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 |  NarrativeEnquiry 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 CentreOutcome: 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 BeachOutcome: 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.
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| 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
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| Reading ObjectivesTo 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 theirunderstanding, and explaining the meaning of words in context (ongoing). | Reading Objectives\*To check that the text makes sense to them, discussing theirunderstanding 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 ObjectivesWriting 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 theirunderstanding 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 ObjectivesWriting 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 ObjectivesWriting 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 toolsActive read about watercolour paintingActive read with tips for setting up a still life painting  | Fiction and non-fiction texts that will be shared with children:Little Red Riding HoodNot so Little Red Riding HoodActive 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 cycleVarious 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?VolcanoesVolcanoes 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

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 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 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 |