

# Long Term Curriculum Map – Cavalry Year 3.



| Term   | Theme Title- Big Questions?   | Science  | History   | Geography   | Art and Design  | Design and Technology  | Music  | P.E.   | PSHE  | Computing   | Languages<br><i>French</i>  | RE  | SMSC and British Values  | Key links to Literacy  | Key links to Numeracy   |
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| Autumn | <p><b>Ourselves</b></p> <p>What makes up the human body?</p> <p>Who are we and where have we come from?</p>   | <p>Humans, animals and rocks.</p> <p>Nutrition.</p> <p>Skeletons and muscles.</p> <p>Physical properties of rocks.</p> <p>How fossils are formed.</p> <p>How soils are made from rocks and organic matter.</p> | <p>Stone Age to Iron Age Britain.</p> <p>TOPIC: The Stone Age.</p>                                  | <p><b>Weather and Climate.</b> Understanding and measuring weather incl. locational knowledge of world affecting it.</p> <p><b>Physical:</b> the water cycle, climate zones, biomes/vegetation belts. Using 1K map, compass directions.</p> | <p>Portraits - Sketched - Painted</p> <p>Masks from other cultures.</p> <p>Clay masks.</p>                              | <p>Healthy Salad</p> <p>Food Hygiene</p>                           | <p>Developing musical ideas using a simple round- CAS.</p> <p>The Class Orchestra: Exploring arrangements - QCA.</p> | <p>Invasion Games- Ball handling skills</p> <p>Dance- Thunderbirds</p>                                     | <p><b>SEAL:</b><br/>Autumn 1A: <i>New Beginnings</i><br/>Autumn 2A: <i>Getting on and Falling Out</i><br/>Autumn 1B: <i>New Beginnings</i><br/>Autumn 2B: <i>Say No to Bullying</i></p> <p>Autumn 1A: Beginning and Belonging</p> <p>Autumn 2A: Family and Friends/Anti-bullying</p> <p>Autumn 1B: Rights, Rules and Responsibilities</p> <p>Autumn 2B: My Emotions/Anti-bullying</p> | <p><b>What is the internet?</b></p> <p><b>What is a search engine?</b></p> <p><b>How good are searches?</b></p> <p><b>How emails work.</b></p> <p><b>Refining algorithms</b></p> <p><b>Programming using Logo and Probot.</b></p> | <p><b>All About Me.</b> Greetings My name is... Family Numbers 1-20 Age Stories and nursery rhymes. Playground games.</p> | <p><b>Christianity, Judaism and Islam</b><br/><u>Symbols and religious expression</u><br/>Why pray?</p> <p><u>Belief and questions: Christianity</u><br/>Is Christmas a festival of light or love?</p>  | <p>Class rules and school rules</p> <p>Democracy – vote for school council</p> <p>Harvest – food bank</p> <p>Children in Need</p> <p>Remembrance</p> <p>Shoe box appeal</p> <p>Christmas</p> | <p>The diary of a Hunter Gatherer.</p> <p>Skam Brae postcards.</p> <p>Farm to Fork Writing.</p> <p>Healthy Eating NF work.</p> <p>Weather Report play-scripts.</p> | <p>Food Dairy-quantities.</p> <p>Food Sorting- Carroll/ Venn diagrams.</p> <p>Measuring/ Fractions- Healthy Salads.</p>                 |
| Spring | <p><b>Where We Live</b></p> <p>How has Fenland changed over the years?</p> <p>What important events have happened in Fenland/ Cambridgeshire in the past?</p> | <p><b>Magnets and light.</b></p> <p>Forces- magnets and magnetism.</p> <p>Light- Shadows, how light is reflected from surfaces and how we need light in order to see things.</p>                               | <p>Stone Age to Iron Age Britain/ A local history study.</p> <p>TOPIC: The Celts and the Iceni.</p> | <p><b>Place knowledge: local area study- March and Cambs.</b> Investigate human and physical geog. Features.</p> <p>Skills and fieldwork include maps, plans, digital/ computer mapping.</p>  | <p>Local buildings sketched.</p> <p>Landscape collages.</p> <p>Different elevation sketches.</p> <p>Work of Escher.</p> | <p><b>Shoe box rooms.</b></p> <p><b>Houses from frameworks</b></p> | <p><b>Play it again-</b> Exploring rhythmic patterns- QCA.</p> <p>Quality singing and playing- CAS.</p>              | <p>Outdoor &amp; Adventurous Activities.</p> <p>Gymnastics - Pathway/ Level &amp; Curling/ Stretching.</p> | <p><b>SEAL:</b> Spring 1A: <i>Going for Goals</i> Spring 2A: <i>Good to be Me</i> Spring 1B: <i>Relationships</i></p> <p>Spring 1A: Working Together/Financial Capability</p> <p>Spring 2A: Sex and Relationships Education</p> <p>Spring 1B: Diversity and Communities</p> <p>Spring 2B: Drug Education</p>  | <p><b>E-safety</b></p> <p><b>Cybercafe Communicating online</b></p> <p><b>Behaving responsibly</b></p> <p><b>Social networking</b></p>  | <p><b>Look at Me.</b> Birthdays. Come to my party! Party Games. Body parts. Colours. Monster description s.</p>           | <p><b>Christianity, Judaism and Islam</b><br/><u>Belief and Actions in the World</u><br/>Is it fair?<br/><u>Religion and the individual</u><br/>How and why churches are different (Link to Easter)</p> | <p>Visits to local churches</p> <p>Comic relief/sports relief</p> <p>Special person</p> <p>PSHE – good to be me – celebrates diversity</p>   | <p>Bronze age prayer.</p> <p>Instructional writing for Shoe Box room designs.</p>  | <p>Roman Numerals.</p> <p>Maps &amp; Coordinates.</p> <p>Measuring forces.</p> <p>Shape, Space and Measures- shoe box room designs.</p> |

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| Summer | <p><b>Our Colourful World</b></p> <p><b>Who were the Ancient Greeks?</b></p> <p><b>What is a plant?</b></p> | <p><b>Plants.</b></p> <p>The functions of the different parts of the flower.</p> <p>The requirements of plants for life and growth.</p> <p>How water is transported in plants.</p> <p>Life cycle of a plant including, pollination, seed formation and seed dispersal.</p> | <p><b>Ancient Greece.</b></p> <p>TOPIC: Ancient Greece.</p> | <p><b>Locational knowledge: Greece</b> and European countries.</p> <p>Human/ physical geog. of Greece.</p> <p>Understanding the <b>Environment incl. energy sources,</b> renewable and non-renewable.</p> | <p>Minotaur pastel work.</p> <p>Clay pots.</p> <p>Study of Rousseau paintings.</p> | Stab Quilting | <p>Creating musical effects- CAS.</p> <p><b>Painting with sound:</b> Exploring sound colours- QCA.</p> | <p>Athletic Activities</p> <p>Net Games</p> | <p>Summer 1A: Managing Risk/Safety Contexts</p> <p>Summer 2A: Healthy Lifestyles</p> <p>Summer 1B: Personal Safety</p> <p>Summer 2B: Managing Change</p> | <p><b>Programming using Scratch</b> Creating an <b>explanation-based scene</b></p> <p><b>Programming using Kodable (iPads)</b></p> | <p><b>Words in our World.</b> Verbs (I can...)</p> <p>Self-portraits.</p> <p>Days of the week.</p> <p>Jack and the Beanstalk.</p> <p>Vegetables.</p> <p>At the market.</p> | <p><b>Christianity, Judaism and Islam</b></p> <p><u>Worship.</u></p> <p><u>pilgrimage and sacred places</u></p> <p>Why do people go on pilgrimage?</p> <p><u>Belief and Questions: Islam</u></p> <p>Why is prayer important to Muslims and not for some people?</p> | <p>St George's day</p> <p>Ancient greeks – origins of democracy</p> <p>Topical debate – energy</p> <p>Sports days</p> | <p>Myths and legends.</p> <p>Adventure writing.</p> <p>Instructions in how to plant runner beans.</p> | <p>Measuring temperature for plant growth.</p> <p>Co-ordinates for navigating round a labyrinth.</p> <p>Labyrinth problem solving.</p> |
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