracy  \*chronology, associating words with time such as BC, AC and era | Disciplinary Skills  \*I can evaluate the results of my investigation and explain why they are not biased  \*I can explain which variable I have changed, which ones I have kept the same and why.  • I can give a reason for why my test was fair | Disciplinary Skills   * Draw conclusions about how geographical features impact on ways of life * Ask questions and carry out research to find out the answers * How to take research notes * Present research findings in different ways * Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| Reading Objectives  To begin to read and spell Y3/Y4 exception words.   To extract information from various non-fiction texts to gather material for outcome.  Spellings to include enquiry words | Reading Objectives:  \*Speak clearly and confidently with appropriate volume and pace in a range of contexts  \*To use appropriate terminology when discussing texts (plot, character, setting – **Active Read, knowledge organiser).** | Reading Objectives  \*To extract information from various non-fiction texts to gather material for outcome.  \*To use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  \*To check that the text makes sense to them, discussing their  understanding, and explaining the meaning of words in context (ongoing). | Reading Objectives  \*To check that the text makes sense to them, discussing their  understanding and explaining the meaning of words in context.   \*To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.  \*To use dictionaries to check the meaning of words that they have read. | Reading Objectives  \*Reading from a variety of non-fiction texts to draw final conclusions and make comparisons (Active Read)  \*Use research skills from pictures, maps, text, to summarise findings |
| Writing Objectives  Writing to inform  \*To form accurate sentences using think, say, write, check  \*To include capital letters and full stops  \*To check writing and edit for sense | Writing Objectives  \*Expanded noun phrases  \*Subordination  \*Adverbs that signal manner | Writing Objectives  . \*To check that the text makes sense to them, discussing their  understanding and explaining the meaning of words in context.  \*make deliberate, ambitious word choices to add detail, using correct terminology  \*To spell some more **complex homophones** and near-homophones, including here/hear, brake/break and mail/ male.  \* use think, say, write, check to ensure correct sentence structure and sense | Writing Objectives  Writing to explain  \*To view the structures of scientific reports  \*separate writing into headings and sub-headings  \*subordinate clauses (revisit) because, if, when and although | Writing Objectives  Writing to remember, revise and organise thinking-Thinking tools with the aid of teacher  \*Bullet points  \*Employing the use of simple layout devices: headings, sub-headings, bullet points and tables |
| Fiction and non-fiction texts that will be shared with children:  Active read about techniques with brush strokes and different tools  Active read about watercolour painting  Active read with tips for setting up a still life painting | Fiction and non-fiction texts that will be shared with children:  Little Red Riding Hood  Not so Little Red Riding Hood  Active read: Excerpts from traditional tales to discuss using accurate terminology and story structure | Fiction and non-fiction texts that will be shared with children:  Novel: The Wild Way Home/  Stone Age Boy | Fiction and non-fiction texts that will be shared with children:  Active Read: rocks and fossils/ conducting fair tests/rock cycle  Various non-fiction texts about rocks and fossils for research purposes | Fiction and non-fiction texts that will be shared with children:  Active read::  La Palma, where is it? What is it like to live there?  Volcanoes  Volcanoes specific to La Palma |
|  | **Coverage within non-enquiry subjects:**  PE: beanbag skills, ball skills, team games  Music: Compose and perform melodies within the context of a song being learnt (We are the World and Harvest Festival song).  Sing in tune, maintain a simple part within a group, pronounce words within a song clearly   |  | | --- | |  |   Maths: **Place value**, recognising numbers to 100, partition to 100, numberline to 100, partitioning to 1,000, addition and subtraction | | | | |

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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 |