



Garlinge Primary School & Nursery - Year 3 Medium Term Planning Map - Term 5 2024/2025

All learning covers articles 1, 2, 23, 28 and 42.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4 WINGHAM TRIP	WEEK 5 SPORTS WEEK BANNER COMP PARADE		
LEAD TEXT/TOPIC	<u>Rivers</u> <u>THE RIVER STORY</u>	<u>Rivers</u> <u>THE RIVER STORY</u>	<u>Rivers</u> <u>THE RIVER STORY</u>	<u>Rivers</u> <u>THE RIVER STORY</u>	<u>Rivers</u> <u>THE RIVER STORY</u>		
ENGLISH Genres Article 29	<u>Explanation Text - The Water Cycle</u> To research for an explanation text on the water cycle. <u>Serial mash</u> https://serialmash.com/sch/garlinge#/	<u>Explanation Text - The Water Cycle</u> To write an explanation text about the water cycle. <u>Serial mash</u> https://serialmash.com/sch/garlinge#/	<u>Poetry</u> <u>LANGUAGE PLAY</u> To learn about different aspects of poetry. <u>Serial mash</u> https://serialmash.com/sch/garlinge#/	<u>Poetry</u> <u>LANGUAGE PLAY</u> To write a shape poem about a river. GREEN BOOK <u>Serial mash</u> https://serialmash.com/sch/garlinge#/	<u>Art/Sports Week</u> Writing Competition - Creative Writing		



	<u>Number: Fractions (B)</u>	<u>Number: Fractions (B)</u>	<u>Measurement: Money</u>	<u>Measurement: Money</u>	<u>Measurement: Time</u>		
<p>MATHS Refer to Maths Hub weekly Planning</p> <p>Article 29 & 31</p>	<p>Bank Holiday</p> <p>To add fractions</p> <p>To subtract fractions</p> <p>To partition the whole</p> <p>To consolidate understanding of fractions</p> <p>One lesson per week to include active maths</p>	<p>To find unit fractions of a whole</p> <p>To find non-unit fractions of a whole (2 lessons)</p> <p>To reason with fractions of amounts</p> <p>To consolidate understanding of fractions</p> <p>One lesson per week to include active maths</p>	<p>Bank Holiday</p> <p>To understand pounds and pence</p> <p>To convert pounds and pence</p> <p>To add money</p> <p>To consolidate understanding of pounds and pence</p> <p>One lesson per week to include active maths</p>	<p>To subtract money (2 lessons)</p> <p>To find change</p> <p>To reason with money</p> <p>To consolidate understanding of pounds and pence</p> <p>One lesson per week to include active maths</p>	<p>To understand Roman numerals up to 12</p> <p>To tell the time to 5 minutes</p> <p>To tell the time to the minute</p> <p>To read time on a digital clock</p> <p>To consolidate understanding of time</p> <p>One lesson per week to include active maths</p>		



	<u>ROCKS</u>	<u>ROCKS</u>	<u>ROCKS</u>	<u>ROCKS</u>	<u>ROCKS</u>	<u>ROCKS</u>	<u>SAVE FOR TERM 6</u>
<p>Science Refer to the Kent Scheme of Work unit plans</p> <p>(RRSA Right 12)</p> <p>(RRSA Right 24)</p>	<p>To assess what we know about rocks. Pupils colour Rocks title page. TASK 1: KWL what do we know about rocks and soils? Pupils glue in key vocabulary and CT discuss.</p> <p>ENQUIRY 1: WHAT IS A ROCK AND HOW CAN IT BE GROUP?</p> <p>SC: I know that rocks can be grouped according to their appearance and simple physical properties.</p> <p>Equipment: Different rocks, magnifying glass. Outdoor learning opportunity to observe different rocks around then school.</p>	<p>ENQUIRY 2: HOW WERE ROCKS FORMED?</p> <p>SC: I know that rocks form in different ways. Metamorphic, igneous and Sedimentary rocks.</p> <p>Equipment: Explorify website</p>	<p>ENQUIRY 3: WHY ARE DIFFERENT ROCKS SUITED FOR DIFFERENT PURPOSES?</p> <p>SC: I know that some rocks are permeable and impermeable. I know that some rocks are more durable than others.</p>	<p>ENQUIRY 4: HOW ARE FOSSILS MADE?</p> <p>SC: I know how fossils are formed.</p>	<p>ENQUIRY 5: WHAT IS SOIL AND HOW IS IT MADE?</p> <p>SC: I can state that soil is made up of different things. I can describe the 4 processes of soil formation. What is soil?</p>		<p>Environment lesson.</p> <p>In preparation for term 6 topic on plants, today's lesson we are going to talk about the importance of Bee's for our end of term environment lesson.</p> <p>Bees are a vital part of our gardens but their importance can often be overlooked. They are also in decline due to the removal of flowers from the landscape leaving them with little food.</p> <p>Outdoor learning opportunity.</p> <p>We will be planting some flowers in the school grounds TBC and discussing the importance of pollination.</p> <p>https://www.bbc.co.uk/newsround/44222859</p>



HISTORY Article 29	<i>Geography based topic so no history coverage at all this term.</i>						



GEOGRAPHY

Article 29

<u>Rivers</u>	<u>Rivers</u>	<u>Rivers</u>	<u>Rivers</u>	<u>Rivers</u>	<u>Rivers</u>
<p>To assess current knowledge about rivers.</p> <p>Discuss what they already know about rivers and what they want to know.</p> <p>Complete a KWL grid. Share and glue in the Rivers knowledge organiser.</p> <p>Write down 5 questions about rivers. Using the internet or books- find facts to answer the questions. Then create a poster about the information on rivers.</p>	<p>To know some of the features of rivers and valleys.</p> <p>Find out the different features of a river and write a definition of what that feature is/means.</p> <p>Provide chn with a diagram of a river and chn to label the different features - i.e. mouth, river bank etc.</p> <p>To understand key geographical words relating to rivers.</p> <p>Chn to research and create a glossary of key vocabulary related to rivers.</p> <p>Provide chn with some key words to find the definition of for their glossary but challenge the HAs to add any other words we have come across during this topic.</p>	<p>To be able to name and locate important world rivers.</p> <p>Discuss rivers they already know in the world and what countries they flow through.</p> <p>Use google maps to show how a river is symbolised on a map and work as a class to identify some of the different rivers of the world.</p> <p>Complete the rivers of the world labelling activity sheet.</p> <p>To be able to identify rivers on a map</p> <p>Using google map, find the Thames, the Amazon river, the Mississippi river, the Ganges river and the Nile river. - Write down which counties the rivers flow through.</p>	<p>To know some facts about different major world rivers.</p> <p>Discuss some of the well-known rivers of the world.</p> <p>Share rivers of the world powerpoint.</p> <p>Chn complete a fact-finding scavenger hunt for different facts for key rivers of the world.</p> <p>Then create a fact file (5-6 different facts, with pictures) about the Thames, the Amazon river, the Mississippi river, the Ganges river and the Nile river</p> <p>WINGHAM TRIP</p>	<p>To be able to identify and locate long rivers in the UK.</p> <p>Use google maps to show the UK.</p> <p>Show rivers of the UK powerpoint.</p> <p>Find 4 or 5 rivers within the UK (you might need to zoom in to see the name of the river).</p> <p>Then write what county it is in, how long it is and a few other interesting facts about the different rivers.</p> <p>WINGHAM TRIP</p>	<p>To assess our knowledge of rivers.</p> <p>Discuss what the chn have learnt this term about rivers.</p> <p>Chn to complete the L part of the KWL grid from the beginning of term and then create a poster to explain what they have learnt about Rivers.</p>



<p>COMPUTING</p> <p>Article 16, 17 & 29</p>	<p><u>SPREADSHEETS 3.3</u></p> <p>Lesson 1 - Pie Charts and bar graphs</p> <p>LI: To add and edit data in a table layout and to create graphs.</p> <p>Serial mash https://serialmash.com/sch/garlinge#/</p>	<p><u>SPREADSHEETS 3.3</u></p> <p>Lesson 2 - Cell Addresses</p> <p>LI: To describe and use cell addresses.</p> <p>Serial mash https://serialmash.com/sch/garlinge#/</p>	<p><u>SPREADSHEETS 3.3</u></p> <p>Lesson 3 - To add and edit data in a table layout</p> <p>LI: To use formulae to complete calculations.</p> <p>Serial mash https://serialmash.com/sch/garlinge#/</p>	<p><u>SPREADSHEETS 3.3</u></p> <p>Lesson 4 - Using and combining tools</p> <p>LI: To explore the use of the random number and guess answer tools.</p> <p>Serial mash https://serialmash.com/sch/garlinge#/</p>	<p><u>SPREADSHEETS 3.3</u></p> <p>Lesson 5 - Line Graphs</p> <p>LI: To interpret a line graph.</p> <p>Serial mash https://serialmash.com/sch/garlinge#/</p>	<p><u>SPREADSHEETS 3.3</u></p> <p>Lesson 6 - Using a spreadsheet for budgeting.</p> <p>LI: To create a spreadsheet file.</p>	
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Discipline: Painting
 Formal Elements:
 Effects of changing light
 Artist: Claude Monet
 (Impressionism) Start to look at Monets work.
 Follow PPTs

ROTARY ART due in
 (one piece to TJ)

CORRIDOR ROTARY
 ART due

L.I: To know who Claude Monet is.
 (impressions, changing light)

Continue to follow PPT making notes and annotated sketches in yellow art book based on the work of Claude Monet.



Water Lilies and Japanese Bridge



Monet moved to Giverny in France, and he spent many hours painting the water lilies and the bridge in a series of huge paintings. Paintings of the water lilies are displayed in a purpose built, curved room at Musée de l'Orangerie, Paris.

L.I: To know how to create different techniques.
 Vocabulary: Primary, secondary colours, techniques, brush strokes and marks, blending

NEED: acrylic oil paints, different sized brushes

Watch Twinkl clip to practise different techniques.

<https://www.twinkl.co.uk/resource/ks2-ages-7-11-art-claude-monet-sunset-video-lesson-t-ad-1652365769>

Glue your practise card into the yellow sketch books.

L.I: To recreate art inspired by Monet.
 (sunset)
 Vocabulary: Sunset, reflection, silhouette

NEED: acrylic oil paints, different sized brushes

- 1.Continuing on from learning and clip from last week, follow to create your sunset.
- 2.Pause clip before moving on to creating the reflection. Wait for it to dry.
3. Crosshatching technique.
4. Prepared silhouette of River Thames - Houses of Parliament.
5. Reflection

WINGHAM TRIP

FRIDAY 24.5.24
 CIRCUS THEMED PARADE (instruments, art, masks, dancers, juggling, hats)

Complete any Monet inspired work or techniques from previous week.

EVALUATION:
 What are you proud of?
 What would you do differ
 WINGHAM TRIP

FRIDAY 24.5.24
 CIRCUS THEMED PARADE (instruments, art, masks, dancers, juggling, hats)



Rivers - The Water Cycle.

To understand how the water cycle works.

(Experiment/science investigation)

Using a clear glass, place boiling water inside, cover the top of the glass with cling film and place ice on top of the cling film. Observe, draw and write about what happened in the glass.



Create a water cycle plate. Watch clip Water cycle treetopix Twinkl Tv



Rivers - The Water Cycle.

To be able to create levers and Linkages for an end product.

PROJECTS ON A PAGE-DT levers and linkages.

Using knowledge and experiment from last week - Plan a diorama of the Water Cycle/Journey of a river. Follow slides to create levers and linkages.



Rivers- The water cycle.

To plan a diorama of The Water Cycle/A rivers journey (CONTINUED) Complete levers and linkages.

Using knowledge and experiment from last few weeks - Plan a diorama of the Water Cycle/Journey of a river using recycled materials.



My Final Design

Name: _____

I am going to make: _____

Draw an annotated picture of your design in the space below:

The tools that I need are: _____

The jobs and materials that I need are: _____

WINGHAM TRIP

Rivers

To be able to use materials and tools safely.

Create a Diorama of The water Cycle/Rivers journey.

Chn to decide what materials and tools they will need to make the river system.

Design their river system and begin to collect and construct their river system.

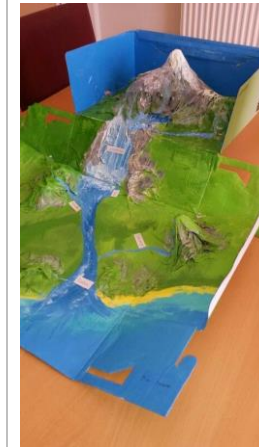


WINGHAM TRIP

Rivers

To be able to use materials and tools safely to create a finished product.

Finish making a model of a river system and share good pieces of work.





<p>MUSIC Refer to Music Express Scheme of work for lesson plans.</p> <p>Article 29</p>	Time - Music Express	Time - Music Express	Time - Music Express	Time - Music Express	Time - Music Express	Time - Music Express	
<p>PE Refer to PE plans on system.</p> <p>Article 23, 24, 27, 29 & 31</p>	<p>All PE taught by PE Team. YEAR 3 SPORTS DAY 22.6.24 1.40-2.55 Sports day week 6</p> <p>FRIDAY 24.5.24 CIRCUS THEMED PARADE (instruments, art, masks, dancers, juggling, hats) PARAOLYMPIC GAMES TBC</p>						
<p>RE Refer to Key Question Scheme of work for lesson plans</p> <p>Article 2, 12, 14, 29 & 30</p>	<p><u>L2.4 Why do people pray?</u> Focus Question: What is prayer? Is Prayer helpful?</p> <p>LI: To understand why people pray. Who we turn to for help and why. Why believers talk to God. Task: Create symbols to represent reasons people talk or pray. Follow the lesson plans on the scheme of work in the Resources Drive.</p>	<p><u>L2.4 Why do people pray?</u> Focus Question: What happens in Islamic prayer?</p> <p>LI: To understand what happens in Islamic pray. Why do Muslims pray in different ways? What do Muslim children say about prayer? Task: Describe their thoughts and ideas about prayer. Follow the lesson plans on the scheme of work in the Resources Drive.</p>	<p><u>L2.4 Why do people pray?</u> Focus Question: How and why do Christians like to pray?</p> <p>LI: To understand how and why Christians pray. Why, how and to who do Christians pray? Relationship with God. The Lord's Prayer. Task: Write a short conversation or prayer to someone you love. Follow the lesson plans on the scheme of work in the Resources Drive.</p>	<p><u>L2.4 Why do people pray?</u> Focus Question: How do Hindus pray and worship at home and in the Mandir?</p> <p>LI: To understand how Hindus pray and worship. Sentimental objects. Worship at a mandir. Puja - Worship at home. Music. Shrines. Puja tray. Task: Write what each sense is used for in Puja. Write what you would use each sense for. Follow the lesson plans on the scheme of work in the Resources Drive.</p>	<p><u>L2.4 Why do people pray?</u> Focus Question: What is similar and different in the words of three prayers?</p> <p>LI: To compare Christian, Muslim and Hindu prayer. Read each prayer. Similar/Different. Evoke feelings. Visualise images for each. Task 1: Stick in prayers and annotate with emotional words. Task 2: Visualise images and draw for each prayer (not images of God) Follow the lesson plans on the scheme of work in the Resources Drive.</p>	<p><u>L2.4 Why do people pray?</u> Focus Question: Reflection: What more can we discover? Does reflection matter to me?</p> <p>Follow the lesson plans on the scheme of work in the Resources Drive.</p>	



<p>PSHCE</p> <p>Article 9, 12, 24, 25, 27, 29 & 30</p>	<p><u>Focus: Relationships</u> <u>Glue in PSHE KNOWLEDGE ORGANISER</u> SAFETY AND THE CHANGING BODY <u>First aid: Emergencies and calling for help</u> L.I: To understand the role I can take in an emergency situation.</p>	<p><u>Focus: Relationships</u> SAFETY AND THE CHANGING BODY <u>Bites and stings</u> L.I: To understand how to help if someone has been stung or bitten.</p>	<p><u>Focus: Relationships</u> SAFETY AND THE CHANGING BODY <u>Be kind online</u> L.I: To understand the importance of being kind online and what this looks like.</p>	<p><u>Focus: Relationships</u> SAFETY AND THE CHANGING BODY <u>Cyberbullying</u> L.I: To understand that cyberbullying involves being unkind online.</p>	<p><u>Focus: Relationships</u> SAFETY AND THE CHANGING BODY <u>Fake emails</u> L.I: To understand that not emails are genuine.</p>	<p><u>Focus: Relationships</u> SAFETY AND THE CHANGING BODY <u>Making choices</u> L.I: To understand the choices that people can make and those which can be made by others.</p>	<p><u>Influences</u> <u>Keeping safe out and about</u> -To be continued L.i: To begin to recognise who and what can influence our decisions. L.I: To develop an understanding on or near roads.</p>
<p>PMFL</p>	<p>Salut- Core unit 3 - Lesson 1.</p>	<p>Salut- Core unit 3 - Lesson 2.</p>	<p>Salut- Core unit 3 - Lesson 3.</p>	<p>Salut- Core unit 3 - Lesson 4.</p>	<p>Salut- Core unit 3 - Lesson 5.</p>	<p>Salut- Core unit 3 - Lesson 6.</p>	

LOTG to be indicated on Planning RRSA to be indicated on planning with articles ECO to be indicated on planning