



Rokeby Park Primary School Long Term Plan – Key Stage Two Year 3 2016 to 2017

| | | AUTUMN | | SPRING | | SUMMER | |
|--|----------------|--|--|--|---|--|--|
| THEME | | <u>Twisted Tales</u> | <u>Made in Hull</u> | <u>Uncovering the past</u> | <u>“All The World’s a Stage”</u> | <u>The Great Outdoors</u> | <u>The Great Outdoors</u> |
| Knowledge Understanding of & the World | English | <u>Cinderella</u> Narrative – final outcome – alternative version Persuasive letter writing/invite Poetry – free verse | <u>Horrid Henry</u> Narrative – from personal experience/events – final outcome – story retelling events Journalistic report – sports – rugby/football Poetry – limericks – crackers | <u>Stone Age Boy</u> Narrative – based on fables – final outcome – new fable to convey a moral Non-fiction instructions for building a roundhouse – CC: d&t Poetry – haiku | Narrative – plays – final outcome – write and perform a play based on a familiar story Non-fiction report writing – Vikings – CC: history Poetry – kennings – CC: history. | <u>The Great Kapok Tree</u> Narrative – adventure stories – final outcome – own adventure story Non-fiction non-chronological report – Amazonian animal Poetry – use poem to develop dictionary skills | <u>Fox</u> Narrative – adventure stories – final outcome – own story with message/moral Non-fiction explanation text – of processes in plants – CC: science Poetry – research poet/poetry and recite |
| | Maths | Number – Place value Number – Addition and Subtraction Measurement – Length | Number – multiplication and division Statistics Assessment and problem solving Measurement – perimeter | Number – place value Number – Addition and subtraction Number – Multiplication and division Measurement – Time | Number – Fractions Assessment and problem solving Geometry – Properties of shapes | Geometry – Properties of shapes Number – Fractions Optional SATs Number – Fractions | Number – Four operations Assessment and problem solving Number – Four operations Measurement – Length, mass and volume |
| | Science | <u>Working Scientifically</u> Materials and their properties | <u>Forces and magnets</u> | <u>Rocks</u> | <u>Light</u> | <u>Animals including humans</u> | <u>Plants</u> |
| | History | / | <u>The Georgians</u> Focus on Georgian Hull (Hull high street), | <u>Stone Age to Iron Age</u> | <u>Anglo-Saxons and Vikings</u> Focus on invasions. | / | / |



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| | Geography | Europe Focus on the 7 continents | | | Europe Invasions - map work | Brazil | Australia Focus on natural disasters such as forest fires and earthquakes. |
| | Computing | PowerPoint and computer literacy | E-safety | Coding and programming-Scratch | Coding - beebot | Using Search Engines and computer literacy | Coding and programming-Scratch |
| | French | Moi (all about me) | En fait la Fete (celebrations - Noel) | Les 4 Amis (4 friends) | Moi + revision | Portraits | Ca Pousse |
| Creative Development | Music | Charanga- Three Little Birds | Charanga- Ho Ho Ho | Charanga- Glockenspiel Stage 2 | Charanga- Benjamin Britain (There was a monkey) | Charanga- Let Your Spirit Fly | Charanga- Reflect, Rewind and Replay |
| | Art | Illustrations Artist - Quentin Blake Outcome - picture from fairytale Medium - watercolour | | Cave painting Artist - stone age Outcome - create own cave painting Medium - chalk | | Carnival Art Outcome - create own carnival mask Medium - paint, feathers etc. | Aboriginal Art Artist - aborigines Outcome - create their own artwork + mimi using dotting Medium - paint and oil pastel |
| | D & T | Fairy Tales Outcome - To design and create a moving picture as part of their story. | Bridges Outcome - To design and create a bridge which will allow a toy car to cross it. | Roundhouses Outcome - To design and create a roundhouse using clay. | Viking Battles Outcome - To design and create a puppet/puppet show to depict an important Viking battle. | Brazilian Food Outcome - Cook/bake a variety of Brazilian dishes. | Earthquakes and Fires Outcome - To design and create a building which is earthquake or fire proof. |
| Physical Development | P.E. | Hull FC - Rugby | First Steps Netball & Basketball | First Steps -Gymnastics & netball | Football | Athletics | OOA Cricket |



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| Personal, Social & Emotional | R.E. | <p>Remembering</p> <p>Consider religious teachings of forgiveness and reconciliation</p> <p>Explore how people express their beliefs through personal symbols and artefacts</p> <p>Investigate the significance of religious festivals and rituals</p> <p>AT1 – explain how personal symbols and artefacts relate to religious beliefs</p> <p>describe the ways in which people of faith have demonstrated forgiveness and reconciliation</p> <p>Compare the experiences of different people participating in religious festival or celebration</p> <p>AT2 – consider why personal artefacts are meaningful</p> <p>recognise situations where they need to forgive or be forgiven and ways they might enable his to happen</p> <p>Consider the positive aspects of participating in religious celebrations</p> | <p>Faith Founders</p> <p>Investigate the life and key teachings of faith founders and make links with key religious beliefs</p> <p>Explore how values provide rules for living and may be influences by religious belief</p> <p>AT1 – identify key events in the lives of faith founders</p> <p>Give examples of the teaching of faith founders</p> <p>Give examples of beliefs and values from different faiths and consider how they influence rules for living</p> <p>AT2 – reflect on the impact of the founders on those around them</p> <p>Express thoughts and feelings about why the teaching of a faith founder influences followers</p> <p>Consider the beliefs, values and rules in their lives which may be similar to religious rules</p> | <p>Encounters</p> <p>investigate different forms of worship</p> <p>explore the diversity and significance of local religious places to faith groups and members of the community</p> <p>AT1 – describe some ways people communicate with their God</p> <p>Describe the uses of sacred places, symbols and artefacts by believers and the community</p> <p>Compare activities at different places of worship</p> <p>AT2 – consider the meaning of different forms of religious worship</p> <p>Share thought and feelings about sacred spaces and their uses</p> <p>Explain how activities at local places of worship create a sense of community</p> |
| | Personal Development | <p>To Try New Things</p> <p>Enjoy new things, find things that energise, become fully involved in clubs, meet up with others who share similar interests</p> <p>To Work Hard</p> <p>Have fun working, understand the benefits of effort and commitment, continue to practise even when accomplished, encourage others</p> <p>To Concentrate</p> <p>Give full concentration, 'tune out' most distractions, understand techniques and methods that aid concentration, develop expertise and deep interest in some things</p> <p>To Push Myself</p> <p>Find ways to push past doubts, fears or a drop in motivation even in challenging circumstances, push myself in areas that are not so enjoyable, listen to others who encourage and help and thank them for their advice, reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook</p> <p>To Imagine</p> <p>Generate lots of ideas, show a willingness to be wrong, know which ideas have value and are useful, act on ideas, ask lots of questions</p> <p>To Improve</p> <p>Clearly identify own strengths, identify ideas for improvement, seek the opinion of others to help identify improvements, show effort and commitment in refining and adjusting work</p> <p>To Understand Others</p> <p>Listen first to others before trying to be understood, change behaviours to suit different situations, describe and understand others' points of view</p> <p>To Not Give Up</p> <p>Show a determination to keep going, despite failures and setbacks, reflect upon the reasons for failures and find ways to bounce back, stick at an activity even in the most challenging of circumstances, see possibilities and opportunities even after a disappointment, consider oneself to be lucky and understand the need to look for luck</p> | | |