Whitegate End Primary School - Curriculum Coverage Map Year 3

		Subject	Autumn 1 Topic	Autumn 2 Topic *Insert title*	Spring 1 Topic *Insert title*	Sprig 2 Topic *Insert title*	Summer 1 Topic *Insert title*	Summer 2 Topic *Insert title*
Art and Design	*Learning*	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas						
		Experiment with different materials to create a range of effects and use these techniques in the completed piece of work						
		Explain what he/she likes or dislikes about their work						
		Know about some of the great artists, architects and designers in history and describe their work						
	Techniques	Explore shading, using different media						
		Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours						
		Compare and recreate form of natural and manmade objects						
		He/she is able to create a collage using overlapping and layering						
		Create printing blocks using relief or impressed techniques						
		Add detail to work using different types of stitch, including cross-stitch						
Computing	*Computers*	Recognise familiar forms of input and output devices and how they are used						
		Make efficient use of familiar forms of input and output devices						
	Networks	Understand that computer networks enable the sharing of data and information						

		Understand that the internet is a large network of computers and that information can be shared between computers							
	Using computers	With support select and use a variety of software to accomplish goals							
	E-Safety	Use technology safely and respectfully, keeping personal information private							
		Use technology safely and recognise acceptable and unacceptable behaviour							
	Net Searching	Use simple search technologies							
		Use simple search technologies and recognise that some sources are more reliable than others							
	Coding	Design, write and debug programs that control or simulate virtual events							
		Use logical reasoning to explain how some simple algorithms work							
Design and Technology	Cooking and Nutrition	Talk about the different food groups and name food from each group							
		Understand that food has to be grown, farmed or caught in Europe and the wider world							
		Use a wider variety of ingredients and techniques to prepare and combine ingredients safely							
	Processes	Use knowledge of existing products to design his/her own functional product							
		Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes							
		Safely measure, mark out, cut, assemble and join with some accuracy							
		Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them							

		Investigate and analyse existing products and those he/she has made, considering a wide range of factors						
		Strengthen frames using diagonal struts						
		Understand how mechanical systems such as levers and linkages or pneumatic systems create movement						
Geography	Geographical skills and fieldwork	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues?						
		Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.						
		Recognise that different people hold different views about an issue and begin understand some of the reasons why						
		Communicate findings in ways appropriate to the task or for the audience						
		Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.						
		Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office						
		Make more detailed fieldwork sketches/diagrams						
		Use fieldwork instruments e.g. camera, rain gauge						
		Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features						
		Use four figure grid references						
		Use the 8 points of a compass						
		Make plans and maps using symbols and keys						

	Locational Knowledge	Identify where counties are within the UK and the key topographical features							
		Name and locate the cities of the UK							
	Human and Physical Geography	Identify physical and human features of the locality							
		Explain about weather conditions / patterns around the UK and parts of Europe							
	Place knowledge	Recognise there are similarities and differences between places							
		Develop an awareness of how places relate each other							
History	Chronological understanding	Use an increasing range of common words and phrases relating to the passing of time							
		Describe memories of key events in his/her life using historical vocabulary							
Languages	Listening	Show that he/she recognises words and phrases heard by responding appropriately							
		Follow simple instructions and link pictures or actions to language							
		When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words							
	Speaking	Ask and answer simple questions, for example about personal information							
		Repeat sentences heard and make simple adaptations to them							
		Use mostly accurate pronunciation and speak clearly when addressing an audience							
		Use simple adjectives such as colours and sizes to describe things orally							
	Reading	Recognise some familiar words and phrases in written form							

		Read some familiar words aloud using mostly accurate pronunciation				■	■	■
		Learn and remember new words encountered in reading			■	■		
	Writing	Write some single words from memory				■	■	■
		Use simple adjectives such as colours and sizes to describe things in writing				■	■	■
		Record descriptive sentences using a word bank				■	■	■
	Grammar	Recognise the main word classes e g nouns, adjectives and verbs				■	■	■
		Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles				■	■	■
		Have basic understanding of the usual order of words in sentences in the target language				■	■	■