

Cayley Primary Curriculum: Long Term Plan 2025-26

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/ Geography alternating	H: Stone Age to Iron Age This unit will focus on evidence – artefacts, burials, monuments and places; Palaeolithic, Mesolithic and Neolithic periods; Bronze Age religion, technology and travel, for example, Stonehenge and Iron Age hill forts: tribal kingdoms, farming, art and culture.	G: Map and Fieldwork Skills Pupils will be taught to describe and understand key aspects of physical and human geography. They will use maps and other resources to locate countries; use the eight points of a compass; use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.	H: The Roman Empire Pupils will be taught about The Roman Empire and its impact on Britain. This unit looks back at the Iron Age and the difference that the Romanisation of Britain made.	G: Ordinance Map Skills and Fieldwork	H: Changes in Britain from Stone Age to Iron Age This unit will revisit changes in Britain from Stone Age to Iron Age	G: United Kingdom Pupils will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
English	Key Texts: Stone Girl, Bone Girl	Key Texts: Stone Age Boy A Rock is Lively My Heart is a Poem	Key Texts: Escape from Pompeii Leon and the Place Between	Key Texts: The Dragon with a Big Nose Voices in the Park	Key Texts: Gorilla City	Key Texts: Our Tower London Adventure Walks
Maths	Number: Place Value Addition and Subtraction	Multiplication and Division A	Multiplication and Division B Measurement: Length and Perimeter	Fraction A Capacity	Fractions B Measurement: Money Measurement: Time	Geometry: Shape Statistics
Science	Rocks	Animals including Humans Revisit: Rocks	Plants	Forces and Magnets	Plants continued	Light
Art	Drawing and Painting In this block, pupils will continue to experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils will be taught how to use a variety of painting techniques, including tonking and sgraffito. They will explore how to combine techniques to create texture and shape.		Textiles and Collage In this unit, pupils will explore colour, texture and pattern by combining textiles and collage. They will look at the work of artist Faith Ringgold and create a collaborative story quilt.		3D Art In this block, pupils will combine form and texture to build relief images and then create 3D insects, taking inspiration from Louise Bourgeois.	Painting In this block, pupils will learn techniques to create a negative space using paint and explore the contrast between Barack Obama (2018) by Kehinde Wiley (born 1977) foreground and background.
D.T		Textiles In this block, pupils will explore ways to stiffen fabric. They will have the opportunity to cover a box with cloth and then go on to create a rigid box out of fabric.		Mechanisms: How can you do a lot of work with little effort? In this unit, pupils will investigate various linkages and levers to design and make their own linkages and levers product. Pupils will select and use a variety of modelling materials to create their final outcomes.	Food and Nutrition In this unit, pupils will explore the nutritional value of food and its effect on our physical and mental health. Pupils will practise methods for preparing a range of vegetables and apply these skills to create different dishes. They will learn how to change the texture and flavour of food by roasting and adding herbs and spices.	Systems: How are Things Powered? In this unit, pupils will look at different types of energy and how these can be used to power different devices. They will consider how design choices are influenced by energy sources.

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R.E	What do different people believe about God? (Unit L2.1)	Why is the Bible so important for Christians today? (Unit L2.2)	Why is Jesus inspiring to some people? (Unit L2.3)	Why do people pray? (Unit L2.4)	Why are festivals important to religious communities? (Unit L2.5)	How do people from religious and non-religious communities celebrate key festivals? (Unit L2.5a)
PSHE	<p>Being me in my world</p> <ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<p>Celebrating differences</p> <ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends 	<p>Dreams and goals</p> <ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<p>Healthy me</p> <ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<p>Relationships</p> <ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<p>Transitions</p> <ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
PE	<p>Netball</p> <p>Dance: Weather</p>	<p>Football</p> <p>Gymnastics: Symmetry & Asymmetry</p>	<p>Tag Rugby</p> <p>OAA: Communication & Tactics</p>	<p>Hockey</p> <p>Mindfulness</p>	<p>Tennis</p> <p>Athletics</p>	<p>Rounders</p> <p>Dodgeball</p>
Music	Start with playing: adding percussive layers to build to texture in our songs	Singing together: how songs are used in communities	Compose and create: notating and performing using rhythm grids	Playing together: building texture with melody, drone and ostinato	Compose and create: major pentatonic melodies	Singing for performance: holding a second part in rounds and partner songs
Computing	<p>Connecting computers:</p> <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks</p>	<p>Stop-frame animation:</p> <p>Capturing and editing digital still images to produce a stop-frame animation that tells a story</p>	<p>Sequencing sounds:</p> <p>Creating sequences in a block-based programming language to make music</p>	<p>Branching databases:</p> <p>Building and using branching databases to group objects using yes/no questions.</p>	<p>Desktop publishing:</p> <p>Creating documents by modifying text, images, and page layouts for a specified purpose.</p>	<p>Events and actions in programs:</p> <p>Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>
MFL	<p>La phonétique - 3 weeks (Phonics & Pronunciation)</p> <p>Les Salutations (Greetings) - 4 week</p>	<p>Les couleurs et les nombres (Colours and Numbers)</p>	<p>J'apprends le français (I am learning French)</p>	<p>Je peux (I Can)</p>	<p>Les animaux (Animals)</p>	<p>Les Formes (Shapes)</p>