

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

		AUTUMN		SPRING		SUMMER	
	THEME	<u>We are Detectives</u>	<u>Let's Celebrate</u>	<u>Once Upon a Time</u>	<u>Once Upon a Time</u>	<u>Wonderful world</u>	<u>Wonderful World</u>
Knowledge Understanding of & the World	English	Stone Age Boy <u>Narrative</u> – final outcome – alternative version <u>Persuasive letter writing/invite</u> <u>Poetry</u> – free verse Setting or Character Description of cave man	Diwali – Special Stories, Festivals and Mythologies of India <u>Narrative</u> – from personal experience/events – final outcome – story retelling events of their own celebration <u>Journalistic report</u> – sports – rugby/football <u>Poetry</u> – limericks – crackers	Romans – Fascinating Facts <u>Narrative</u> – based on fables – final outcome – new fable to convey a moral <u>Non-fiction – instructions</u> for building a roundhouse – CC: D&T <u>Poetry</u> - haiku	Julius Caesar – Andrew Matthews <u>Narrative</u> – plays – final outcome - write and perform a play based on a familiar story <u>Non-fiction – report writing</u> –Romans– CC: history <u>Poetry</u> – kennings –CC: history.	Beowulf <u>Narrative</u> – adventure stories – final outcome – own story with message/moral <u>Non-fiction – explanation text</u> – of processes in plants – CC: science <u>Poetry</u> – research poet/poetry and recite	The Great Kapok Tree <u>Narrative</u> – adventure stories – final outcome – own adventure story <u>Non-fiction – non-chronological report</u> – Amazonian animal <u>Poetry</u> – use poem to develop dictionary skills Alternative Ending – See KR/DM for resources
	Maths						
	Science	Rocks Key person – Mary Anning Focus on volcanoes and different types of rocks, how they were formed and their properties.	Light CC: D&T, English. Focus on how light is seen, produced and reflected. Also, how shadows are created – shadow puppets – Indigo Moon Theatre puppet workshop.	Forces and magnets CC: D&T – Bridges Focus on specific forces such as gravity and explore magnets.	Working Scientifically Focus on key skills, what it means to be a scientist, scientific method and the importance of a hypothesis and a fair test.	Animals including humans Focus on the skeleton and movement, diet in humans and other animals, and differences. CC: PSHCE – Keeping healthy.	Plants Focus on what plants need to grow, the parts of a plant, the purpose of plants and different processes (e.g. growth, use of light, pollination etc) CC: English.
	History	Stone Age to Iron Age Chn will investigate the significance of the emergence of stone being used for tools and will be the archaeologists. http://www.bbc.co.uk/guides/zg8q2hv	Stone Age to Iron Age Chn will research and order important events in the period to be covered. Why did these things happen? (Mammoth extinction) CC: science & geography - sustainability	Romans	Romans	Anglo-Saxons and Scots How did the conflicts shape how the UK is today?	
	Geography	Volcanoes Chn will locate and name some volcanoes, they will describe how they are created and their impact on the Earth.	N/A	Europe – Invasions Map work Recap work on 7 continents. Chn will be able to identify countries that were invaded by the Romans and why.	N/A	Invasion The influence of the Anglo-Saxons invasion on the British landscape – Danelaw.	Brazil Rainforests? Focus on similarities and differences (climate, culture, landscape) and map work.
	Computing	Algorithms and programming Chn to have practical experience of the importance of specific instructions/ steps when programming. Kodable.	Programming Chn will program their own Christmas light show using sparkle (order permitting)	N/A	Animation – I can design and create content Chn will work collaboratively to recreate the story of Julius Caesar in animation form.		Using Search Engines CC: English report on the effects of global warming on animals of the rainforest
	French (AH)	Moi (all about me)	En fait la Fete (celebrations – Noel)	Les 4 Amis (4 friends)	Ca Pousse	Moi Encoure	Portraits
Music (AH) (Charanga)	Three Little Birds	Ho Ho Ho	Glockenspiel Stage 2	Benjamin Britain (There was a monkey)	Let Your Spirit Fly	Reflect, Rewind and Replay	

Creative Development

	Art	<u>Line, Shape and Form/ Colour</u> Artist – Stonehenge Colour Wheel/ Mixing colours Paint same image from sketch Medium – watercolour, pencil/charcoal sketches Outcome –Stonehenge images – 4 on an A3 page (Sketched in pencil/Charcoal/ pastel/chalk/ watercolour/paint) CC: RE – Paganism	N/A		<u>Roman Art – Mosaics (East riding museum) Patterns</u> 1cm wood and paint to create mosaic border Image with paper		<u>Natural Art - Form</u> Create an image/ box of nature using nature e.g. twigs, petals, grass, leaves etc Compare Rainforests to English gardens CC: science - correct terminology to be used.	
	D & T	N/A	<u>Tree Decorations</u> Christmas decorations – sewing/ Cardboard table decorations/ Plates and sharpie (See KR)	<u>Roundhouses</u> Outcome – To design and create a roundhouse using clay.	N/A	<u>Anglo Saxon – Brooches</u> Possibly to sell at the fair	N/A	
Physical Development	P.E.	<u>Netball</u> – focus on skills (catching, throwing, passes, aim)	<u>Cricket</u> First Steps	<u>Gymnastics</u> – focus on balances, movement and sequences - CC: Science - forces	<u>Dance</u> First Steps	<u>Athletics Football</u> – focus on skills (passing, dribbling, aim)	<u>OOA</u> -focus on orienteering	<u>OOA</u> -focus on orienteering
Personal, Social & Emotional	R.E.	<u>Places of Worship</u> Focus on different places of worship for different religions – link to Stone Henge.	<u>Religious Festivals</u> Focus on key religious festivals around the world, including Christmas.	<u>Religious Symbols</u> Focus on different religious symbols, their uses and meanings.	<u>Religious Figures</u> Focus on different religious figures including gods - link to Viking gods.	<u>Creation Stories</u> Focus on different religious creation stories.	<u>Christianity</u> Focus on Christianity – key beliefs, differences between Catholics and Protestants.	
	Personal Development	<p>To Try New Things 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 Have fun working, understand the benefits of effort and commitment, continue to practise even when accomplished, encourage others</p> <p>To Concentrate 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 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 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 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 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 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>						