




**Garlinge Primary School & Nursery – Year 3 Medium Term Planning Map - Term 1 2025/2026**

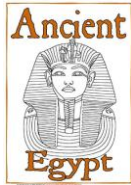
	WEEK 1 WC 1.9.25 1.9.25 - INSET	WEEK 2 WC 8.9.25	WEEK 3 WC 15.9.25	WEEK 4 WC 22.9.25	WEEK 5 WC 29.9.25	WEEK 6 WC 6.10.25	WEEK 7 WC 13.10.25
LEAD TEXT/TOPIC	<u>Ancient Egypt</u> Cinderella	<u>Ancient Egypt</u> Cinderella	<u>Ancient Egypt</u> Cinderella	<u>Ancient Egypt</u> Cinderella	<u>Ancient Egypt</u> Egyptian Cinderella	<u>Ancient Egypt</u> Egyptian Cinderella	<u>Ancient Egypt</u> Egyptian Cinderella
ENGLISH Genres	Transition activities	<u>Traditional Tales</u> <u>Structure of stories</u> Setting out work and punctuation.	<u>Traditional Tales</u> <u>Structure of stories</u> To use description in story writing.	<u>Traditional Tales</u> <u>Structure of stories</u> Retelling a story.	<u>Structure of stories</u> Setting description.	<u>Structure of stories</u> Retelling a story.	<u>Structure of stories</u> Alternative ending to a story. <b>GREEN BOOK</b>
MATHS Refer to White Rose weekly Planning	<u>Number:</u> <u>Place Value</u>  <b>INSET</b>  To understand the expectations of a maths lesson. To represent numbers to 100 To partition numbers to 100 To identify numbers to 100 on a number line  One lesson per week to include active maths	<u>Number:</u> <u>Place Value</u>  To understand hundreds To represent numbers to 1000 To partition numbers to 1,000 To use flexible partitioning of numbers to 1,000 To consolidate partitioning to 1000  One lesson per week to include active maths	<u>Number:</u> <u>Place Value</u>  To understand place value using 100s 10s and 1s To find 1, 10 or 100 more or less To read and interpret numbers to 1,000 on a number line To estimate numbers to 1000 on a number line To consolidate place value understanding  One lesson per week to include active maths	<u>Number:</u> <u>Place Value</u>  To compare numbers to 1,000 To order numbers to 1,000 To increase my fluency of the 5 times table.  To count in 50s To consolidate place value understanding  One lesson per week to include active maths	<u>Number:</u> <u>Addition and Subtraction</u>  To apply number bonds within 10 To add and subtract 1s To add and subtract 10s To add and subtract 100s To spot patterns  One lesson per week to include active maths	<u>Number:</u> <u>Addition and Subtraction</u>  To add 1s across a 10 To add 10s across a 100 To subtract 1s across a 10 To subtract 10s across a 100 To consolidate addition and subtraction across a 10/100  One lesson per week to include active maths	<u>Number:</u> <u>Addition and Subtraction</u>  To make connections To add two numbers (no exchange) To subtract two numbers (no exchange) To add two numbers (across a 10/100) To consolidate knowledge of number.  One lesson per week to include active maths



<b>Science</b> Refer to the Primary Science scheme of Work unit plans	<b><u>Light</u></b>  To assess our understanding of Light.  Key questions: <a href="#">Where does light come from?</a>  Explain the topic for this term. Provide pupils with the following: Light title page Light vocabulary-to discuss. Complete KWL grid. Share KWL grids and CT add to learning wall, in preparation for week 2.  <u>TAKE CLASS OUTSIDE TO LOOK FOR AND CREATE SHADOWS IN PREP FOR WEEK 4 -TAKE PHOTOS</u>	<b><u>Light L1</u></b>  <b>ENQUIRY 1:</b> L.I: To investigate if we can see without light?  VOCAB- light, reflect, light source, visible, visibility, dark, shiny, bright, dull and matt.	<b><u>Light L2</u></b>  <b>ENQUIRY 2:</b> L.I: To understand how light behaves when its reflected  VOCAB- mirror, reflection, reflect and angle.	<b><u>Light L3</u></b>  <b>ENQUIRY 3:</b> L.I: To know how to protect our eyes from the sun.  VOCAB- Filters, UV rays, protection, retina, damage and pupil.	<b><u>Light L4</u></b>  <b>ENQUIRY 4:</b> L.I: To investigate if we can change how shadows are formed.  VOCAB- opaque, translucent, transparent, shadows, angle, position and direction.	<b><u>Light L5</u></b>  <b>ENQUIRY 5:</b> L.I: To find out if shadows stay the same all day.  VOCAB- Sunrise, sunset, rotation, compass and direction.	<b><u>L6</u></b>  L.I To understand the effects of deforestation. (Termly environmental lesson). Key questions: <a href="#">What is deforestation?</a>  CT to hold a discussion on why plants and trees are so important, to determine what pupils already know.  <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-impact-deforestation-has-on-plants/zd34hbk">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-impact-deforestation-has-on-plants/zd34hbk</a>  Class debate activity.  Watch and discuss trees save the world clip. <a href="https://www.youtube.com/watch?v=szjE8e18NAM">https://www.youtube.com/watch?v=szjE8e18NAM</a>  CT go through key parts of affects on the Amazon Rainforest. <a href="https://www.bbc.co.uk/newsround/64186648">https://www.bbc.co.uk/newsround/64186648</a> TASK 2: CT to recap effects. Pupils add bullet points and/or images.  <small>The Effects of Deforestation in the Amazon Rainforest</small> 
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## HISTORY

**Key questions-** What does the word ancient mean? Do you know anything about ancient Egypt?  
TASK 1: Complete title page (EMW)



**TASK 2:**  
CT demonstrate how to complete KWL grid to establish what pupils know about Ancient Egypt.



Task 3: Pupils glue in Knowledge organiser in preparation to discuss vocabulary for the term.

Section/Topic	Key Concepts and Notes
1. Introduction to the course	<p>What is a course? A course is a series of lectures, seminars, and practicals designed to provide a comprehensive understanding of a subject.</p> <p>What is a lecture? A lecture is a formal presentation of information, typically by a professor or expert in the field.</p> <p>What is a seminar? A seminar is a smaller group discussion or presentation, often involving student participation and critical thinking.</p> <p>What is a practical? A practical is a hands-on activity or experiment designed to reinforce theoretical knowledge.</p>
2. The importance of the course	<p>Why is this course important? This course is essential for understanding the foundations of the subject and for developing critical thinking and problem-solving skills.</p> <p>What are the learning objectives? The learning objectives are the specific skills and knowledge that students are expected to acquire by the end of the course.</p>
3. The structure of the course	<p>How is the course organized? The course is organized into several modules, each covering a specific topic or set of topics.</p> <p>What are the modules? The modules are the main components of the course, each consisting of lectures, seminars, and practicals.</p>
4. The role of the student	<p>What is the student's role? The student's role is to actively participate in the course, engage in discussions, and complete assignments.</p> <p>What are the expectations? The expectations are the standards and requirements that students are expected to meet throughout the course.</p>
5. The role of the teacher	<p>What is the teacher's role? The teacher's role is to facilitate learning, provide guidance, and assess student progress.</p> <p>What are the responsibilities? The responsibilities are the duties and obligations that teachers have towards their students and the institution.</p>
6. The role of the institution	<p>What is the institution's role? The institution's role is to provide a supportive learning environment and to ensure the quality of the course.</p> <p>What are the resources? The resources are the materials and facilities that the institution provides to support the course.</p>



## Ancient Egypt L2

### Ancient Egypt L3

**Key questions:** How far back in history were the Ancient Egyptians? What is a timeline? SC: I can explain that The Ancient Egyptians were a civilisation dating back to around 30 centuries BC. I know that a timeline can be divided into BC and AD. I can explain what is meant by BC and AD. I can place key historical events in chronological order on a timeline.

CT to model ordering  
key events. Whole  
class task to join in.



## Ancient Egypt L4

SC: I can use secondary source evidence to explore and describe daily life in Ancient Egypt. I understand that there are different accounts of history. I can ask questions to find answers about the past. I can explain why the River Nile was essential for the survival of Ancient Egyptians. Show PPT and discuss to slide12.



CT to provide images of daily life through secondary sources. Choose one and write about what is happening on PWB. Describe in detail what the picture shows. In groups, use the talking frame prompt sheet to ask each other questions.

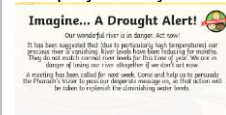
### Thinking Points

Are there any similarities between your times and our play life in Egypt?

	Student Eggs	Master Eggs
Names		
Eds		
How to number		
Deaths		
Total		

What was important to a master Egg? (It is, all important for number of living)

Show PPT 2 facts about River Nile -slides 13 onwards.  
Follow Drought alert role play activity.



## Ancient Egypt L5

**Key questions:** What are artefacts? Where do they come from and who finds them? Why are they useful when we are trying to find out what happened and how life was a long time ago?

SC: I can explain what an artefact is and why it used as evidence from the past.

I can ask questions about the past.

CT to show and discuss PPT from slide 9




Use Ancient Egypt artefacts photo pack to look at and discuss range of artefacts. What do these objects tell us about life in Ancient Egypt? Children to complete Ancient Egypt artefacts sheet (differentiated)



## Ancient Egypt L6

**Key questions:** What is the Rosetta Stone?  
Who was the pharaoh?  
SC: I can explain that  
The Rosetta stone was an important Egyptian artefact.  
I understand that hieroglyphics were important Egyptian writing found on the Rosetta Stone along with Greek writing.  
I can identify other examples where hieroglyphics were used.  
I can write using hieroglyphics.  
CT to discuss important details about the Rosetta Stone.  
<https://www.bbc.co.uk/bitesize/topics/zg87xn/b/articles/zvw3mfr>


CT to show and discuss PPT.  
TASK 1: Practise writing name in the cartouche using hieroglyphics prompt sheet. CT to model.



**Cartouche**

A cartouche is an oval-shaped label placed diagonally across the center of the page, and it is used to identify the page.

**TASK 2:**  
Differentiated  
hieroglyphics writing  
sheets.



# Hieroglyphs

Choose one of the hieroglyphs and copy it into here

Write the word "cat" in hieroglyphs here

## Ancient Egypt L7

**To know what happened when a pharaoh died.**

**Key questions-** Who was the Pharaoh?  
What do you think happened when they died?  
What is a mummy?  
SC: I know who a Pharaoh was.  
I can explain the key elements to the mummification process.

CT to show PPT.



As a class on flip paper, make notes as you watch the clip on mummification..  
<https://www.bbc.co.uk/teach/class-clips-video/mummification-in-ancient-egypt/zdcrkmn>  
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.





## GEOGRAPHY

### Ancient Egypt

**To be able to use secondary sources to locate Egypt and UK in the world.**

**Key questions-** What is a continent? Where are they? Where is the UK? Where is Egypt?  
SC: I can explain what a continent is.  
I can say which continent we live in.  
I can say which continent Egypt is in.  
I can use an atlas to locate the UK and Egypt.

**TASK 1:** Provide children with atlases, Discuss and build the world and the 7 continents. Use google Earth and atlases to show Earth, UK and Egypt. Pupils to label onto their maps.

#### CORE



HA in pairs for wall.



**TASK 2:** Pupils to locate and label key places in Egypt.

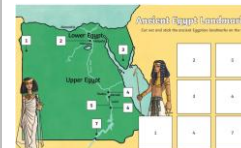


### Ancient Egypt

**To be able to identify key physical and human features of Egypt.**

**Key questions-** What is a physical feature? What is a human feature?  
SC: I can explain the difference between human and physical features.  
I can identify human features in Ancient Egypt.  
I can identify physical features in Ancient Egypt.

**TASK 1:** label key places in Ancient Egypt. Differentiated task.



CT to show PPT explaining human and physical features.

**TASK 2:** Show children some pictures/cue cards of different features of Egypt. As a table, work together to sort into correct categories.



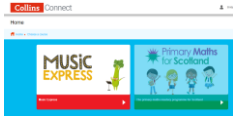


<p><b>COMPUTING</b></p> <p>Online Safety and exploring Purple Mash (Unit 1.1)</p>	<p><u><b>L.I:To log in safely and understand why that is important.</b></u></p> <p><u>SC:</u></p> <ul style="list-style-type: none"> <li>• To log into Purple Mash using their own login.</li> <li>• Create their own avatar</li> <li>• Add their name to a picture they created on the computer.</li> <li>• Begin to develop an understanding of ownership of work online.</li> <li>• To save work into the My Work folder in Purple Mash</li> </ul>	<p><u><b>L.I:To learn how to find saved work in the Online Work area</b></u></p> <p><u>SC:</u></p> <ul style="list-style-type: none"> <li>- To find their saved work in the Online Work area of Purple Mash.</li> <li>- To find messages from teachers on Purple Mash.</li> <li>• To search Purple Mash to find resources.</li> </ul>	<p><u><b>L.I: To become familiar with the types of resources available in the Topics section.</b></u></p> <p><u>SC:</u></p> <ul style="list-style-type: none"> <li>• To use the different types of topic templates in the Topics section.</li> <li>• To be confident with the functionality of the icons in the topic templates.</li> <li>• To know how to use the different icons and writing cues to add pictures and text to work.</li> </ul>		<p><u><b>L.I:To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash</b></u></p> <p><u>SC</u></p> <ul style="list-style-type: none"> <li>-To explore the Tools section on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New.</li> <li>- To explore the Games section and looked at Table Toons (2x tables).</li> <li>- To log out of Purple Mash when finished and know why that is important</li> </ul>	<p><u><b>L.I: To review my learning about online safety and Purple Mash.</b></u></p> <p><u>SC:</u></p> <ul style="list-style-type: none"> <li>-To confidently be able to log in and out of my account.</li> <li>-To understand how I can stay safe when using Purple Mash.</li> <li>-</li> </ul>	
<p><b>ART &amp; DESIGN</b></p>	<p><u><b>DIGITAL MEDIA</b></u></p> <p>To use shading, line and pattern techniques to complete a self-portrait with mixed media.</p> <p>See Power-point</p> <p>SC: I understand that a sketch book is used for different purposes.</p> <p>SC: I can use a camera to take photographs.</p> <p>Tas support pairs to practise taking a profile picture of their partner.</p>	<p><u><b>DIGITAL MEDIA/DEVOPING and EXPLOING IDEAS.</b></u></p> <p>.</p> <p>Aspiration art for hall display</p> <p>Hot air balloons (include line work, patterns and shading).</p>		<p><b>GALLERY ART DUE Monday 22.9.25</b></p> <p><b>Hall VALUES DISPLAY- ASPIRATION Friday 26.9.25</b></p>	<p><u><b>DRAWING</b></u></p> <p>To identify interesting aspects of objects.</p> <p>To draw close observations.</p> <p>SC: I understand proportion and perspective.</p> <p>CT to provide artefacts. Children to sketch chosen artefact.</p>		



DESIGN TECHNOLOGY				<p><b><u>TEXTILES</u></b> <b><u>2D shape to 3D</u></b> <b><u>project.</u></b></p> <p>To design and plan a sarcophagus through annotated sketches. SC: I can generate realistic ideas through discussion. I can design a functional product fit for purpose. I can produce annotated sketches.</p> <p>CT to show PPT of a sarcophagus. Provide pupils with Design Technology project booklet.</p>	<p><b><u>TEXTILES</u></b> <b><u>2D shape to 3D</u></b> <b><u>project.</u></b></p> <p>To continue to design and plan a sarcophagus.</p> <p>To show awareness of objects having a third dimension</p> <p>SC: I know that a pattern or template is needed to assist cutting fabrics. I know that additional space is needed on patterns to join them accurately.</p> <p>CT to recap PPT of a sarcophagus. Complete planning and design stages in booklet. Provide children with 'My Final Design sheet.</p>	<p><b><u>TEXTILES</u></b> <b><u>2D shape to 3D</u></b> <b><u>project.</u></b></p> <p>To be able to turn a 2D shape into a 3D product. SC: I have planned the main stages of making. I can select and use arrange of appropriate tools for cutting and joining. I can select fabrics and fastenings according to functional strength. I understand how to securely join two materials together.</p> <p>CT to provide opportunity to explore materials. How can you cut, join or decorate the product? What happens if you bend, twist, fold it? Children may need to make adjustments to their final product. Children to make their product. Provide nets for those requiring support.</p> <p><b><u>3D</u></b> DT focus-textiles SC: I know how to use equipment. I can join two parts successfully. I know that objects with more than one side are 3D.</p>	<p><b><u>TEXTILES</u></b> <b><u>2D shape to 3D</u></b> <b><u>project.</u></b></p> <p>To be able to evaluate 2D to 3D products SC: I can strengthen and reinforce product. I can test product against original design criteria. I know that a pattern or template is needed.</p> <p>Children to complete pages 11-12 of Deign Technology booklet.</p>



<p><b>MUSIC</b> Refer to Music Express Scheme of work for lesson plans.</p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I. To be able to enhance and extend the performance of a poem using vocal patterns MUSIC EXPRESS</p>  <p><a href="https://connect.collins.co.uk/school/Primary/PrimaryDashboard.aspx">https://connect.collins.co.uk/school/Primary/PrimaryDashboard.aspx</a></p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I. To create a piece of 'playground music' out of layered vocal patterns as part of a performance piece MUSIC EXPRESS</p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I. To explore contrasting moods and effects as part of a performance. MUSIC EXPRESS</p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I. To explore contrasting moods and effects as part of a performance. MUSIC EXPRESS</p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I To combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece MUSIC EXPRESS</p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I To combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece MUSIC EXPRESS</p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I. To review our learning on poetry by creating our own performance.</p>
<p><b>PE</b> Refer to PE plans on system.</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>Intra House Teambuilding skills TEAMWORK (Friday 11<sup>th</sup> October) TBC</b></p> <p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>



<p style="text-align: center;"><b>RE</b> <b>Refer to Key</b> <b>Question Scheme</b> <b>of work for lesson</b> <b>plans</b></p>		<p><b>Why is the Bible important to Christians today?</b></p> <p><b>L.I. To understand how Christians use wisdom from the Bible.</b></p> <p>Discuss what wisdom is and who gives the children guidance in their lives. Discuss what makes the bible special.</p> <p>Tell the pupils that books like the Bible (for Christians) are used to make sense of life and to help people with what matters most. The Bible teaches the Christians about God, safety, love, life, family and so on.</p> <p>Create a class book of wise words.</p>	<p><b>Why is the Bible important to Christians today?</b></p> <p><b>L.I. To understand how the bible is put together and why it is popular.</b></p> <p>Look at some different types of Christian holy books i.e. complete bible, bible storybook, children's bible. Discuss what they notice.</p> <p>Show children bible powerpoint and go through importance of the bible.</p> <p>Complete bible worksheet.</p>	<p><b>Why is the Bible important to Christians today?</b></p> <p><b>L.I. To understand what the bible teaches people about God, life and the universe.</b></p> <p>Discuss what the picture the bible paints about God.</p> <p>Introduce this list of Biblical ideas which compare God with things we know and understand, asking the class: is God like... A father, a mother, a rock, a tree, a light, a puzzle, a bridge, a deep sea, a sunrise, the sky, the stars, a maker, a baby, a circle, the wind, a flaming fire, someone to hold your hand, a feeling of a warm heart, a doctor, a golden ring, a rescuer (e.g. a lifeboat worker), a cleaner, a dove.</p> <p>Pick 5 of these things and write them onto some flipchart paper.</p> <p>First, they can write any idea on any sheet of paper about how or why God is like this thing. Ask every pupil to do at least 5 ideas. Second, they can write 3 questions onto the papers, about what other pupils have said.</p>	<p><b>Why is the Bible important to Christians today?</b></p> <p><b>L.I. To understand how Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?</b></p> <p>Focus the story of creation. Discuss it as a class focusing on why Christians and Jews love telling the story.</p> <p>In groups children to create a short drama piece creating movements for each day of creation.</p>	<p><b>Why is the Bible important to Christians today?</b></p> <p><b>L.I. To discuss how the Bible can help people if they are tempted to do something wrong.</b></p> <p>Discuss what temptation is and what we get tempted by.</p> <p>Discuss how god can help when people are tempted.</p> <p>Discuss which bible stories talk about temptation: Adam and Eve, Children to write 3 sentence long prayer for when they need help when tempted to do something wrong.</p>	<p><b>Why is the Bible important to Christians today?</b></p> <p><b>L.I. To understand the main ways Christians use the Bible.</b></p> <p>Investigate how Christians might use the Bible in different contexts.</p> <p>Discuss what we have learnt so far over this unit and create a mind map about why the bible is important and how Christians use it.</p> <p><b>Include informal review</b></p> <p>Discuss the main things we have learnt in this unit of work.</p> <ul style="list-style-type: none"> <li>• Do children think the bible is important?</li> <li>• How is the bible used?</li> <li>• Can the bible help us in everyday life?</li> </ul>
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PSHE	<b>Class Rules</b> <b>L.I: To discuss and agree to class rules.</b>  Children discuss in groups what rules they think are important to ensure that everyone in the class is happy, safe and able to learn.  Establish class rules together.	<b>KAPOW CITIZENSHIP</b>  <b>Rights of the child</b> L.I: To begin to understand the United Nations convention of the rights of the child.	<b>KAPOW CITIZENSHIP</b>  <b>Rights and responsibilities</b> L.I: To understand the responsibilities of both children and adults to help all benefit from their rights.	<b>KAPOW CITIZENSHIP</b>  <b>Recycling</b> L.I: To understand the environmental benefits of recycling.	<b>KAPOW CITIZENSHIP</b>  <b>Local community groups</b> L.I: To understand that groups make up the community.	<b>KAPOW CITIZENSHIP</b>  <b>Charity</b> L.I: To understand that charities care for others and how people can support them.	<b>KAPOW CITIZENSHIP</b>  <b>Local democracy</b> L.I: To begin to understand how democracy works in the local area.
	PMFL	Salut Core unit 1 Lesson 1  L.I: To learn greetings <b>L.I: apprendre les salutations</b>	Salut Core unit 1 Lesson 2  L.I: to ask 'how are you?' <b>L.I: poser 'Ça va?'</b>	Salut Core unit 1 Lesson 3  L.I: To ask 'what is your name?' <b>L.I: poser 'Comment tu t'appelles?'</b>	Salut Core unit 1 Lesson 4  L.I: To ask 'how old are you?' <b>L.I: poser 'Quel âge as-tu?'</b>	Salut Core unit 1 Lesson 5  L.I: To talk about family members. <b>L.I: parler des membres de la famille</b>	Salut Core unit 1 Lesson 6  L.I: To talk about my family <b>L.I: parler de ma famille</b>

**LOT** to be indicated on Planning **ECO** to be indicated on planning