



Garlinge Primary School & Nursery – Year 3 Medium Term Planning Map - Term 2 2023/24

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

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
LEAD TEXT/TOPIC	<u>In Egyptian Times</u> <u>Ancient Egypt</u>	<u>In Egyptian Times</u> <u>Ancient Egypt</u>	<u>In Egyptian Times</u> <u>Ancient Egypt</u>	<u>In Egyptian Times</u> <u>Ancient Egypt</u>	<u>The Snowman</u> <u>Ancient Egypt</u>	<u>The Snowman</u> <u>Ancient Egypt</u>	<u>The Snowman</u> <u>Ancient Egypt</u>
ENGLISH Genres Article 29	<u>Structure of stories</u> To be able to turn regular verbs into the past tense. To be able to order a sequence of events. To be able to write the opening to a story. To be able to write the middle of a story. To be able to find key information in a text to answer questions.	<u>Structure of stories</u> To understand and use pronouns. To be able to generate effective adjectives. To be able to write a setting description. To be able to write a setting description. To be able to find key information in a text to answer questions.	<u>Structure of stories</u> To know the features of a diary. To be able to write sentences in the first person to sequence events for a diary. To use the features of a diary. To use the features of a diary. To be able to find key information in a text to answer questions.	<u>Structure of stories</u> Assessed Writing To revise capital letters and full stops. To be able to plan a diary entry. To be able to use the features of diary writing. To be able to use the features of diary writing. To be able to find key information in a text to answer questions.	<u>Structure of stories</u> To be able to order a sequence of events. To know the features of a letter. To understand the structure of a letter. To use the features of a letter to retell an event. To be able to find key information in a text to answer questions.	<u>Structure of stories</u> To be able to use commas in a list. To understand the structure of a letter. To be able to use the features of a letter. To revise noun phrases To be able to find key information in a text to answer questions.	<u>Structure of stories</u> To be able to find key information in a text to answer questions. To improve my Spelling skills. To work on my punctuation. To work on my grammar. To be able to find key information in a text to answer questions.



MATHS Refer to Maths Hub weekly Planning Article 29 & 31	<u>Number</u> <u>Addition and</u> <u>Subtraction</u>	<u>Number</u> <u>Addition and Subtraction</u>	<u>Number</u> <u>Multiplication and</u> <u>Division (A)</u>	<u>Number</u> <u>Multiplication and</u> <u>Division (A)</u>	<u>Number</u> <u>Multiplication and</u> <u>Division (A)</u>	<u>Number</u> <u>Multiplication and</u> <u>Division (A)</u>	<u>Number</u> <u>Multiplication and Division</u> <u>(A)</u>
	To subtract 2 numbers across a 10	To recognise complements to 100	To multiply making equal groups	To be able to share and group	To be able to multiply by 4	To be able to multiply by 8	To know my 2, 4 and 8 times tables
	To subtract 2 numbers across 100	To estimate answers	To use arrays	To be able to multiply by 3	To be able to divide by 4	To be able to divide by 8	To consolidate my knowledge of times tables
	To continue to subtract numbers across 10 and 100	To use inverse operations	To know multiples of 2	To be able to divide by 3	To know my 4 times table	To know my 8 times table	One lesson per week to include active maths
	To add 2 and 3 digit numbers	To make decisions	To know multiples of 5 and 10	To know my 3 times table	One lesson per week to include active maths	One lesson per week to include active maths	
	To subtract a 2 digit number from a 3 digit number		One lesson per week to include active maths	One lesson per week to include active maths			
	One lesson per week to include active maths	One lesson per week to include active maths					



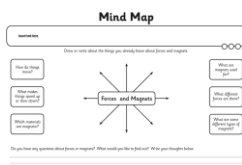
L1. FORCES AND MAGNETS PHYSICS

To be able to assess
our current knowledge
on Forces.

Success Criteria:
**I can verbalise what I
know about forces.**
I can explain what I
know about magnets.
I can begin to use the
vocabulary linked to
forces and forces.

KEY QUESTION:
What is A force?
**What is a magnet
used for?**

Pupils complete forces
mind map.



Discuss push and Pull
powerpoint.

<https://www.bbc.co.uk/bitesize/clips/zqsjpv4>

(JACK HARTMAN-push
and pull song)
<https://www.youtube.com/watch?v=E-SnCWKsCg>

L2. FORCES AND MAGNETS PHYSICS

To identify which force is
acting on an object.

Success Criteria:
I can explain what a force is.
I can identify which force is
acting on an object.
**I can use the correct
vocabulary of push and pull.**

KEY QUESTION:
What is a push or a pull?

TASK 1: Recap the learning
journey so far. CT to show
clip and discuss.



<https://www.youtube.com/watch?v=sva0ZRfX4k>

TASK 2:



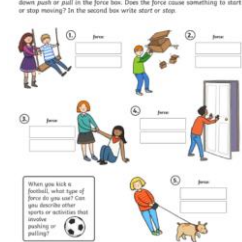
Create a push and pull
leaflet.

TASK 3:
Go through Power-point.
Then complete task.

Pushing and Pulling Forces

Pushes and pulls are forces. You can make something start or stop moving when you push or pull it.

Activity
Below are some pictures of children using pushing and pulling forces. Write down push or pull in the force box. Does the force cause something to start or stop moving? In the second box write start or stop.

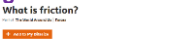


L3. FORCES AND MAGNETS PHYSICS

To be able to compare
how things move on
different surfaces.

Success Criteria:
**I can identify different
surfaces.**
I can compare how
things move on different
surfaces.
**I can set up and conduct
a fair test.**
**I understand that friction
is a slowing down or
stopping force.**

KEY QUESTION:
**What happens when
we rub two things
together?**



<https://www.bbc.co.uk/bitesize/topics/zvr3nrd/articles/zw889gt>

How does the type of
surface on the table
affect the speed of the
car travelling on it?

Discuss power point.

Investigating Friction

Which surface will you test?

Which surface do you predict will create the most friction for the toy car?

Measure how high the ramp needs to be for the car to start to move over each surface. Record your results below.

Surface	Height of Ramp When the Car Started Moving

Which surface created the least friction for the toy car?

Which surface created the most friction?

Was your prediction accurate?

Set up investigation to
test friction using ramp
and different materials.

**OUTDOOR LEARNING
OPPORTUNITY**

L4. FORCES AND MAGNETS PHYSICS

To know which
materials are attracted
to a magnet.

Success Criteria:
**I can explain what is
meant by attraction.**
I can identify materials
which will attract a
magnet.
**I can compare and
group a variety of
materials based on
whether they are
magnetic.**
**I can explain which
force magnetism is.**

KEY QUESTION:
**What are magnets
used for?**
Discuss scrapyards
challenge PPT.

<https://www.bbc.co.uk/bitesize/topics/zvr3nrd/articles/zw889gt>

Magnet song-
<https://www.youtube.com/watch?v=G-nkIECIBWM>
Which materials are
attracted to magnets?
Which materials can
magnets attract
through?
Use a range or
materials to test...

Magnets, Bowls of
water, Metal
paperclips, range of
thin materials
Range of old food
containers

Magnetic Materials

Sort the metal materials into those that are magnetic and those that are non-magnetic.

Magnetic	Non-magnetic

What sort of materials are magnetic?

Are all metals magnetic?

L5. FORCES AND MAGNETS PHYSICS

To understand that
magnetic forces can
sometimes attract at a
distance.
(magnet strength)

Success Criteria:
**I notice that some
forces need contact
between two objects.**
I know that magnetic
forces can attract at a
distance.

KEY QUESTION:
**Which magnet is the
strongest?**
Discuss PPT.

Resources, metal
paperclips, Card,
Variety of magnets,
thread
Sellotape.

Paperclip chain.
Attach a metal
paperclip to the end of
a magnet. How many
more paperclips can
be attached to form
chain?
**3. Attract through
paper.** Place a
magnet below a sheet
of paper and a
paperclip on top. How
many sheets of paper
can each of the
magnets attract
through?

Recording
The children can
choose how to record
what happened in
each of their tests.

They should refer to
their test results when
recording a
conclusion.

TASK 1-Differentiated
worksheets.

L6. FORCES AND MAGNETS PHYSICS

To be able to describe
magnets as having two
poles.
(attract and repel)

Success Criteria:
**I can identify the 2
poles of a magnet.**
I understand that
opposite end of a
magnet attract.
**I understand that the
same end of a magnet
repel.**

KEY QUESTION:
**What are magnet
poles?**

Discuss PPT.

Magnetic Poles

The north pole of a magnet will always attract to the south pole of another magnet. If two north poles or two south poles are put together they will repel each other. When this happens the magnets will move away from each other. Write whether you think the magnets shown below will attract or repel each other.

N S	N S	I think these magnets will _____
S N	N S	I think these magnets will _____
S N	S N	I think these magnets will _____
N S	S N	I think these magnets will _____

https://www.youtube.com/watch?v=yXCeuSiT_Oug

**Exploring – Attracting
and repelling**

Children can tie a piece
of thread around the
middle of a bar magnet
and hold it up be this
thread. Discuss with
them the fact that all
magnets have two
poles; a north and a
south (probably shown
in two colours on your
bar magnets). Ask
them to predict what
they think will happen
when you bring similar
poles together

L7. ENVIRONMENT AWARENESS RECYCLING LESSON

To suggest ways to
encourage recycling.

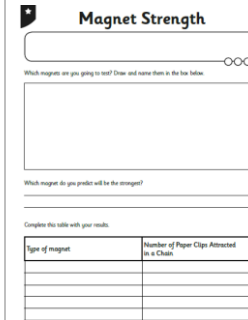
Success Criteria:
**I understand what is meant
by recycling.**
I can suggest some
household items which we
can recycle.
**I can suggest ways to further
improve recycling to reduce
waste.**

KEY QUESTION:
What does recycling mean?

LINK TBC
<https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-recycle-week-plastic-pollution-recycling/zqscvwx>

TASK- CT to introduce task.
Can do as a class or in small
groups.

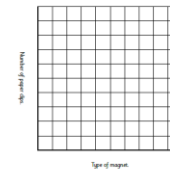




Magnet Strength

Use these axes to draw a bar chart of your results.

Which magnet is the strongest?



Which magnet was the strongest?

How do you know?

They should find that for a few moments they have created their own magnet. Now ask them to push this magnetised paperclip into a cork.

Place the cork in a bowl of water. Try it several times. Can the children explain what is happening? Discuss with them the fact that the Earth has its own magnetic field. The paperclip is lining up with magnetic North. The children can write the compass direction on small post-its and place them around their bowls.

ASSESSMENT

[illegible]



L1 Ancient Egypt

To know what happened when a pharaoh died.
(Continued from term 1)

Success Criteria:

I know what a Pharaoh is.

I can explain the key elements to the mummification process.

I know that Canopic Jars held the organs of a mummy.

Key Question:

Who was the Pharaoh? What do you think happened when they died?

What is a mummy?

CT to show the knowledge organiser for Term 2 and recap the learning journey so far. As a class on flip paper, make notes as you watch the clip on mummification..

[https://www.bbc.co.uk/teach/class-clips-](https://www.bbc.co.uk/teach/class-clips-video/mummification-in-ancient-egypt/zdcrkmm)

[video/mummification-in-](https://www.bbc.co.uk/teach/class-clips-video/mummification-in-ancient-egypt/zdcrkmm)

[ancient-egypt/zdcrkmm](https://www.bbc.co.uk/teach/class-clips-video/mummification-in-ancient-egypt/zdcrkmm)

CT to chose children to role play some elements of the mummification process. TASK 1: Children to the sequence the events in their books.



TASK 2: continue PPT to complete task on Canopic jars.



L2 Ancient Egypt

I can understand how evidence can give us different answers about the past.

Success Criteria:

I can use different sources to build a picture of events.

I can raise questions about where the sources come from and why they were created.

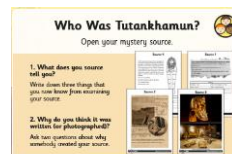
I can retell key events of the Tutankhamun discovery story.

I can write a diary entry as Howard Carter from 1920.

Key Question:

Who was Tutankhamun?

CT to show power-point.



Show source 1 and 2 and continue through power-point.

Introduce task on slide 8. Children are going to become archaeologist Howard Carter. Children to complete differentiated diary entry sheets.



Cross-curricular purple mash 2 simple Howard Carter/Tutankhamun video clips.



ART/DESIGN TASKS

ART/DESIGN TASKS

L3 Ancient Egypt

To explore and compare the powers of different Egyptian Gods and Goddess.

Success Criteria:

I can match descriptions and images of Egyptian Gods/Goddesses.

I can use different sources to find information about a God.

I can identify particular gods and their powers.

Key Question:

Who were the Ancient Egyptian Gods/Goddesses?

CT refer pupils back to the vocabulary on the knowledge organiser about gods.



Go through Egyptian God's power-point. Children try to match the descriptions to the images.



Children to complete differentiated God activity sheets.



Differentiated Egyptian God comprehension sheets. EXTRA-Gods got talent

L4 Ancient Egypt

To review our learning of Ancient Egypt

Success Criteria:

I can add/review additional knowledge to my KWL grid.

Key Question:

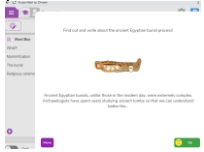
What do I now know about the Ancient Egyptians?

Discuss with the class what they have learnt about Ancient Egypt and what they enjoyed learning about.

Children to then complete their final KWL grid column.

Christmas Activities



HISTORY cont...	<p>Cross curricular links Purple mash Ancient Egyptian burial process.</p>  <p>https://www.topmarks.co.uk/Search.aspx?q=mummy%20make</p> <p>https://www.natgeokids.com/uk/discover/history/egypt/how-to-make-a-mummy/</p>						
GEOGRAPHY Article 29							



COMPUTING

Article 16, 17 & 29

Digital Literacy Show respect online.

L.I: To identify a range of ways to report concerns about contact.

Success criteria:

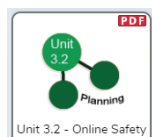
I can show respect on-line.

I can explore the similarities and differences between in-person and online communications.

I can write clear and respectful messages.

<https://www.purplemash.com/#tab/home/computing>

CT to recap on on-line safety using Purple mash link.



https://www.purplemash.com/#tab/home/computing/computing_sow/computing_sow_v3/3-2/computing_sow_year_3_unit_3_2_lesson_1

Extra Cross curricular activity:

<https://www.natgeokids.com/uk/discover/history/egypt/how-to-make-a-mummy/>

Digital Literacy Show respect online

LI: To identify a range of ways to report concerns about contact.

Success Criteria:

I can show respect on-line.

I can explore the similarities and differences between in-person and online communications.

I can write clear and respectful messages.

<https://www.purplemash.com/#tab/home/computing>

Recap on-line safety and continue lesson slides.

Digital Literacy Show respect online

LI: identify a range of ways to report concerns about contact.

Success Criteria:

I can show respect on-line.

I can explore the similarities and differences between in-person and online communications.

I can write clear and respectful messages.

<https://www.purplemash.com/#tab/home/computing>

Continue learning journey.

Computer Science Programming

L.I: To begin to write programs that accomplish specific goals.
To use sequence in programs

Success Criteria:

I can practise writing a program.

I can use sequencing.

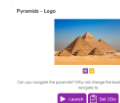
Children to use a floor or screen turtle to follow path inside a pyramid

Purple mash resource. CT to explain using the 2go program. Watch the video guidance together to solve how to sequence your moves.



<https://www.purplemash.com/#app/tools/2go>

CT set 2do task for class: Pyramid logo game.



Extra cross curricular activity:
Purple mash – How to make an advent calendar.

Computer Science Programming

LI To write programs that accomplish specific goals.

To use sequence in programs

Success Criteria:

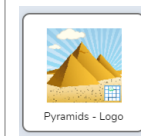
I can practise writing a program.

I can use sequencing.

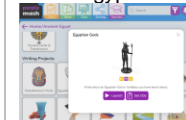
Children to use a floor or screen turtle to follow path inside a pyramid

<https://www.purplemash.com/#app/tools/2go>

Continue practising Pyramid logo game from previous week.

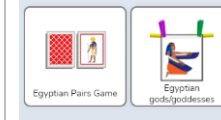


Extra Cross-curricular activity:
2simple connect-purple mash resource to investigate more about Egyptian Gods.



Egyptian gods games

Games:



Computer Science Programming

LI To use programs that accomplish specific goals.

To use sequence in programs

Success Criteria:

I can practise writing a program.

I can use sequencing.

Children to use a floor or screen turtle to follow path inside a pyramid

<https://www.purplemash.com/#app/tools/2go>

Explore other 2go - Purple mash tools and games to create sequences (programming).



Digital Literacy

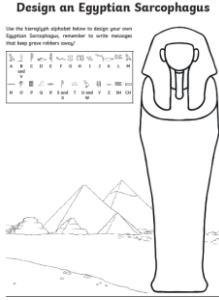
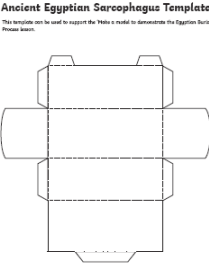



Computer Science

LI To be able to review our learning.





Success criteria:

I can review what I have learnt this term.



ART & DESIGN Article 29		L.I. To create a piece of Remembrance artwork.	Parent afternoon Winter art	Hall winter art due by 22.11.23. Hoops due by 2pm 23.11.23 Corridor winter art due by 24.11.23			
DESIGN TECHNOLOGY Article 29	<p>To design an Egyptian Sarcophagus.</p> <p>Textiles-2D-3D shapes (Projects on a page continued)</p> <p>Success Criteria: I can generate design criteria for an appealing, functional product. I can produce annotated sketches, prototypes, final sketches and pattern pieces. I know and can use technical vocabulary relevant to the product.</p> <p>Key question: Who is the user? What is a prototype?</p>  <p>Nets, design, experiment with a variety of nets. Let pupils design their own.</p>	<p>To make an Egyptian Sarcophagus.</p> <p>Textiles-2D-3D shapes (Projects on a page continued)</p> <p>Success Criteria: I can create a simple pattern. I can select and use a range of appropriate tools for cutting, joining and finishing. I can create a net. I can join materials together for strength and aesthetic qualities.</p> <p>Key Question: Which joining methods should I choose? What is a net?</p> 	<p>To evaluate a product.</p> <p>Textiles-2D-3D shapes (Projects on a page continued)</p> <p>Success Criteria: I can test my product against my original design. I can consider the views of others. I understand how to securely join two pieces of fabric together.</p> <p>Key Question: How could I have strengthened and reinforced my product with existing materials?</p> <p>Children share their final product and class give feedback. Complete DT booklet.</p>	<p>Christmas hoops due by 23.11.23</p>	<p>L.I To design an Ancient Egyptian death mask.</p> <p>Success Criteria: I can generate design criteria for an appealing functional product. I can annotate my designs. Key Question: Who is the intended user?</p> <p>Children to look at a range of death masks and then sketch a design in their book.</p>  	<p>L.I. To create a finished product.</p> <p>Success Criteria: I can select appropriate tools to make a product. I can construct a structure. Key Question: Have I selected the appropriate tools? Is my product aesthetically pleasing?</p> <p>Children to make their Egyptian death mask.</p> <p>EGYPTIAN CRAFT</p> 	<p>L.I. To evaluate a final product.</p> <p>Success Criteria: I can test/compare my final product against original criteria for the intended user.</p> <p>Key Question: Does my product match the criteria for my intended user?</p>



<p>MUSIC Refer to Music Express Scheme of work for lesson plans.</p> <p>Article 29</p>	<p>L1. Music Focus week IN THE PAST LI: To understand pitch</p> <p>Success Criteria: I understand what is meant by pitch. I can read simple pitch notation.</p> <p>Follow link Collins connect for Music express Lesson 1</p> 	<p>PMFL focus week</p>	<p>L2. Music Focus week IN THE PAST LI: To understand pitch and notations.</p> <p>Success Criteria: I understand what is meant by pitch. I can read simple pitch notation.</p> <p>Follow link Collins connect for Music express Lesson 2</p> 	<p>PMFL focus week</p>	<p>L3. Music Focus week IN THE PAST LI: To be able to read simple rhythm notation. .</p> <p>Success Criteria: I understand what is meant by rhythm notation. I understand what is meant by beat and dynamics. I can practise a simple Tudor dance.</p> <p>Follow link Collins connect for Music express Lesson 3</p> 	<p>PMFL focus week</p>	<p>L4. Music Focus week IN THE PAST LI: To perform a simple Tudor dance with percussion accompaniment to music.</p> <p>Success Criteria: I understand what is meant by rhythm and notation. I know what is meant by beat and dynamics. I can perform a simple Tudor dance. I can perform with a percussion accompaniment.</p> <p>Follow link Collins connect for Music express Lesson 4</p> 
<p>PE Refer to PE plans on system.</p> <p>Article 23, 24, 27, 29 & 31</p>				<p>YEAR 3 INTRA HOUSE 24.11.23</p>			

RE
Refer to Key Question
Scheme of work for
lesson plans

Article 2, 12, 14, 29 & 30

**Judaism-unit 2.10
Lesson 1**
**How do family life and
festivals show what
matters to Jewish
people?**

L.I: To understand that
some festivals are
celebrated by religious
and non-religious
people.

Key Questions:
What is worth
celebrating?
Why do Jewish families
celebrate every week?

See plan for unit 2.10
[https://www.bbc.co.uk/t
each/class-clips-
video/religious-studies-
ks2-shabbat-day-of-
rest/zrkvrj6](https://www.bbc.co.uk/t
each/class-clips-
video/religious-studies-
ks2-shabbat-day-of-
rest/zrkvrj6)

Judaism-unit 2.10
Lesson 2
**How do family life and
festivals show what
matters to Jewish people?**

L.I: To know how Jewish
people remember Rosh
Hashanah and Yom Kippur?

Key Questions:
Why do Jewish people
celebrate Rosh Hashanah
and Yom Kippur?
See plan for unit 2.10
[https://www.bbc.co.uk/progr
ammes/p02n2jc5](https://www.bbc.co.uk/progr
ammes/p02n2jc5)

Judaism-unit 2.10
Lesson 3
**How do family life and
festivals show what
matters to Jewish
people?**

L.I: To understand the
story of Exodus.

Key Questions:
Why is Pesach
important to Jews?
How does the Sedar
plate connect the story?

[https://www.bbc.co.uk/pr
ogrammes/p02n2kt9](https://www.bbc.co.uk/pr
ogrammes/p02n2kt9)

See plan for unit 2.10

Lesson 4
Judaism-unit 2.10
**How do family life and
festivals show what
matters to Jewish
people?**

L.I: To understand why
the commandments and
blessings are important
to Jewish people.

Key Questions:
What are the
commandments?
How do Jews focus on
saying thank you to
God?
[https://www.bbc.co.uk/pr
ogrammes/p02mxbli](https://www.bbc.co.uk/pr
ogrammes/p02mxbli)

See plan for unit 2.10

Christmas Stories

**L.I. To understand
the meaning of
Advent.**

Success Criteria:

**I understand what
Advent means.**

**I know what each
candle represents.**

I understand that
Advent is the first
preparation for
Christmas.

**I can discuss how I
show hope, peace,
joy and love in my
daily life.**

Talk about advent and
why it is important. CT
share and discuss
meaning of advent
PPT.

Complete sheet to
show how they show
each of the Advent
meanings in their daily
lives.

TASK 1:



TASK 2:

Children think about
how they show hope,
peace, joy and love in
an Advent Promise.



Children to create their
own advent calendars.
Purple mash –
How to make an
advent calendar.

Christmas Stories

**L.I. To understand
the importance of
Christingle.**

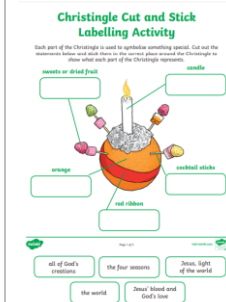
Success Criteria:

**I understand what
each part of the
Christingle represents.**

Discuss why
Christingle is
important and the
meaning behind.
Share Power-point
and discuss.



TASK 1:



TASK 2:

Children to then create
their own Christingle
candle to take home.

Christmas Stories

**L.I. To understand the
Christmas story.**

Success Criteria:

**I can retell the
Christmas story.
I can sequence key
events.**

Read through and
discuss the Christmas
story using the power-
point. Children to then
order the story in their
books and write a
sentence to describe
each picture.



Differentiated: LA To
sequence through stick
puppets- key events.



Christmas Stories

**L.I. To retell the story of
Christmas.**

Success Criteria:

**I can retell the Christmas
story.
I can retell the Christmas
story through drama.**

Retell the Christmas story
through drama.
Children could create their
own Christmas story tableau.

LA to retell through stick
puppets.





L1. HEALTH AND WELL-BEING

MY HEALTHY DIARY

L.I: To understand and plan for a healthy lifestyle, including physical activity, rest and diet.

Success Criteria:
I understand what a balanced diet is.
I know that what I eat affects my mood and behaviour.
I understand that I need more energy from food when I am more energetic.

Pupils to glue in the knowledge organiser for the term. Discuss vocabulary.



(Follow link for lesson 1 online)
<https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/health-and-wellbeing/>

ATTENTION GRABBER: NHS EATWELL GUIDE
<https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

MAIN EVENT: OPERATION OUCH-Fuelling the body.
<https://video.link/w/G1gJ>

L2. HEALTH AND WELL-BEING

RELAXATION: STRETCHES

L.I: To perform a range of relaxation stretches.

Success Criteria:
I understand the positive impact of relaxation on the body.
I can use stretching to ease muscle tension and relax.
I understand when is a good time to use this technique.

(Follow lesson 2 online link)
<https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/health-and-wellbeing/lesson-2-relaxation-stretches/>

ATTENTION GRABBER:
CT to ask how well children are sticking to their healthy diaries.

MAIN EVENT:
<https://video.link/w/Xns9c>

Follow presentation on animal stretches.

Presentation: Animal stretches



WRAP IT UP:
<https://www.bbc.co.uk/teach/super-movers/pshe-super-mood-movers-wellbeing/zpxc3j6>

L3. HEALTH AND WELL-BEING

WONDERFUL ME

L.I: To understand different aspects of my identity.

Success Criteria:
I can say what I am good at.
I understand that I am part of different groups/communities.
I understand that my identity is part of the groups I am a member of.
I understand that there are similarities and differences between people.
I understand what being lonely means.

(Follow lesson 3 online)
CT pre-watch video for year 3 pupils.
<https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/health-and-wellbeing/lesson-3-wonderful-me/>

ATTENTION GRABBER:

MAIN EVENT:

WRAP IT UP:

L4. HEALTH AND WELL-BEING

MY SUPERPOWERS

L.I: To identify my own strengths and begin to see how they can affect others.

Success Criteria:
I can say what I am good at.
I understand that I can help other people.
I can describe how I can use my strengths to help others.
I understand how my behaviour and actions affect other people.

Follow L4 online link.
<https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/health-and-wellbeing/lesson-4-my-superpowers/>

ATTENTION GRABBER: Super hero image

CT to show presentation

Presentation: Superhero image



MAIN EVENT:

WRAP IT UP:

L5. HEALTH AND WELL-BEING

RESILIENCE: BREAKING DOWN BARRIERS

L.I: To break down barriers into smaller achievable goals.

Success Criteria:
I can identify a problem or a barrier.
I can break down a problem into smaller goals.
I can create a plan to overcome a barrier or issue.

(Follow online link L5)
CT to pre-watch video on resilience.

<https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/health-and-wellbeing/lesson-5-resilience-breaking-down-barriers/>

ATTENTION GRABBER:
What are we good at?

MAIN EVENT:
Ct to show presentation.

Presentation: Breaking down barriers



CT to show clip- 'The owl who was afraid of the dark.' By Jill Tomlinson.
<https://www.youtube.com/watch?v=OxQHs072BM>

WRAP IT UP:

L6. HEALTH AND WELL-BEING

COMMUNICATING MY FEELINGS

L.I: To recognise when to give consent.

Success Criteria:
I can express my feelings to others.
I can discuss how to handle different scenarios.
I can practise creating boundaries.

(Follow L6 online link)
<https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/health-and-wellbeing/lesson-6-communicating-my-feelings/>

CT to be aware of child sexual harassment protocols and guidance
<https://www.kapowprimary.com/featured-documents/keeping-children-safe-in-education-child-on-child-sexual-harassment/>

ATTENTION GRABBER:
CT to show presentation



<https://www.bbc.co.uk/bitesize/topics/znhmwtly/articles/z4q4bdm>

MAIN EVENT:
CT to show presentation

Presentation: Boundaries

WRAP IT UP:
<https://www.bbc.co.uk/bitesize/topics/zms6jhw/articles/zkqdcqt>

L7. HEALTH AND WELL-BEING

DIET AND DENTAL HEALTH

L.I: To understand the benefits of healthy eating and dental health.

Success Criteria:
I can describe the benefits of a healthy diet on mental and physical well-being.
I understand the importance of good oral hygiene.
I understand the importance of keeping well hydrated.

(Follow L7 online link)
<https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/health-and-wellbeing/lesson-7-diet-and-dental-health/>

ATTENTION GRABBER:
CT to show presentation.

Kapow Primary

What's for dinner?

MAIN EVENT:
<https://fss-eatwellguide.scot/#>
Show presentation.

Kapow Primary

Presentation: Food groups

WRAP IT UP:
<https://www.childrensuniversitymanchester.ac.uk/learning-activities/science/teeth-and-eating/looking-after-your-teeth/>

PSHCE

Article 9, 12, 24, 25, 27, 29 & 30

Unit outcomes

- Pupils who are secure will be able to:
- ✓ Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.
 - ✓ Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose.
 - ✓ Understand the different aspects of my identity.
 - ✓ Identify their own strengths and that they can help other people.
 - ✓ Describe how they would break a problem down into small, achievable goals.
 - ✓ Understand the benefits of healthy eating and dental health.



PMFL Article 29	L1. Music Focus week	<u>Salut</u> <u>Core unit 1</u> Lesson 5 L.I. To be able to talk about my family Success Criteria: I can recognise a question.	L2. Music Focus week	<u>Salut</u> <u>Core unit 1</u> Lesson 6 L.I. To be able to understand a story about family Success Criteria: I can respond to a simple question.	L3. Music Focus week	<u>Salut</u> <u>Core unit 2</u> Lesson 1 L.I. To be able to sing about the days of the week Success Criteria: I can identify sounds in songs and join in	L4. Music Focus week IN

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