Year 3 Spring 2024 Coverage Map

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| Spring 1 | Spring 2 |
| Exploration | Exploration |  Exploration | Expression |  Expression |  |
| ScienceEnquiry Question: How has climate change affected the water cycle?Outcome: Create a piece of writing explaining states of matter and how this relates to climate change affecting the water cycle. | Design TechnologyEnquiry Question: How can I use plan-do-review to improve my design?Outcome: To produce a prototype from a design brief | PoetryEnquiry Question: How did Michael Rosen make you feel like eating chocolate cake?Outcome: To write a poem in the style of Michael Rosen | HistoryEnquiry Question: What was the impact of the Roman invasion?Outcome: Persuasive/information text about the impact Boudicca and other significant individuals from the era had, on our lives now  | Religious EducationEnquiry Question: How do stories and symbolism explain the beliefs of a religionOutcome: Create an information text about stories and symbolism within the Jewish faith |
| Substantive Knowledge\*Which materials are solids, liquids or gas?\*Some materials change state when heated or cooled (chocolate, wax, water, cornflour)\*Different temperatures affect different materials\*The stages of the water cycle (evaporation, convection, precipitation and collection)\*how water evaporates\*temperature affects the rate of evaporation | Substantive Knowledge\*How sketches can be used to support design \*The stages of designing and mistakes \*How different tools can be used safely \*How to measure, mark and cut out accurately \*Who might have produced a product and why materials were chosen  | Substantive Knowledge\*How to read poetry aloud with expression\*Learn about the structure of poems and the featured writer | Substantive Knowledge

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| \*How and why events happened and the impact on the people e.g. invasion of Britain by the Romans AD43. \*Constructions of Hadrian’s wall. \*That some individuals had a significant impact at a particular time, e.g. Boudicca, Julius Caesar, Claudius, Emperor Hadrian \*How BC/ AD are represented on a time line \*The major events that happened within this time e.g. 55- 54BC Julius Caesar, leader of the Romans, leads 2 expeditions to Britain, fighting tribes in the South of Britain, but leaving afterwards\*AD 43 Claudius, the Roman Emperor, sends 4 legions to invade Britain, led by the general Aulus Plautius, AD 51 The defeat of Caractacus, after leading a rebellion against the Romans, AD 61 Boudicca, Queen of the Celtic Iceni tribe, leads a rebellion of the Iceni tribe against the Romans. \*After burning down Colchester, London and St Albans, Boudicca is eventually defeated at the Battle of Watling Street, AD 122- 129 A border is built between Roman occupied Britain and Scotland, It is called Hadrian’s Wall, after the Emperor Hadrian\*AD 313 Christianity becomes legal in Britain (and all the Roman Empire) AD 410 The end of Roman Britain – the ruling Romans leave Britain, no longer able to defend it. \*The changes that bought to the infrastructure at this time: network of roads, bridge building, water systems, Aqueducts, sewer systems.  |

 | Substantive Knowledge\*Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary \*Explain how and why these beliefs are understood in different ways, by individuals and within communities \*Examine and explain how and why people express their beliefs in diverse ways \*Appreciate and appraise the significance of different ways of life and ways of expressing meaning \*Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response  |
| Disciplinary Skills

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| \*Plan an investigation that helps me prove or disprove my hypothesis\*Give a reason for why my test was fair\*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.\*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

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| \*Describe my product’s purpose \*Collect information for me to use in my design \*Clarify my design through sharing ideas \*Explain my choice of tools \*Say how I am doing  |

 | Disciplinary Skills • To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.• To begin to use appropriate intonation and volume when reading aloud. | Disciplinary Skills• Use a range of sources to confirm historical accuracy. E.g. two different books, a book and a website etc. \*Start to identify unreliable sources of evidence and avoid these in my enquiry \*Use a wider range of sources to support my enquiry including photographs, charts, music and artefacts • Identify primary and secondary sources and where I have used these \*Explain the importance of factual accuracy and show an understanding of the difference between fact and opinion. \*Talk about chronology using words associate with time. E.g Age, BC/AD, eras and prehistoric. \*Discuss dates and times with increasing accuracy and place key events on a timeline  | Disciplinary Skills\*Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation \*Make connections between religious and non-religious beliefs, concepts, practices and ideas studied\*Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses  |
| Reading Objectives\*To read and recognise Y3/Y4 exception words.\*To independentlytry different pronunciations of a word in order to identify the correct version.   | Reading ObjectivesTo extract information from various non-fiction texts to gather material for outcome.To use their 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. | Reading Objectives\*To discuss authors’ choice of words and phrases for effect.\*To discuss authors’ choice of words and phrases for effect. \*Make deliberate, ambitious word choices to add detail\*Use ideas from their own reading and modelled examples to plan their writing.  | Reading Objectives\*To check that the text makes sense to them, discussing theirunderstanding and explaining the meaning of words in context. | Reading Objectives\*Reading from a variety of non-fiction texts to draw final conclusions and make comparisons\*To independently retrieve and record information from non- fiction texts.   |
| Writing Objectives\*Writing to inform\*Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; \*Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. \*begin to proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements –purple editing pens introduced | Writing Objectives\*To check that the text makes sense to them, discussing theirunderstanding and explaining the meaning of words in context\*use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). \*make deliberate, ambitious word choices to add detail. \*Maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement\*Use ‘a’ or ‘an’ correctly throughout a piece of writing.  | Writing Objectives\*writing to describe\* use ideas from their own reading and modelled examples to plan their writing. \* use a range of conjunctions, adverbs and prepositions to show time, place and cause.  | Writing ObjectivesWriting to explain/persuade\*organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end)\*demonstrate an increasing understanding of purpose and audience \*Make deliberate, ambitious word choices to add detail | Writing Objectives\*Employing the use of simple layout devices in non-fiction\*Organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end).\*maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. * use ‘a’ or ‘an’ correctly throughout a piece of writing.
* 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.
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| Fiction and non-fiction texts that will be shared with children:Booktalk about the water cycle, solids gases and liquids and the melting of the Polar Ice Cap | Fiction and non-fiction texts that will be shared with children: Novel: Tyger by SF SaidBooktalk, plan-do-reviewBooktalk: designing | Poetry by the featured writer, Michael RosenNovel: No Breathing in class by Michael Rosen | Fiction and non-fiction texts that will be shared with children:Booktalk: Roman invasionBooktalk: Roman inventionsBooktalk: writing for a certain purposeNovel: **The Time Travelling Cat and the Roman Eagle****by Julia Jarman** | Fiction and non-fiction texts that will be shared with children:Booktalk: Symbols used in JudaismBooktalk: How stories are used in JudaismNon-fiction text about Judaism |
|  | **Coverage within non-enquiry subjects:** PE: dance, net games (tennis or badminton) Music: Maintain a simple part within a singing group, provide respectful feedback on the music of others, how to follow a conductor

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 Maths: Multiplication and division, length and perimeter |

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