



Garlinge Primary School & Nursery – Year 3 Medium Term Planning Map - Term 2 2024-25 NEW

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

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	<p>WINTER BACKING / PORTRAITS BACK UP BY 6.11.24 Reception open day.</p>	<p>ANTI-BULLYING WEEK SPEAK OUT STAY SAFE</p> <p>Yr 3 PARENT WINTER ART AFTERNOON Hall and hoop-winter animals/xmas trees</p>	<p>PARENTS EVENING WED 20.11.24 2-7.30</p> <p>Order Christingle bits</p>	<p>HALL DISPLAY UP 27.11.24 HOOPS UP 2PM 28.11.24 CORRIDOR DISPLAY UP (snow globes) 29.11.24 NO PENS DAY YR 3 INTRA HOUSE 28.11.24</p>	<p>TWILIGHT 2 WED 4-6.45</p>	<p>CHRISTMAS JUMPER / XMAS DINNER 12.12.24</p> <p>DATA DUE</p>	<p>TABLEAU TBC CANDLELIGHT SERVICE 20.12.24</p>
LEAD TEXT/TOPIC	<p><u>In Egyptian Times</u> <u>Ancient Egypt</u></p>	<p><u>In Egyptian Times</u> <u>Ancient Egypt</u></p>	<p><u>In Egyptian Times</u> <u>Ancient Egypt</u></p>	<p><u>In Egyptian Times</u> <u>Ancient Egypt</u></p>	<p><u>The Snowman</u> <u>Ancient Egypt</u></p>	<p><u>The Snowman</u> <u>Ancient Egypt</u></p>	<p><u>The Snowman</u> <u>Ancient Egypt</u></p>
ENGLISH Genres ASSESSMENT GREEN BOOK	<p><u>Structure of stories</u> Story writing 1 X Comprehension lesson</p>	<p><u>Structure of stories</u> Setting description 1 X Comprehension lesson</p>	<p><u>Structure of stories</u> Diary writing (planning) 1 X Comprehension lesson</p>	<p><u>Structure of stories</u> Diary writing 1 X Comprehension lesson</p>	<p><u>Structure of stories</u> Letter writing 1 X Comprehension lesson</p>	<p><u>Structure of stories</u> Letter writing 1 X Comprehension lesson</p>	<p><u>Structure of stories</u> The Snowman Drama based activities 1 X Comprehension lesson</p>
MATHS Refer to Maths Hub weekly Planning Article 29 & 31	<p><u>Number Addition and Subtraction</u></p> <p>To apply number bonds within 10</p> <p>To estimate answers</p> <p>To explore the inverse of addition and subtraction</p> <p>To make decisions that consolidate learning</p> <p>To make connections</p> <p>One lesson per week to include active maths</p>	<p><u>Number Multiplication and Division (A)</u></p> <p>To multiply making equal groups</p> <p>To use arrays</p> <p>To know multiples of 2</p> <p>To know multiples of 5 and 10</p> <p>To consolidate the 2, 5 and 10 times tables</p> <p>One lesson per week to include active maths</p>	<p><u>Number Multiplication and Division (A)</u></p> <p>To share and to group</p> <p>To multiply by 3</p> <p>To divide by 3</p> <p>To know the 3 times table (2 lessons)</p> <p>One lesson per week to include active maths</p>	<p><u>Number Multiplication and Division (A)</u></p> <p>To share and to group</p> <p>To multiply by 4</p> <p>To divide by 4</p> <p>To know the 4 times table (2 lessons)</p> <p>One lesson per week to include active maths</p>	<p><u>Number Multiplication and Division (A)</u></p> <p>To assess arithmetic skills.</p> <p>To assess reasoning skills.</p> <p>To multiply by 8</p> <p>To divide by 8</p> <p>To know the 8 times table</p> <p>One lesson per week to include active maths</p>	<p><u>Number Multiplication and Division (A)</u></p> <p>To know the 8 times table</p> <p>To consolidate the 2, 4 and 8 times tables</p> <p>To revise arithmetic skills</p> <p>To revise reasoning skills</p> <p>To consolidate all times tables</p> <p>One lesson per week to include active maths</p>	<p><u>Number Multiplication and Division (A)</u></p> <p>To solve one step problems using multiples of 2, 5 and 10</p> <p>To solve one step problems using multiples of 3, 4 and 8</p> <p>To solve multi step problems.</p> <p>To develop my reasoning skills (2 lessons)</p> <p>One lesson per week to include active maths</p>



<p style="text-align: center;">Science Refer to the Kent Scheme of Work unit plans</p> <p style="text-align: center;">Article 29</p>	<p style="text-align: center;"><u>FORCES AND MAGNETS</u> PHYSICS</p> <p>To be able to assess our current knowledge on Forces.</p> <p>INTRODUCTORY LESSON:</p> <p>Front cover, KWL grids.</p>	<p style="text-align: center;"><u>L1</u> <u>ENQUIRY 1</u> WHAT IS A CONTACT FORCE? (PHYSICS)</p> <p>Push and Pull contact</p> <p>See weekly plan</p>	<p style="text-align: center;"><u>L2</u> <u>ENQUIRY 2-</u> HOW DO DIFFERENT SURFACES AFFECT THE MOVEMENT OF OBJECTS? (PHYSICS)</p> <p>Friction is a contact force</p> <p>See weekly plan</p> <p style="text-align: center;">OUTDOOR LEARNING OPPORTUNITY</p>	<p style="text-align: center;"><u>L3.</u> <u>ENQUIRY 3</u> WHAT IS A MAGNET AND HOW DOES IT WORK? PHYSICS</p> <p>Forces of magnetism can act at a distance</p> <p>See weekly plans</p>	<p style="text-align: center;"><u>L4.</u> <u>ENQUIRY 4</u> WHAT MATERIALS ARE ATTRACTED TO A MAGNET? PHYSICS</p> <p>Iron, steel and nickel will attract to magnets.</p> <p>See weekly plan.</p>	<p style="text-align: center;"><u>L5.</u> <u>ENQUIRY 5</u> DO ALL MAGNETS HAVE THE SAME STRENGTH? PHYSICS</p> <p>Magnets come in different forms.</p> <p>See Weekly plan</p>	<p style="text-align: center;">ENVIRONMENT AWARENESS RECYCLING LESSON</p> <p>To suggest ways to encourage recycling.</p> <p>KEY QUESTION: What does recycling mean?</p> <p>LINK TBC https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-recycle-week-plastic-pollution-recycling/zqscvwx</p> <p>TASK- CT to introduce task. Can do as a class or in small groups.</p> 



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-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 Conopic 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

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.

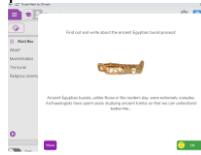
Christmas Activities

HISTORY

Article 29



Cross curricular links
Purple mash Ancient
Egyptian burial
process.



HISTORY cont...

<https://www.topmarks.co.uk/Search.aspx?q=mummy%20make>

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

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/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

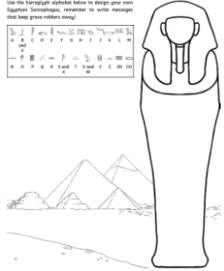
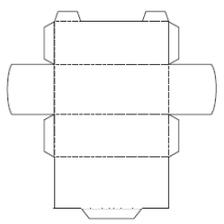
Computer Science

LI To be able to review our learning.

Success criteria:

I can review what I have learnt this term.



<p>ART & DESIGN</p> <p>Article 29</p>		<p>L.I. To create a piece of Remembrance artwork.</p> <p>Corridor winter snow globes Parent afternoon Winter art (for corridor/hall) 14.11.24</p>		<p>Hall winter art due by 27.11.24 (winter animals) Hoops due by 2pm 28.11.24 (xmas trees) Corridor winter art due by 29.11.24 (snow globes)</p>			
<p>DESIGN TECHNOLOGY</p> <p>Article 29</p>	<p>To design an Egyptian Sarcophagus.</p> <p>Textiles-2D-3D shapes (Projects on a page continued) 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>Design an Egyptian Sarcophagus</p> <p>Use the template below to design your own Egyptian Sarcophagus, remember to write names and any given messages!</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) 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>Ancient Egyptian Sarcophagus Template <small>This template can be used to support the 'Make a model to demonstrate the Egyptian Sarc' phase below.</small></p> 	<p>To evaluate a product.</p> <p>Textiles-2D-3D shapes (Projects on a page continued) 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>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>DESIGN AN ANCIENT EGYPTIAN DEATH MASK</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>



L1. Music Focus week
IN THE PAST
LI: To understand pitch

Success Criteria:
I understand what is meant by pitch.
I can read simple pitch notation.
Follow link Collins connect for Music express Lesson 1



PMFL focus week

L2. Music Focus week
IN THE PAST
LI: To understand pitch and notations.

Success Criteria:
I understand what is meant by pitch.
I can read simple pitch notation.
Follow link Collins connect for Music express Lesson 2



PMFL focus week

L3. Music Focus week
IN THE PAST
LI: To be able to read simple rhythm notation. .

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.

Follow link Collins connect for Music express Lesson 3



PMFL focus week

L4. Music Focus week IN THE PAST
LI: To perform a simple Tudor dance with percussion accompaniment to music.

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.
Follow link Collins connect for Music express Lesson 4



MUSIC
Refer to Music Express Scheme of work for lesson plans.

Article 29

PE
Refer to PE plans on system.

Article 23, 24, 27, 29 & 31

YEAR 3 INTRA HOUSE
28.11.24



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/teach/class-clips-video/religious-studies-ks2-shabbat-day-of-rest/zrkvrij6>

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/programmes/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 Seder plate connect the story?

<https://www.bbc.co.uk/programmes/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/programmes/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 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.



Christmas Stories

L.I. To understand the importance of Christingle.

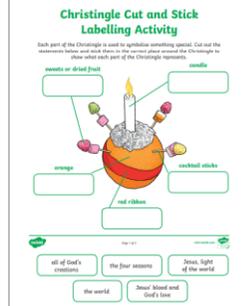
Success Criteria:

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.



L1. HEALTH AND WELL-BEING

MY HEALTHY DIARY

L.1: 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.



PSHE

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.

(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.1: 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/zpxc3f6>

L3. HEALTH AND WELL-BEING

WONDERFUL ME

L.1: 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.1: 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.1: To break down barriers into smaller achievable goals.

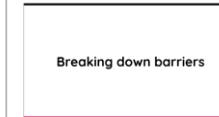
Success Criteria:
I can identify a problem or a barrier.
I can break down a problem into smaller goals.
I can create a plan to overcome a barrier or issue.

(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.1: 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/znhmwty/articles/z4q4bdm>

MAIN EVENT: CT to show presentation

Presentation: Boundaries

WRAP IT UP:
<https://www.bbc.co.uk/bitesize/topics/zms6jihv/articles/zkqdcqt>

L7. HEALTH AND WELL-BEING

DIET AND DENTAL HEALTH

L.1: 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/>



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