



Rokeby Park Primary School Long Term Plan – Key Stage Two  
Year 3 2017 to 2018

|  | THEME          | AUTUMN   |  | SPRING  |  | SUMMER   |  |
|--|----------------|--|--|---|--|--|--|
|  |                | <b><u>We Are Detectives!</u></b>   | <b><u>Let's Celebrate!</u></b>   | <b><u>Once Upon a Time</u></b>  | <b><u>Once Upon a Time</u></b>   | <b><u>Natural Wonders</u></b>  | <b><u>Wonderful World</u></b>  |
| Knowledge Understanding of & the World | <b>English</b> | <b><u>Fiction:</u></b><br>Aesop's Fables<br>Outcome:<br>Different version<br>– new characters<br>& setting<br><br><b><u>Non-Fiction:</u></b><br>Non-<br>Chronological<br>reports<br>Outcome:<br>Science Report<br><br><b><u>Poetry:</u></b><br>Limericks | <b><u>Fiction:</u></b> Rama<br>and Sita<br>Outcome: New<br>scenes/next<br>scenes<br><br><b><u>Non-Fiction:</u></b><br>Journalistic<br>Reports<br><br><b><u>Poetry:</u></b><br>Kennings | <b><u>Fiction:</u></b> The<br>Firework Maker's<br>Daughter<br>Outcome:<br>Alternative<br>beginning<br><br><b><u>Non-Fiction:</u></b><br>Instructions<br>(How to light a<br>firework safely)<br><br><b><u>Poetry:</u></b> Free<br>verse (Magic<br>Paint Brush) | <b><u>Fiction:</u></b> Beauty<br>and the Pock<br>Face<br>Outcome: New<br>fairy tale with<br>moral<br><br><b><u>Non-Fiction:</u></b><br>Report writing<br><br><b><u>Poetry:</u></b> Recite<br>poetry by heart | <b><u>Fiction:</u></b> Charlie<br>and the<br>Chocolate<br>Factory<br>Outcome: New<br>character &<br>chapter scenario<br><br><b><u>Non-Fiction:</u></b><br>Explanation Text<br>(how is<br>chocolate<br>made?)<br><br><b><u>Poetry:</u></b><br>Dictionary skills<br>– antonyms and<br>synonyms | <b><u>Fiction:</u></b> The<br>Great Kapok Tree<br>Outcome:<br>Alternative Ending<br><br><b><u>Non-Fiction:</u></b><br>Persuasive letter<br>(conservation)<br><br><b><u>Poetry:</u></b> Haiku                                       |
|  | <b>Maths</b>   | <b><u>Number: Place Value</u></b><br><br><b><u>Number: Addition and Subtraction</u></b>  | <b><u>Number: Addition and Subtraction</u></b><br><br><b><u>Number: Multiplication and Division</u></b><br><br><b><u>Assessment (maths hub) Consolidation</u></b>                      | <b><u>Number: Multiplication and Division</u></b><br><br><b><u>Statistics</u></b><br><br><b><u>Assessment (testbase)</u></b>  | <b><u>Measurement: Money</u></b><br><br><b><u>Measurement: Length and Perimeter</u></b><br><br><b><u>Assessment (maths hub)</u></b><br><br><b><u>Measurement: Length and Perimeter</u></b>                   | <b><u>Number: Fractions</u></b><br><br><b><u>Measurement: Time</u></b>   | <b><u>Geometry: Properties of shape</u></b><br><br><b><u>Measurement: Time</u></b><br><br><b><u>Assessment (testbase optional SATs)</u></b><br><br><b><u>Measurement: Mass and Capacity</u></b><br><br><b><u>Consolidation</u></b> |



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|----------------------|------------------|--|--|--|--|---|---|
|                      | <b>Science</b>   | <b><u>Animals Including Humans</u></b>   | <b><u>Light</u></b>                              | <b><u>Forces and Magnets</u></b>   | <b><u>Plants</u></b>   | <b><u>Rocks</u></b>   | <b><u>Working Scientifically</u></b>                |
|                      | <b>History</b>   | <b><u>Local History Study - The Georgians</u></b>  |  | <b><u>The Shang Dynasty – Ancient China</u></b>  |  | <b><u>The Aztecs</u></b>  |   |
|                      | <b>Geography</b> | <b><u>Hull, England, Britain and Europe</u></b>  | <b><u>India</u></b>                              | <b><u>China and Asia</u></b>   |  | <b><u>Central and South America (including The Amazon)</u></b>  |   |
|                      | <b>Computing</b> | <b><u>Coding</u></b>   | <b><u>Online Safety</u></b>                      | <b><u>Spreadsheets</u></b>   | <b><u>Email</u></b>  | <b><u>Branching Databases</u></b>   | <b><u>Simulations Graphing</u></b>                  |
|                      | <b>French</b>    | <b>Moi<br/>(all about me)</b>  | <b>En fait la Fete<br/>(celebrations – Noel)</b> | <b>Les Quatre Amis<br/>(4 friends)</b>   | <b>Ca Pousse</b>   | <b>Moi Encore!</b>  | <b>Potraits</b>                                     |
| Creative Development | <b>Music</b>     | <b>Charanga<br/><br/>Three Little Birds</b>  | <b>Charanga<br/><br/>Ho Ho Ho</b>                | <b>Charanga<br/><br/>Glockenspiel Stage 2</b>  | <b>Charanga<br/><br/>Benjamin Britain<br/>(There was a monkey)</b> | <b>Charanga<br/><br/>Let Your Spirit Fly</b>  | <b>Charanga<br/><br/>Reflect, Rewind and Replay</b> |
|                      | <b>Art</b>       | Firework Artwork, Hull Fair artwork  | Indian Artwork                                   | Clay models of the children (Pupil Warriors based on the Terracotta Warriors).   |  | Still life drawing – Natural wonders.   | Aztec Art.  |
|                      | <b>D &amp; T</b> | <b><u>Making a Profit</u></b><br><br>Georgian Christmas decorations for the Christmas Fair |  | <b><u>The Great Exhibition</u></b><br><br>Design exhibition space and make a 3D model. Exhibit Pupil Warriors and other Shang Dynasty artefacts. |  | <b><u>A Recipe for Success</u></b><br><br>Cooking related to chocolate. Making chocolates to sell at the Summer Fair. |   |
| Physical Development | <b>P.E.</b>      | <b><u>Hull FC - Rugby</u></b>  | <b><u>First Steps Cricket</u></b>                | <b><u>Gymnastics</u></b>   | <b><u>Football</u></b>   | <b><u>Athletics</u></b>   | <b><u>OOA</u></b> <b><u>Dance</u></b>               |



|                              |                             |  |  |   |
|------------------------------|-----------------------------|--|--|---|
| Personal, Social & Emotional | <b>R.E.</b>                 | <p><b>Remembering</b></p> <p>Consider religious teachings of forgiveness and reconciliation<br/>Explore how people express their beliefs through personal symbols and artefacts<br/>Investigate the significance of religious festivals and rituals</p> <p>AT1 – explain how personal symbols and artefacts relate to religious beliefs<br/>describe the ways in which people of faith have demonstrated forgiveness and reconciliation<br/>Compare the experiences of different people participating in religious festival or celebration</p> <p>AT2 – consider why personal artefacts are meaningful<br/>recognise situations where they need to forgive or be forgiven and ways they might enable his to happen<br/>Consider the positive aspects of participating in religious celebrations</p>  | <p><b>Faith Founders</b></p> <p>Investigate the life and key teachings of faith founders and make links with key religious beliefs<br/>Explore how values provide rules for living and may be influenced by religious belief</p> <p>AT1 – identify key events in the lives of faith founders<br/>Give examples of the teaching of faith founders<br/>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<br/>Express thoughts and feelings about why the teaching of a faith founder influences followers<br/>Consider the beliefs, values and rules in their lives which may be similar to religious rules</p> | <p><b>Encounters</b></p> <p>investigate different forms of worship<br/>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<br/>Describe the uses of sacred places, symbols and artefacts by believers and the community<br/>Compare activities at different places of worship</p> <p>AT2 – consider the meaning of different forms of religious worship<br/>Share thought and feelings about sacred spaces and their uses<br/>Explain how activities at local places of worship create a sense of community</p> |
|                              | <b>Personal Development</b> | <p>Enjoy new things, find things that energise, become fully involved in clubs, meet up with others who share similar interests</p> <p><b>To Work Hard</b><br/>Have fun working, understand the benefits of effort and commitment, continue to practise even when accomplished, encourage others</p> <p><b>To Concentrate</b><br/>Give full concentration, 'tune out' most distractions, understand techniques and methods that aid concentration, develop expertise and deep interest in some things</p> <p><b>To Push Myself</b><br/>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><b>To Imagine</b><br/>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><b>To Improve</b><br/>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><b>To Understand Others</b><br/>Listen first to others before trying to be understood, change behaviours to suit different situations, describe and understand others' points of view</p> <p><b>To Not Give Up</b><br/>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> |  |   |