

Westgate Primary School - Year 3 Topic Map

	<u>Autumn 1</u> 8 weeks	<u>Autumn 2</u> 7 weeks	<u>Spring 1</u> 6 weeks	<u>Spring 2/summer 1</u> 9 weeks		<u>Summer ½</u> 9 weeks
Topic	<u>Morecambe Past and Present</u>	<u>Volcanoes</u>	<u>Robots</u>	<u>Living Things</u>		<u>Stone Age to the Iron Age</u>
<b>English</b>	Wind in the Willows Bridging unit.  Narrative	'When the Giant Stirred'(4 wks)  Letters and diaries (3wks)  Winter/seasonal poetry (1wk)	Novel as a theme: The Iron Man (4 weeks)  Persuasive Adverts for robots (2 weeks)	Folk Tale: The Tin Forest (3wks)  Explanations - Life cycle of a seed (3 wks)	Poetry: The Spider and the Fly (2wks)	Novel as a theme: Ug (4 weeks)  Stone Age non-chronological reports (3 weeks)
<b>Science</b>		<u>Rocks&amp; Soils</u> <ul style="list-style-type: none"> <li>• Grouping and Classifying</li> <li>• Researching</li> <li>• Using equipment</li> <li>• Exploring and observing</li> <li>• Planning and testing</li> </ul>	<u>Forces &amp; Magnets</u> <ul style="list-style-type: none"> <li>• Explaining and Trusting results</li> <li>• Communicating</li> <li>• Using equipment</li> <li>• Questioning</li> <li>• Modelling</li> </ul>	<u>Plants</u> <ul style="list-style-type: none"> <li>• Planning and testing</li> <li>• Exploring and observing</li> <li>• Modelling</li> <li>• Questioning</li> </ul>	<u>Animals including humans</u> <ul style="list-style-type: none"> <li>• Researching</li> <li>• Grouping and classifying</li> <li>• Exploring and observing</li> </ul>	<u>Light and Shadows</u> <ul style="list-style-type: none"> <li>• Questioning - enquiry</li> <li>• Planning and testing</li> <li>• Exploring and observing</li> <li>• Looking for patterns</li> <li>• Using equipment</li> </ul>
<b>History</b>	<u>Morecambe past and present</u> <ul style="list-style-type: none"> <li>• Events, people and changes</li> <li>• Chronology</li> <li>• Communication</li> </ul>					<u>Stone Age to the Iron Age</u> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Events, people and changes</li> <li>• Enquiry, Interpretation and sources</li> </ul>

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<b>Geography</b>	<u><b>Locality Study of Morecambe</b></u> <ul style="list-style-type: none"> <li>Mapping</li> <li>Fieldwork</li> <li>Locational and place knowledge</li> <li>Human &amp; physical geography</li> <li>Asking geographical questions &amp; communicating ideas</li> </ul>	<u><b>Volcanoes</b></u> <ul style="list-style-type: none"> <li>Human and physical geography</li> </ul>		<u><b>Mapping</b></u> <ul style="list-style-type: none"> <li>Locational &amp; place knowledge.</li> <li>Mapping</li> <li>Asking geographical questions &amp; communicating ideas</li> </ul>		
<b>Computing</b> (Purple Mash)	<u><b>Online-safety</b></u>					
	<u><b>Unit 3.1 : Coding Main Programs – 2Code</b></u> <ul style="list-style-type: none"> <li>Programming.</li> </ul>	<u><b>Unit 3.2: Online safety Programs – Various (Kidsafe)</b></u>		<u><b>Unit 3.4: Touch Typing Programs – 2Type &amp; creating a factfile about ‘Living Things’.</b></u> <ul style="list-style-type: none"> <li>Digital Research</li> <li>Create, manage and manipulate digital media.</li> </ul>	<u><b>Unit 3.5: Email (including email safety) Programs - 2Email, 2Connect, 2DIY</b></u> <ul style="list-style-type: none"> <li>Electronic Communication</li> </ul>	<u><b>Unit 3.8: Graphing Programs – 2Graph (Maths)</b></u> <ul style="list-style-type: none"> <li>Create, manage and manipulate digital media.</li> </ul>
<b>Art</b>	<u><b>Printing</b></u> <ul style="list-style-type: none"> <li>Drawing</li> <li>Printing</li> <li>Exploring, developing and evaluating</li> </ul>	<u><b>Fabric techniques</b></u> <ul style="list-style-type: none"> <li>Textiles</li> <li>Exploring, developing and evaluating</li> </ul>		<u><b>Wire flowers</b></u> <ul style="list-style-type: none"> <li>Drawing</li> <li>Sculpture</li> <li>Exploring, developing and evaluating</li> </ul>		<u><b>Stone Age Drawings</b></u> <ul style="list-style-type: none"> <li>Drawing</li> <li>Exploring, developing and evaluating</li> </ul>
<b>DT</b>		<u><b>Textiles – sewing</b></u> <ul style="list-style-type: none"> <li>Textiles</li> <li>Design</li> </ul>	<u><b>Structures – cage for the Iron Man.</b></u> <ul style="list-style-type: none"> <li>Structures</li> </ul>		<u><b>Food: Healthy &amp; Varied Diet</b></u> <ul style="list-style-type: none"> <li>Food</li> </ul>	<u><b>Structures - Stone Age Shelters</b></u> <ul style="list-style-type: none"> <li>Structures</li> </ul>

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		<ul style="list-style-type: none"> <li>• Functionality</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> </ul>		<ul style="list-style-type: none"> <li>• Design</li> <li>• Functionality</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Functionality</li> </ul>
<b>RE</b> (Lancashire SACRE scheme of Work)	<u><b>Hinduism: Why is family an important part of Hindu life?</b></u> <ul style="list-style-type: none"> <li>• Shared human experience</li> <li>• Living religious traditions</li> <li>• Beliefs and values</li> <li>• Search for personal meaning</li> </ul>		<u><b>Christianity – Jesus</b></u> <u><b>What does it mean to be a disciple of Jesus?</b></u> <ul style="list-style-type: none"> <li>• Shared human experience</li> <li>• Living religious traditions</li> <li>• Beliefs and values</li> <li>• Search for personal meaning</li> </ul>		<u><b>Christianity – God</b></u> <u><b>How and why some people serve God?</b></u> <ul style="list-style-type: none"> <li>• Shared human experience</li> <li>• Living religious traditions</li> <li>• Beliefs and values</li> <li>• Search for personal meaning</li> </ul>	<u><b>Extra World Religion: Islam -How the prophet Muhammad is an example for Muslims.</b></u> <ul style="list-style-type: none"> <li>• Shared human experience</li> <li>• Living religious traditions</li> <li>• Beliefs and values</li> </ul>
<b>PE</b> (Lancashire scheme of Work)	<u><b>Netball</b></u> <ul style="list-style-type: none"> <li>• Games</li> </ul>	<u><b>Cricket</b></u> <ul style="list-style-type: none"> <li>• Games</li> </ul>				
<b>PSHCE</b> (1Decision)	<u><b>Keeping / Staying Safe: Staying Safe</b></u> <u><b>Leaning out of windows</b></u> <ul style="list-style-type: none"> <li>• Making Choices</li> <li>• Critical Thinker</li> </ul>	<u><b>Keeping / Staying Healthy: Medicine</b></u> <ul style="list-style-type: none"> <li>• Making Choices</li> <li>• Listening and Speaking</li> </ul> <u><b>Looking After Our World</b></u> <ul style="list-style-type: none"> <li>• Critical Thinker</li> </ul>	<u><b>Being Responsible: Stealing</b></u> <ul style="list-style-type: none"> <li>• Making Choices</li> </ul> <u><b>Texting Whilst Driving</b></u> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinker</li> </ul>	<u><b>Feelings and Emotions: Grief</b></u> <ul style="list-style-type: none"> <li>• Understanding Self and Others.</li> <li>• Communication</li> </ul>	<u><b>Computer Safety: Image Sharing</b></u> <u><b>Making Friends Online</b></u> <ul style="list-style-type: none"> <li>• Resilience</li> <li>• Making Choices</li> </ul>	<u><b>Hazard Watch: Is it safe to Eat and Drink?</b></u> <u><b>Is it safe to play with?</b></u> <ul style="list-style-type: none"> <li>• Making Choices</li> <li>• Understanding self and others</li> <li>• Critical thinker</li> </ul> <u><b>Relationships: Touch</b></u> <ul style="list-style-type: none"> <li>• Understanding Growth and Change</li> </ul>

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<p><b>Music</b></p>	<p><b><u>Recorders</u></b></p> <ul style="list-style-type: none"> <li>• Listening and appraising</li> <li>• Performing</li> <li>• Creating and composing</li> <li>• Dimensions</li> </ul> <p><b>In Music, ALL skills must be covered in each unit</b></p>					
<p><b>MFL - French</b></p>	<p><b><u>Salut, ça va? (Hello, how are you?)</u></b></p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> </ul>					<p><b><u>Tout en Haut (French story book)</u></b></p> <ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Writing</li> </ul>