Garlinge Primary School & Nursery – Year 3 Medium Term Planning Map - Term 1 2026/2027

	WEEK 1 WC 31.9.26	**WEEK 2** WC 7.9.26	**WEEK 3** WC 14.9.26	**WEEK 4** WC 21.9.26	**WEEK 5** WC 28.9.26	**WEEK 6** WC 5.10.26	**WEEK 7** WC 12.10.26	**WEEK 8** WC 19.10.26
LEAD TEXT/TOPIC	**Ancient Egypt** ***In Egyptian Times***	**Ancient Egypt** ***In Egyptian Times***	**Ancient Egypt** ***In Egyptian Times***	**Ancient Egypt** ***In Egyptian Times***	**Ancient Egypt** ***In Egyptian Times***	**Ancient Egypt** ***In Egyptian Times***	**Ancient Egypt** ***In Egyptian Times***	**Ancient Egypt** ***In Egyptian Times***
ENGLISH Genres	SPAG	Character Description (Linked to the family in the text)	Setting Description (Linked to a busy market scene in text)	Retelling story (in Egyptian Times)	Retelling story (In Egyptian Times)	Diary of Life in Ancient Egypt (Focus on Pharaoh arriving using lead text to support)	Diary of Life in Ancient Egypt (Focus on Pharaoh arriving using lead text to support)	Postcard/Poster (Linked to Egyptian jewellery)
MATHS Refer to White Rose weekly Planning	**Number: Place Value** **INSET** To understand the expectations of a maths lesson. To represent numbers to 100	**Number: Place Value** To partition numbers to 100 To identify numbers to 100 on a number line To understand hundreds To represent numbers to 1000 To partition numbers to 1,000 One lesson per week to include active maths	**Number: Place Value** To use flexible partitioning of numbers to 1,000 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 One lesson per week to include active maths	**Number: Place Value** 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	**Number: Place Value** 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	**Number: Addition and Subtraction** 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	**Number: Addition and Subtraction** To make connections To add two numbers (no exchange) To subtract two numbers (no exchange) To add two numbers (across a 10/100) One lesson per week to include active maths	**Number: Addition and Subtraction** One lesson per week to include active maths

Science **Refer to the Primary Science scheme of Work unit plans** **Topic:** **FORCES AND MAGNETS**		**L.I: To assess my current knowledge on forces and magnets.** Complete front cover page. Stick in vocab sheet and discuss some key terms, do chdn recognise any already. Stick in KWL grid. Discuss with chdn what they already know about forces and magnets for the 'K' column. And what they would like to find out for the 'W' column.	**L.I: To know what a contact force is.** ENQUIRY 1 – What is a contact force? Make links with pupils prior learning about forces and introduce term 'force' Push and pull are both contact forces, Use observation to identify forces being used and to identify the effect these forces have on objects	**LI: To investigate how different surfaces affect the movement of objects** ENQUIRY 2- How do different surfaces affect the movement of objects? Friction is a contact force. Using a toy car, test how far it travels down a ramp made of different surfaces. OUTDOOR LEARNING OPPORTUNITY	**LI To explore what a magnet is and how it works.** ENQUIRY 3 – What is a magnet and how does it work? Forces of magnetism can act at a distance Opportunity for chdn to explore what a magnet is and how they work.	**LI: To find out what materials are attracted to a magnet.** ENQUIRY 4 – What materials are attracted to a magnet? Iron, steel and nickel will attract to magnets. Explore with chdn what materials are magnetic. Test a range of materials.	**LI: To investigate whether all magnets have the same strength.** ENQUIRY 5 – Do all magnets have the same strength? Magnets come in different forms. Explore with chdn the strength of different magnets, e.g. can they all hold the same number of paperclips or not.	**LI: To review my learning on forces and magnets.** Complete KWL grid – 'L' column with what chdn have learnt this term.
HISTORY **Ancient Egypt**		**WK 1** **L.I To record what I know and would like to learn about ancient Egypt.** Discussion with chdn about any prior knowledge about ancient Egypt. Complete KWL grid (K and W) column with chdn's ideas of what they know and would like to learn about within the ancient Egypt topic.	**WK 2** **LI: To when ancient Egypt was and identify its location.** Look at ancient Egypt on the history timeline in class, compare with other topics already studied and look at how long ago it was compared to today. Look at a world map and locate Egypt. Could compare with a map from ancient Egyptian times.	**WK 3** **LI: To learn about the River Nile and farming.** Locate the River Nile on a map of Egypt. Explore how ancient Egyptians used the River Nile for farming. Explore why ancient Egypt mattered. Focus on flooding, farming, and settlement. This helps explain how life was sustained.	**WK 4** **LI: To explore life in ancient Egypt.** Life in Ancient Egypt Chdn can zoom in on daily life using Nile knowledge as a base. Look at roles: e.g. pharaohs, farmers, scribes, children and jobs	**WK 5** **LI: To explore life in ancient Egypt.** Life in Ancient Egypt Chdn can zoom in on daily life using Nile knowledge as a base. Look at home and food.	**WK 6** **LI: To compare daily life in ancient Egypt with life today.** Comparing daily life – Ancient Egypt v Today Use previous learning and create a table or mindmap showing some key similarities and differences.	**WK 7** **LI: To learn about Egyptian jewellery.** Egyptian Jewellery – practical lesson linked to DT creating amulets from clay. Chdn can apply learning about culture, symbolism, materials, and design.
GEOGRAPHY **History led term**			**LI: To locate Egypt on a world map.** Look at a world map and locate Egypt. Could compare with a map from ancient Egyptian times					

COMPUTING Purple Mash **Information Technology** **Touch Typing (4 lessons)** **Digital Literacy** **Email (6-3 next term lessons)** **Online safety 2Be Safe**		**Information Technology** **LI: To learn correct finger positioning on the keyboard and understand when to use the left or right hand.** **Success Criteria** -I can sit at a keyboard with the correct posture. -I can place my fingers on the correct home keys and return them after typing. -I can use my left and right hands for the correct letters.	**Information Technology** **LI: To learn how to type numbers accurately and to use the shift key for capital letters.** **Success Criteria** -I can type numbers without mixing them up with letters or symbols. -I can hold down the shift key with one hand while pressing a letter with the other. -I can type both lower-case and capital letters correctly.	**Information Technology** **LI: To practise typing punctuation marks and symbols and build accuracy with simple words.** **Success Criteria** -I can find and type common punctuation marks (e.g. full stop, comma, question mark.) -I can use the shift key to access a range of different symbols. -I can type simple words using the correct fingers.	**Information Technology** **LI: To practise typing sentences using capital letters, spaces, and full stops.** **Success Criteria** -I can start sentences with a capital letter using the shift key. -I can put spaces between words using the space bar. -I can end sentences with a full stop.	**Digital Literacy** **LI: To understand how people communicate with each other.** **Success Criteria** -I can list a range of different ways to communicate. -I can recognise the strengths and weaknesses of different methods of communication.	**Digital Literacy** **LI: To understand and respond to an email.** **Success Criteria** -I can understand what an email is and when it might be used. -I can open an email. -I can respond to an email.	**Digital Literacy** **LI: To compose and send an email.** **Success Criteria** -I can send emails to other children in the class. -I can use the search option in the address book when sending an email.
ART & DESIGN	**DIGITAL MEDIA/ DEVOPING and EXPLOING IDEAS.** To use shading, line and pattern techniques to complete a self-portrait with mixed media. See Power-point SC: I understand that a sketch book is used for different purposes.	**DIGITAL MEDIA/DEVOPING and EXPLOING IDEAS.** HALL DISPLAY (include line work, patterns and shading).	**DIGITAL MEDIA/DEVOPING and EXPLOING IDEAS.** HALL DISPLAY (include line work, patterns and shading).		**DRAWING** To identify interesting aspects of objects. To draw close observations. SC: I understand proportion and perspective. CT to provide artefacts. Children to practice sketching and shading chosen artefacts in sketchbook	**DRAWING** To identify interesting aspects of objects. To draw close observations. SC: I understand proportion and perspective. CT to provide artefacts. Children to sketch 1 artefact on A4 paper.		
DESIGN TECHNOLOGY								**Clay amulet linked to ancient Egyptian jewellery.**
MUSIC.								

PE **Refer to PE plans on system.**	**PPA PE** Active play	**PPA PE** ATHLETICS GYM/DANCE COSMIC YOGA	**PPA PE** ATHLETICS GYM/DANCE COSMIC YOGA	**PPA PE** ATHLETICS GYM/DANCE COSMIC YOGA	**PPA PE** ATHLETICS GYM/DANCE COSMIC YOGA	**PPA PE** ATHLETICS GYM/DANCE COSMIC YOGA	**PPA PE** ATHLETICS GYM/DANCE COSMIC YOGA	**PPA PE** ATHLETICS GYM/DANCE COSMIC YOGA
RE Refer to Key Question Scheme of work for lesson plans **Why is the Bible important to Christians today?**		**L.I. To understand how Christians use wisdom from the Bible.** Discuss what wisdom is and who gives the children guidance in their lives. Discuss what makes the bible special. 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. Create a class book of wise words.	**L.I. To understand how the bible is put together and why it is popular.** Look at some different types of Christian holy books i.e. complete Bible, Bible storybook, children's Bible. Discuss what they notice. Show children bible powerpoint and go through importance of the Bible. Complete Bible worksheet.	**L.I. To understand what the bible teaches people about God, life and the universe.** Discuss what the picture the bible paints about God. 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 etc. Every pupil to do at least 5 ideas. Then write 3 questions onto the paper, about what other pupils have said.	**L.I. To understand how Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?** Focus the story of creation. Discuss it as a class focusing on why Christians and Jews love telling the story. In groups children to create a short drama piece creating movements for each day of creation.	**L.I. To discuss how the Bible can help people if they are tempted to do something wrong.** Discuss what temptation is and what we get tempted by. Discuss how God can help when people are tempted. 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.	**L.I. To understand the main ways Christians use the Bible.** Investigate how Christians might use the Bible in different contexts. 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.	**LI: To review my learning about the Bible.** Do children think the Bible is important? How is the Bible used? Can the Bible help us in everyday life?
PSHE **Kapow – Citizenship: What rights and responsibilities do we have**	*Link to English lesson* **LI: To understand why rules are important.** Children discuss in groups why they think rules are important. Focus on being safe, caring, ready.	**LI: To recognise that everyone has rights and responsibilities.** Explore examples of human rights. Explain that rights help people live safely, fairly and with respect. Discuss some examples of people and organisations that help protect human rights.	**LI: To recognise that children have rights and why they matter.** Give examples of rights that all children should have. Explain how children's rights help children. Describe some ways adults can protect children's rights.	**LI: To understand why reducing what we use helps to protect the environment.** Give examples of how to create less waste and use less energy. Describe how reducing what we use helps the environment. Suggest reasons why reducing what we use is better than reusing or recycling.	**LI: To understand how reusing items helps protect the environment.** Give examples of how items can be reused. Suggest why reusing items is better than recycling them. Design a reuse project.	**LI: To recognise our responsibility to recycle at home, school and in the local area.** Give examples of items that can be recycled. Explain why recycling is important. Find out what can be recycled locally. Suggest how to improve recycling in my community.		

PMFL **Language Angels**		LI: To locate France on a map. **LI: Situer la France sur une carte.**	LI: To use greetings. **LI: utiliser des salutations.**	LI: To ask and answer the question 'What is your name?' **LI: demander et dire son nom**	LI: To count to 10. **LI: compter jusqu'à 10**	LI: To read, write, say and recognise 10 colours. **LI: lire, écrire, dire et reconnaître dix couleurs.**	LI: To review my learning. **LI: pour passer en revue ce que j'ai appris.** Consolidation	

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